



P R I S M

Grade 2
March & April -2026



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Message from the Founder and Director

Dear Graduating Batch of 2026,

We are incredibly proud of each and every one of you. Over the years, you have grown into thoughtful, responsible, and capable individuals, truly ready to take on the world.

As you celebrate this milestone, carry with you a deep sense of gratitude, for the teachers who believed in you, the parents who sacrificed for you, and the friends who stood beside you every step of the way.

Today, I want you to focus on the word. Contentment.

As you prepare to step into the world, pause for a moment and ask yourself:

What does happiness really mean to me? What does a fulfilled life look like for me?

Because in today's world, contentment is not optional. It is survival. We are constantly told to do more, be more, have more. And yet, it never feels like enough.

Endless scrolling. Constant comparison. Everyone is chasing something and very few feel at peace. You can have success, money, validation and still feel empty inside.



Contentment is what protects you. In a world that constantly pulls you outward, contentment brings you back home to yourself. It's not something you achieve once. It's something you build, and return to again and again.

So what creates contentment?

First—Clarity of Purpose.

Know what truly matters to you. Not what the world tells you to chase, but what you value. Is it Peace? Success? Impact? Love? Freedom? When your life aligns with your values, contentment begins to grow. So dream. Set goals. But more importantly decide the kind of person you want to become.



Message from the Founder and Director

Second, Acceptance and Peace with Yourself.

This is one of the most underrated skills in life. We live in a world that constantly tells you to improve but rarely teaches you to accept.

Acceptance means: not constantly judging yourself, not comparing your life to someone else's highlight reel. Because comparison steals your peace faster than failure ever will. When you accept yourself, your strengths, your flaws, your journey, you build inner stability. And from that comes real contentment. Learn the difference between what you can control and what you can't. Don't waste energy resisting reality. Focus on what you can grow. Because remember this, people suffer more from resisting reality than from reality itself. Acceptance removes mental friction. And when there's less friction, there's more clarity, peace, and strength.

Third—Meaningful Connections. No one feels fulfilled in isolation. You can achieve everything and still feel empty without real people in your life. At your core, you want to be seen, understood, and supported. Not just liked. Not just followed. But truly known. And meaningful relationships aren't just about receiving, they're about giving.

Showing up. Listening without judging. Being there when it matters. Because real connections give your life emotional depth. You laugh more. You heal faster. You feel stronger.

So don't just chase success, build people into your life. Because at the end of the day, you won't remember marks or trophies as much as the people who stood by you.



Message from the Founder and Director

Fourth—A Sense of Progress. As human beings, we need to feel like we're moving forward. Not constant achievement but consistent growth. Learning something new. Improving a habit. Becoming just a little better than yesterday. That's where fulfilment lies. Because progress is quiet. It doesn't come with applause. But it gives you something powerful, a deep sense of satisfaction. So don't chase perfection. Chase progress. And finally, Stay Connected to Yourself.

Lastly, Have some form of spirituality in your life. It doesn't have to be religion. It simply means staying connected to who you are. It could be: working out, playing a sport, creating art, reflecting, or simply sitting in silence. Because in today's world, it's easy to lose yourself. Endless scrolling. Constant noise. Always being busy, it slowly numbs you. You stop feeling deeply. You stop thinking clearly. You disconnect from yourself and from others. So pause. Check in with yourself. Ask: How am I really feeling? What do I really want?

Because when you are connected within, your decisions become clearer and your mind becomes calmer. In a noisy world, create moments of stillness. Because that is where clarity lives. And that is where peace begins.

Class of 2026, As you step into the world, remember this: Success may impress the world, but contentment will sustain you. So build a life that is not just successful but meaningful, peaceful, and truly your own. Congratulations once again. And I wish you a life full of purpose, growth, connection, and deep fulfilment.

K.Kirthi Reddy
Founder & Director



Message from Associate PYP Coordinator- Professional Development

Choosing education as a lifelong commitment is a decision reaffirmed every time I engage with passionate educators at events like the IB Global Conference 2026 in Mumbai. Under the theme "Shared Learning, Shared Futures," this gathering of over 1,100 leaders from the Asia-Pacific region was a deeply enriching experience that bridged the gap between global standards and daily school practice. I am incredibly grateful to our school management for recognizing the value of this professional journey and providing me with the opportunity to represent our community. The sessions on well-being were a highlight, particularly the workshop on "Educating the Head, Heart, and Hands." It served as a vital reminder that well-being is not just a scheduled lesson or an "add-on" to the curriculum; it is the essential foundation for all academic success. We explored how a school culture designed with intentionality ensures that every student feels safe and supported, moving beyond mere compliance to create a lived experience of care. This connected deeply with the discussions on inclusion, where the focus was on shifting from simply "integrating" students to truly "including" them by designing flexible systems that honor diverse learning needs. We discussed how educators are uniquely positioned to nurture intercultural understanding and respect, ensuring that every learner—regardless of their background—has an equitable path to success in an increasingly complex world.



