



P R I S M

Grade 3
March- April 2026



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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.



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.



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



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being:

Students actively engaged in structured mindfulness practices centered around five key domains: mindful breathing, mindful movement, mindfulness through the senses, self-awareness, and mindful thinking. Through guided activities, they learned effective strategies to regulate their emotions, strengthen concentration, and support their overall well-being.

Students also reflected on their experiences, recognizing how these practices help create balance in their daily lives. They developed a deeper sense of self-awareness and began to understand the importance of being present, enabling them to grow as thoughtful and reflective learners.



School Philosophy – 5 Developmental Pillars

Global Leadership:

Our young learners demonstrated inspiring global leadership by actively participating in school assemblies as confident communicators. They shared core values, led “Thought of the Day,” and guided mindfulness activities, reflecting their growth as principled and balanced individuals. Students also presented news updates, showing their curiosity as knowledgeable inquirers. A key highlight was their comparison of life before and after smartphones, where they analyzed the impact of technology as thoughtful thinkers. They emphasized using technology wisely, reminding peers that we should control technology, not let it control us. Through speaking, guiding, and reflecting, students truly embodied the spirit of global leadership.



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School Philosophy – 5 Developmental Pillars



School Philosophy – 5 Developmental Pillars

Holistic excellence:

Our learners explored the theme Happiness Around the World with creativity and enthusiasm. As part of “What Makes Me Happy” activity, students created mini four-page folded books, illustrating and expressing their joyful moments. Each page reflected personal experiences, from time with family to simple everyday joys, showcasing their ability to connect emotions with meaningful expression. Through this activity, students developed as communicators and reflective thinkers, sharing their ideas with confidence and empathy. This experience celebrated holistic excellence, as learners combined creativity, self-awareness, and expression, highlighting the importance of happiness, well-being, and positive connections within their learning community.

Students participated with great enthusiasm in the final Life Skills session, which focused on Non-Fire Cooking. Learners from EY to Grade 2 explored the preparation of biscuit canapés, where they carefully assembled ingredients, spread toppings, and presented their creations with attention to hygiene and neatness.

Students from Grade 3 to Grade 5 engaged in preparing refreshing watermelon mocktails, where they practiced skills such as mashing, mixing, and balancing flavours.

Through this process, students were introduced to important aspects of non-fire cooking, including safe food handling, cleanliness, sequencing of steps, and mindful use of ingredients and tools. They demonstrated responsibility while using equipment such as mashers and lemon squeezers and worked collaboratively to complete each step of the preparation. In addition to the preparation, students engaged in a structured whole-class reflection, where they revisited and shared their experiences from the Life Skills sessions conducted throughout the year. This provided a meaningful opportunity for students to articulate their learning, growth, and key takeaways. Overall, the session served as a enriching conclusion to the Life Skills programme, leaving students with practical skills, increased confidence, and positive learning experiences.



School Philosophy – 5 Developmental Pillars



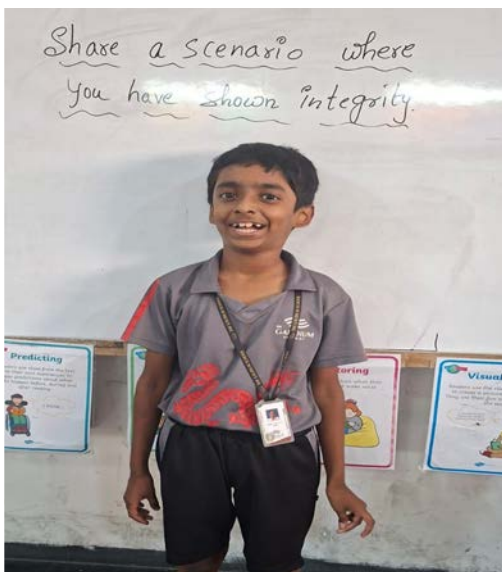
School Philosophy – 5 Developmental Pillars

Core Value – Integrity

Our learners explored the meaning of integrity through the story “The Empty Pot” by Demi. They listened attentively and reflected on the importance of honesty, responsibility, and fairness.

Students shared key ideas, recognizing that integrity means doing the right thing even when no one is watching.

Building on prior discussions, they connected this value to their school life, understanding the importance of not copying, admitting mistakes, following rules, and being fair to others. This learning experience encouraged students to become principled individuals, helping them make responsible choices and build trust within their classroom and beyond.



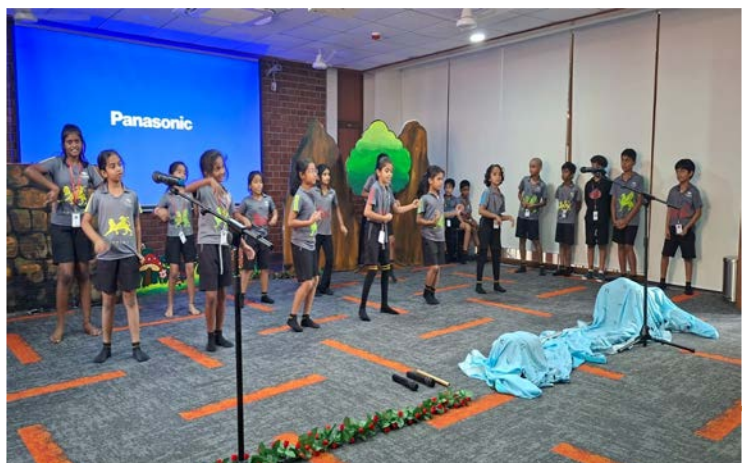
School Philosophy – 5 Developmental Pillars

Stakeholder engagement

Parents were invited for guest talks, sharing their expertise and helping bridge the gap between home and school learning. These interactions enriched students' understanding, fostered a sense of community, and offered diverse perspectives, making learning more meaningful and engaging. This collaboration strengthened the bond between school and parents.

Students and teachers celebrated the **International Day of Happiness**, embracing the IB Learner Profile of being Caring through reflections, an oath to spread happiness, and joyful activities.

Students also refined their drama techniques for **Theatre Day**. As Communicators and Risk-Takers, they focused on clarity, expression, and stage presence, integrating music and dance while enhancing tone, pace, and body language through dedicated rehearsals.



A Celebration of Expression and Creativity



Inspiring Minds: Exploring the Impact and Future of Technology



Inspiring Minds: Guest Speakers on the Evolution of Aircraft and Modern Transportation Technology

Pilot: Mayank Malhan

Commercial Pilot: Adarsh Golecha



Guest Speakers: Technology in Action

- Mr. Akash Thadani – Product Manager, Microsoft- Topic: Keeping children safe online; Technology and digital responsibilities
- Mr. Kiran Pasala – CEO, Prasad Seeds, Hyderabad -Topic: Technology in seed processing; Past vs. present methods



Inspiring Minds: Guest talk on Evolution of transportation, technology in automobile.

Guest speaker: Mr. Varun Katta, CEO of Phantom Threads



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Learning and Teaching – March

Unit of Inquiry

Transdisciplinary Theme: How We Organise Ourselves

Central idea

Advancements in technology impact the way we organize our lives

Lines of inquiry:

- Circumstances that led to the development of technologies
- Impact of new technologies on the world
- Responsibilities of digital citizens towards global communities

Students actively participated in a provocation exploring different forms of communication such as letter writing, phone calls, and email writing.

They understood how messages are shared quickly and connected this to the concept of technology. Learners extended their understanding through research on the first line of inquiry, supported by a guest talk, group discussions, reading articles, and watching videos.

Working collaboratively, they completed group tasks and confidently presented their findings. This learning experience strengthened their research, communication, and collaboration skills while helping them understand how technology plays an important role in connecting people and shaping our daily lives.



Learning and Teaching - March

Math

Our learners explored the concept of time through engaging and practical learning experiences. They developed their understanding of reading clocks, identifying hours and minutes with confidence. Students also learned to differentiate between a.m. and p.m., helping them connect time to daily routines.

They further explored elapsed time by solving real-life problems, enhancing their critical thinking skills. Learners were introduced to both 12-hour and 24-hour time formats, understanding how time is represented in different contexts. Through these activities, students strengthened their time-reading skills and applied their learning to everyday situations, building confidence and accuracy.

English

Students explored key language concepts, focusing on prepositions and tenses, and applied them in meaningful contexts to strengthen their understanding. Through engaging activities, they enhanced their ability to use language effectively in both written and real-life situations.

They practiced forming accurate sentences, identified correct usage in passages, and made connections to everyday communication. Collaborative tasks and discussions further supported their learning, allowing them to share ideas and learn from peers. These experiences encouraged students to think critically about their language use while expressing ideas clearly, confidently, and creatively.