The rapid evolution of Artificial Intelligence (AI) was another core focus, shifting the conversation from fear to empowerment. Sessions explored how AI can be used as a tool for "human-centric" learning, helping teachers personalize education and reduce administrative burdens so they can focus on what matters most: the student-teacher relationship. We reflected on how AI must be used ethically to enhance, rather than replace, the critical thinking and creativity that define the IB experience. This conference was not just about receiving certificates; it was a continuation of my commitment to building a school culture where values are enacted daily and where every student is prepared for a "shared future" built on peace and collaboration. I look forward to bringing these insights back to our classrooms to ensure our standards evolve into meaningful, future-ready experiences.

Thanks & Regards
Mary Vinodhini



School Philosophy – 5 Developmental Pillars

Mindfulness & wellbeing

Our students and teachers have been thoughtfully integrating mindfulness into their daily routines, with a meaningful emphasis on personal goal setting and self-motivation. Through engaging practices such as pinwheel breathing and unicorn breathing, students are learning to regulate their emotions, stay calm, and enhance their focus in a positive way.

In addition, activities like muscle scrunch and relax have helped students become more aware of their bodies, enabling them to release tension and feel more relaxed and in control. As they reflect on their identity, values, and overall well-being, students are developing a deeper understanding of how their thoughts and actions shape their personal growth. By setting small, realistic goals and working consistently towards achieving them, students are building perseverance and resilience. Positive affirmations further nurture their confidence and self-belief. These mindful experiences are not only strengthening their concentration but also fostering emotional awareness and balance.

Overall, these practices are empowering students to develop a calm, focused, and resilient mindset, supporting their journey towards holistic well-being and personal growth.



School Philosophy – 5 Developmental Pillars

Core Values:

The value of Integrity was meaningfully integrated through a variety of activities. Students learned the importance of honesty, responsibility, and doing the right thing, even in challenging situations. They explored how integrity supports success in academics, relationships, and daily life, and understood that strong values build trust and respect.

Through stories, discussions, and role plays, students reflected on making responsible choices and standing up for what is right. Their learning was further reinforced through read-aloud sessions, a motivational video, and reflective discussions.

We encourage students to continue practising integrity in their daily actions.



Stakeholder engagement

Students actively participated in meaningful stakeholder engagement initiatives that enriched the school community. A guest talk on body systems provided valuable insights into how the human body functions and highlighted the importance of maintaining good health. Additionally, Theatre Day was celebrated with great enthusiasm, offering students opportunities to showcase their creativity, confidence, and expression through engaging performances.

These experiences fostered a vibrant and inclusive environment, strengthening collaboration among stakeholders while promoting learning, creativity, and a strong sense of community, leaving everyone with joyful and lasting memories.



School Philosophy – 5 Developmental Pillars

Holistic Excellence:

During the dining etiquette sessions, students learned proper table manners and the correct use and placement of cutlery. These activities helped develop self-management, responsibility, communication, and social awareness, while encouraging respectful behaviour in everyday situations. They also gained confidence in applying these skills in real-life settings.

In the pottery session, students explored creativity by designing with clay, enhancing their fine motor skills, patience, focus, and self-expression, while also building problem-solving skills. This hands-on experience encouraged imagination and a sense of accomplishment.

Overall, these activities supported students' holistic development, fostering independence, confidence, and essential life skills.



Global Leadership:

Students demonstrated strong leadership by taking ownership of assemblies and confidently leading them. They thoughtfully presented cultural celebrations such as Ugadi and Ramadan, helping the school community understand and appreciate diverse traditions and values. Through these assemblies, students effectively communicated important themes such as integrity and well-being, using a variety of presentations, role plays, and expressions. These opportunities enabled them to enhance their public speaking, collaboration, and organisational skills while building confidence and responsibility.

Overall, these experiences provided a meaningful platform for students to express their ideas, celebrate cultural diversity, and grow as responsible and confident learners.



Learning and Teaching – March

Unit of Inquiry:

Transdisciplinary Theme:

Who We Are – Body systems

Central Idea:

Our well being is dependent on proper functioning of different body systems

Lines of Inquiry:

- Different systems and the way they work (Digestive, Muscular and Skeletal)
- Consequences of improper functioning of body systems
- Healthy habits to support our body systems

Specific Concepts:

Function

Causation

Responsibility

IB Learner Profile:

Thinker

Knowledgeable

Balanced

As part of our learning, students explored the importance of body systems and how their proper functioning supports overall well-being. They examined the snacks they bring to school, identifying whether they were healthy or unhealthy, and discussed how different food choices affect their bodies.

Students explored the digestive, skeletal, and muscular systems in detail. They identified the main parts of each system and developed a clear understanding of their functions—how the skeletal system provides structure and protection, the muscular system enables movement, and the digestive system breaks down food to release energy. They also learned how these systems are interconnected and work together to keep the body healthy and active.

To deepen their understanding, students attended a guest talk by a doctor, gaining valuable insights into body systems and healthy habits. They also participated in a survey with their parents to understand family lifestyles and reflect on their own well-being.

Through discussions, students explored the consequences of improper functioning of body systems and how unhealthy habits can negatively impact the body. They reflected on their daily routines by identifying and categorising their habits as healthy or unhealthy, helping them understand how their choices influence their physical well-being.

This learning experience encouraged students to take responsibility for their health by making informed and healthier lifestyle choices.



Learning and Teaching- March

Transdisciplinary Language:

Students made meaningful transdisciplinary connections by exploring the concept of facts and opinions while learning about different body systems. They developed a clearer understanding of how each system functions individually and works together to support overall well-being. To deepen this learning, strategies such as group discussions, sorting activities (fact vs. opinion), and inquiry-based questioning were used. Students analyzed simple texts, identified factual information, and expressed their own opinions with reasoning. In addition, students explored adverbs of place, time, and manner, enhancing their ability to describe actions more clearly. This was carried out through interactive activities such as sentence-building exercises, storytelling, role-play, and peer sharing. These strategies helped students understand not just how actions are described, but also when and where they occur, making their communication more precise and engaging.

Transdisciplinary Math:

Students made strong transdisciplinary connections with fractions while also extending their understanding of lines of symmetry and division. Hands-on strategies such as using fraction models, paper folding for symmetry, and real-life sharing scenarios were incorporated to make learning more concrete.

To strengthen conceptual understanding, students engaged in visual representation activities, collaborative problem-solving, and math games. Division was introduced through grouping and repeated subtraction methods, helping students connect it with fractions in meaningful ways. These strategies allowed students to actively explore mathematical concepts and apply them confidently in different contexts.

Telugu:

During the month of March, students will revise simple words and practice writing sentences using them. They will also work on writing short sentences using Guninatham words, which will help strengthen their reading and writing skills.

Hindi:

Students focused on improving their speaking and reading skills through interactive activities and regular practice. They practiced correct pronunciation and reading fluency through guided reading exercises. They learned and practiced बारहखड़ी (Barakhadi) through repetition and writing activities, while also revised and reinforced एकवचन-बहुवचन using examples and simple exercises. Students were introduced to चंद्रबिंदु (ँ), ऋ मात्रा (ृ), and अः (विसर्ग) through simple sentences, word building, and daily-use vocabulary. They also practiced forming simple sentences through structured activities and actively participated in reading and speaking tasks to build confidence.



Learning and Teaching- March

Spanish:

Students continued revising numbers from 1 to 20, as well as the names of days, months, colours, fruits, vegetables, and animals in Spanish. Through regular practice and engaging activities, they strengthened their understanding and confidence in using this vocabulary correctly. They practised using this vocabulary through simple activities, games, and speaking exercises, which helped reinforce correct usage and build confidence in everyday Spanish communication. They also practiced the correct spellings of the vocabulary they had learned, further improving their accuracy and retention.

French:

Students learned Les vêtements along with simple sentence structures such as je porte une chemise, je porte un T-shirt, etc.

Reading and Writing: Students practiced vocabulary related to clothing items and learned to form simple sentences using je porte with correct articles. They completed written exercises to identify and use appropriate clothing vocabulary in context.

Listening and Speaking: Students participated in listening activities to recognize different clothing items and sentence patterns. They also practiced speaking exercises where they described what they are wearing using simple and clear sentences.

Compulsory Hindi:

Students learned the names of body parts (शरीर के अंग) and animals (जानवरों के नाम) through engaging oral activities. They practiced correct pronunciation, built their vocabulary, and confidently expressed themselves in Hindi.

Through songs, games, and discussions, students actively participated and improved their speaking and listening skills, making the learning process enjoyable and meaningful.