Provocation:

Fun Meets Learning: Students Decode Technology via Relay Game



• Nurturing Gratitude in Young Minds



Students Explore the Role of Technology Across Various Sectors

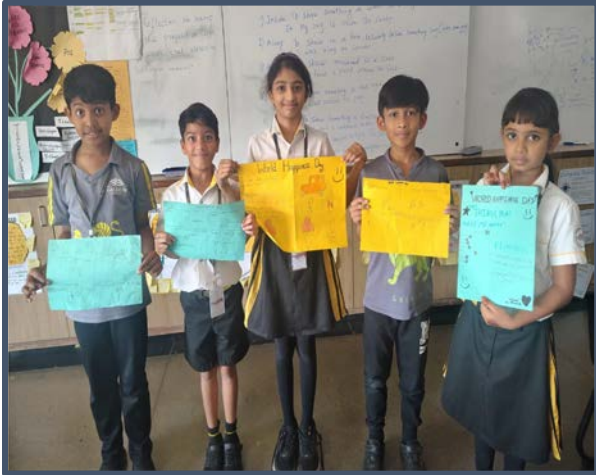


Future thinkers at work: Exploring use of Technology in different sectors



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Students Present How Technology Transforms Various Sectors



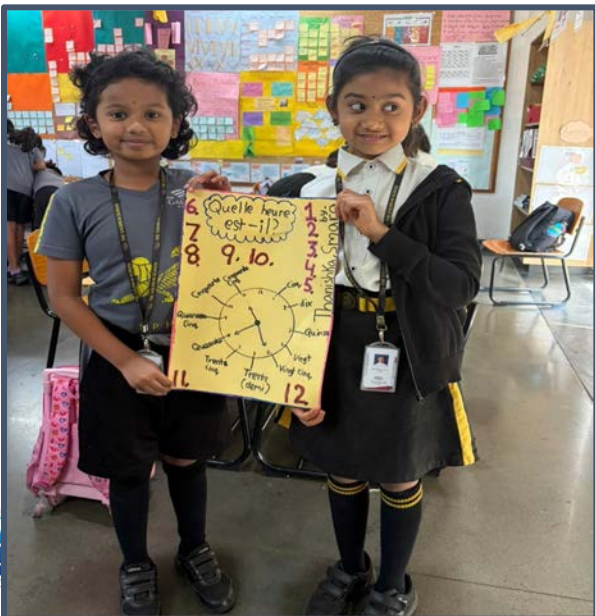
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Mastering Prepositions Through Hands-On Learning

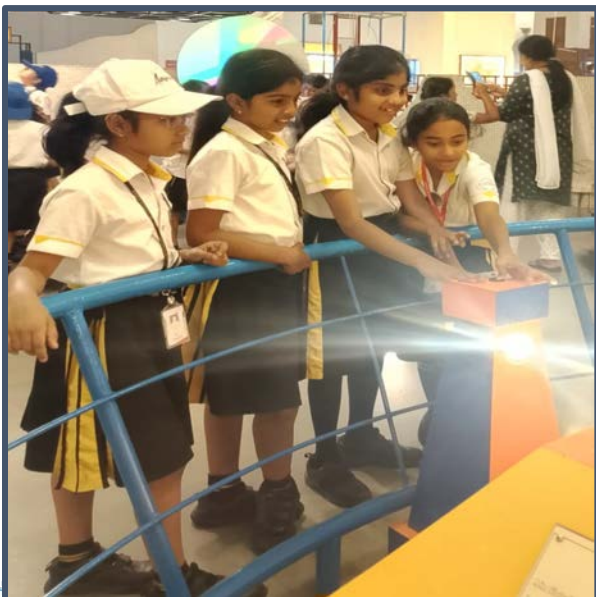


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Learning the Concept of Time with Hands-On Experiences



Unlocking Innovation at Birla Science Museum



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Unlocking Innovation at Birla Science Museum



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The Art of Possibilities

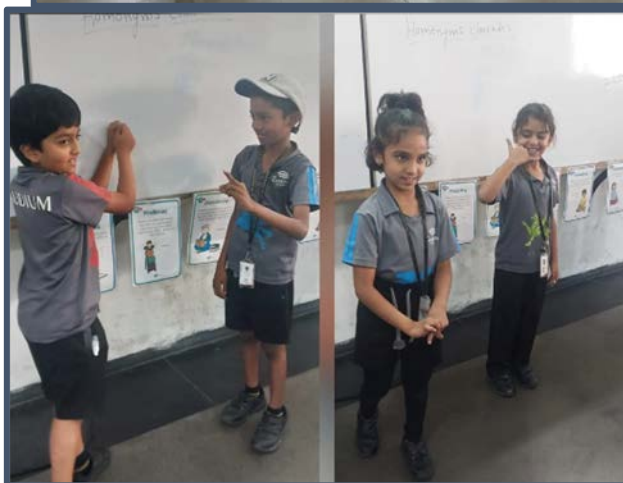


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Exploring Beyond Books, Achieving Brilliance



Academics and Beyond: Nurturing Holistic Excellence



Learning and Teaching -March

Music:

In March, Grade 3 learners concluded their music journey by reflecting on the skills they had developed across units. They strengthened their confidence in singing, rhythm, and creative sound-making while revisiting melody, tempo, dynamics, and rhythm. Through group performances and reflections, learners expressed ideas, emotions, and stories, connected music to real life, celebrated teamwork, and recognized their growth as confident young musicians.