Compulsory Telugu :

Students were orally revising the names of flowers, fruits, animals, and good habits in Telugu through guided speaking activities. They were identifying and saying each word clearly with correct pronunciation, which was helping improve their vocabulary and speaking confidence.

Students were also practicing the use of these words in simple oral activities and short sentences. These activities were strengthening their pronunciation, word recognition, speaking skills, and confidence in using simple Telugu words effectively



Learning and Teaching- March

Dance:

Students worked on creating clean transitions between their dance moves and practiced their beginning formations with clarity and confidence. They focused on dancing with power and control, ensuring their movements were strong and well-executed. Through these activities, they developed important skills such as memory, teamwork, and stage presence, helping them perform more confidently as a group.

Drama:

Students explored body control and balance through a variety of engaging movement activities, helping them build stability, coordination, and confidence in their physical expression.

Music

In Music, Grade 2 students are exploring how our well-being depends on the proper functioning of different body systems. We are learning how the heart keeps a steady beat, breathing helps us sing, and our muscles and brain help us move and remember rhythms. Through songs, movement, and rhythm games, students are also discussing healthy habits that help them perform their best. This helps them understand the connection between caring for their bodies and making music confidently.

P.E

Students began with an inquiry into throwing events and were introduced to Shot Put using a medicine ball, where they discussed its techniques and practiced the same. They also explored an inquiry on yoga, learning about Surya Namaskar (The Sun Salutation), its benefits, and engaged in practicing the sequence to improve their flexibility, strength, and overall well-being.

Art:

Students engaged in a creative and meaningful exploration of symmetry as part of their unit on well-being and design thinking through art. Learners began by exploring masks from around the world, understanding their unique features and purposes across cultures. Students designed and created their own masks. While creating, they applied the concept of line symmetry, ensuring balance and equal proportion in their designs. Students further strengthened their understanding of the principles of art, especially balance, by making thoughtful connections between visual elements and design. Learners explored Mandala art, focusing on radial symmetry. They created intricate patterns that radiate from a central point, helping them experience calmness, focus, and a sense of well-being. This activity encouraged mindfulness and demonstrated how art can positively support emotional and mental health.



Learning and Teaching- March

ILD:

Students explored the concept of the **DBT House**, a powerful activity that helps children understand themselves better. Through guided reflection, they identified their strengths, values, support systems, emotions, and goals. This activity encouraged students to think about what supports them during challenges and what helps them feel safe and confident. Students also worked on **Understanding Perspectives**, where they practiced seeing situations from different points of view. Through discussions, role-play, and real-life examples, they developed empathy, respect for differences, and stronger communication skills. These sessions helped students realise that people may think and feel differently, and that understanding others' perspectives supports healthier relationships and conflict resolution.



Learning and Teaching - Special Assembly on the festival Ugadi, Eid and Easter



Collaborative Learning



Theater Day

Our young learners of Grade 2 enthusiastically participated in Theatre Day with great excitement and confidence. The children showcased their creativity through lively performances, expressive dialogues, and joyful actions. It was wonderful to see them step into different roles and bring stories to life on stage. Through this experience, students demonstrated key IB Learner Profile attributes, especially as Communicators and Risk-takers. They expressed their ideas confidently, used voice and actions effectively, and showed courage by performing in front of an audience. Theatre Day also helped build their confidence, teamwork, and communication skills, making it a fun, meaningful, and memorable learning experience for all.



Learning and Teaching - April

Unit of Inquiry :

As part of this unit, students explored how different body systems worked together to keep us healthy and active. During the end-of-unit assessment, students made meaningful connections between the digestive, skeletal, and muscular systems and their role in supporting overall well-being. Students reflected on how their daily habits and lifestyle choices impacted their body systems. They demonstrated their understanding by explaining how these systems functioned and what happened when they did not work properly. Taking responsible action, students identified ways to improve their well-being, such as eating healthy food, exercising regularly, and maintaining good habits. This unit encouraged students to become more aware of their bodies and make positive lifestyle choices for a healthy life.

Transdisciplinary Math:

Students continued exploring division through story sums and revisited multiplication and division facts. They also revisited key math concepts, including understanding numbers through counting, number names, place value, and comparing numbers. They reviewed basic operations such as addition, subtraction, multiplication, and division, and explored shapes and geometry, including 2D and 3D shapes, lines, and symmetry. Their learning also covered measurement (length, weight, capacity, and time), fractions like half and quarter, and simple fractions. In addition, students revisited data handling through sorting, pictographs, and bar graphs.

They explored number and shape patterns and strengthened their understanding of money, including coins, notes, and simple transactions.

Transdisciplinary Language:

Students revisited facts and opinions and worked on the writing process using the OREO strategy (Opinion, Reason, Example, Opinion). Students also revisited basic grammar concepts such as nouns, pronouns, verbs, adverbs, adjectives, tenses, conjunctions, degrees of comparison, types of sentences, and cause and effect.

Hindi

Students continued to enhance their speaking and reading skills while strengthening their understanding of बारहखड़ी. They were introduced to आधे अक्षर and their usage, and reinforced their learning of एकवचन-बहुवचन through engaging activities. Students also explored विलोम शब्द and practiced using them appropriately. Alongside this, they developed their sentence formation and reading comprehension skills through structured tasks and regular practice.

Telugu:

Students continued their revision of Varnamala (alphabet), simple words, and sentences. They also revisited Guninthalu and Guninatham words and practiced forming small sentences using these words. This further improved their language understanding, sentence formation, and confidence in writing.



Learning and Teaching - April

French:

Students continued their learning with a focus on correct spellings and confident speaking. They engaged in a variety of activities such as games, worksheets, and oral practice to reinforce their vocabulary. Students also practiced pronunciation and basic sentence formation to improve fluency (Yo llevo camiseta, Yo tengo dos ojos). These activities helped them express themselves more confidently and accurately in Spanish while strengthening their overall language skills.

Spanish

Students continued their learning with a focus on correct spellings and confident speaking. They engaged in a variety of activities such as games, worksheets, and oral practice to reinforce their vocabulary. Students also practiced pronunciation and basic sentence formation to improve fluency (Yo llevo camiseta, Yo tengo dos ojos). These activities helped them express themselves more confidently and accurately in Spanish while strengthening their overall language skills.

Compulsory Hindi:

Students continued learning the names of means of transport (परिवहन के साधन) in Hindi through engaging oral activities. They practiced identifying and pronouncing words such as बस, कार, ट्रेन, जहाज़, and साइकिल with clarity and confidence. Through songs, games, and guided speaking activities, students enhanced their vocabulary, pronunciation, and communication skills.

These activities supported them in using simple Hindi words confidently in everyday conversations, making learning fun and meaningful.

Compulsory Telugu:

Students orally revise the names of flowers, fruits, animals, and good habits in Telugu through guided speaking activities. They identify and say each word clearly with correct pronunciation, which helps improve their vocabulary and speaking confidence. They also practice using these words in simple oral activities and short sentences confidently. These oral revision activities strengthen their pronunciation, word recognition, speaking skills, and confidence in using simple Telugu words effectively.

Art :

The student works on different stages of the design thinking process through various learning engagements.

P.E:

Students engage in regular practice of Surya Namaskar to build strength, flexibility, and mindfulness. They learn and practice key yoga postures such as Vrikshasana (Tree Pose), Trikonasana (Triangle Pose), and Vajrasana (Diamond Pose), focusing on balance, posture, and control. Through these activities, students make transdisciplinary connections with body systems, including the skeletal system, muscular system, and digestive system, developing a deeper understanding of how yoga supports overall body functioning and well-being.



Learning and Teaching - April

Music :

This month in music class, Grade 2 students learn the song “All Our Feelings Are OK,” where they explore expressing different emotions through singing and actions. They practice singing with confidence, following rhythm, and responding to musical cues. Students are also introduced to the guitar and learn to identify its basic parts such as the body, neck, strings, and head through interactive activities. As part of their learning, students explore how well-being depends on the proper functioning of different body systems. They understand how the heart keeps a steady beat like music, how breathing helps them sing, and how their muscles and brain help them move and remember rhythms.

Dance :

Students perform with confidence and expressive facial expressions while staying well-coordinated and in sync with the group. They also dance with strength, control, and precision, demonstrating teamwork and a strong stage presence.

Drama:

Students focus on the concept of “creating space.” They learn how to use their bodies intentionally within a shared environment, making thoughtful choices about direction, distance, and positioning. Through guided activities and group explorations, they develop an awareness of personal and general space, ensuring they move safely while staying connected to others. This process helps them understand how effective use of space supports storytelling, enhances group coordination, and creates more meaningful and visually engaging performances.

ILD:

Students focus on decision making and consequences. They learn that every choice has an outcome and that taking a moment to pause and think leads to more responsible decisions.

Through interactive activities, students explore the difference between short-term and long-term consequences and understand how their decisions affect themselves and others. This supports the development of responsibility, problem-solving skills, and thoughtful behaviour.



Happenings Month Ahead

Events	Dates
Reopening of the school	15th June 2026

Our website:

<https://www.thegaudium.com/>

Events link:

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>

Facebook : For daily updates please like the page.

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