Telugu:

Students focused on descriptive language by identifying descriptive words and sentences from stories and replacing them with suitable synonyms. They used these synonyms to frame sentences and write short paragraphs, enhancing their vocabulary, creativity, and ability to express ideas more effectively in Telugu.

French

Students recapitulated *Les Professions et les Adjectifs*, along with verbs and articles. Through engaging revision activities, games, and speaking exercises, they strengthened their understanding of these concepts. Learners practiced using correct forms in sentences, improved their pronunciation, and enhanced their confidence in everyday French communication. These activities supported better language usage, fluency, and helped students apply their knowledge effectively in real-life contexts while building a strong foundation in French.



Learning and Teaching - March

Hindi:

Students read the story 'सत्य का पथ' and learned the new concept of honesty, also they learned new words They tried to create their own poems using adjectives and rhyming words.

Students discussed the poem 'खुशियाँ लाया प्रभात' about nature. They identified a connection between nature/morning and human beings. They framed questions about the poem to deepen their understanding. Students revised the R-form (र के रूप) and various matra words.

Spanish:

Students continued practicing greetings, numbers from 1 to 100, days and months, telling names, describing professions using the verb *ser*, as well as nationalities and Spanish-speaking countries. They also learned about some famous personalities. The revision was supported through a variety of engaging activities such as games, picture-based exercises, songs, and short speaking tasks. These activities helped students recall vocabulary easily, use words correctly, and gradually built their confidence in listening and speaking Spanish in a fun and interactive way.

Telugu:

This month, students listened to a story about protecting trees and nature. They listed facts and shared their opinions. They also identified problems from the story and explored their causes and effects. Additionally, students examined three pictures, chose one, and described what they saw. They shared predictions about what would happen next and how the story might conclude, using the "I see - I think next - At the end" strategy. They also provided reasons for their choices.

Additional language Hindi:

Students tried writing two-, three-, and four-letter words. They shared and framed simple sentences using words without matras. They shared the names of body parts in Hindi and reviewed the Hindi names of vegetables and fruits.



Learning and teaching-March

Compulsory language:Telugu

Students revised Achchulu (అచ్చులు) and the letters from "క" వర్గం, "చ" వర్గం, "ట" వర్గం, "త" వర్గం, and "ప" వర్గం along with related words to reinforce their letter recognition and reading skills. They practiced reading and pronouncing the letters and words clearly through guided classroom activities.

Students also revised the names of vegetables and fruits and practiced framing small and simple sentences using these words. These activities helped improve their vocabulary, sentence formation skills, and confidence in speaking and reading Telugu effectively.

ICT

This month, our Grade 3 learners explored the transdisciplinary theme How We Express Ourselves by investigating how digital tools help us organize information. Students developed their ICT and Self-Management skills independently using Microsoft Excel to create structured data tables.

They exhibited being Knowledgeable as they built columns for Name, Age, and Favorite Color, ensuring 3-5 entries were accurately placed within the correct cells. By mastering the relationship between Rows and Columns, students are now able to turn raw data into clear, organized digital records. Next month, we will reflect on this data by learning how to transform our tables into visual bar graphs.

French

Students learned Se Présenter and Présenter Sa Famille, along with Verbs and Adjectives in French.

Reading & Writing: Students practiced vocabulary related to self-introduction and family members, along with common verbs and adjectives. They worked on forming simple sentences to introduce themselves and describe their family members using correct structures.

Listening & Speaking: Students participated in listening activities to understand simple introductions and descriptions. They also practiced speaking exercises where they introduced themselves and talked about their family using appropriate verbs and adjectives.



Learning and Teaching – March

Dance:

Students revisited and recapitulated all the dance styles and techniques that have been taught so far. This process helps them strengthen their foundation, improve clarity in movements, and build confidence in their performance.

The focus is on refining expressions, coordination, and overall presentation, ensuring that each student performs with better understanding and precision.

PE:

Students shared their prior knowledge of basketball. Students learned about the various dribbling skills (low, medium and high) in basketball.

Students learned about different types of dribbling (right hand, left hand and crossover).

Through these engagements, students demonstrated persistence as they refined their hand-eye coordination and motor skills. They analyzed the function of each dribble type

Drama:

In early March, students refined drama skills for Theatre Day, focusing on expression, clarity, and stage presence. They practiced voice projection, articulation, and emotional delivery to enhance communication. These sessions built confidence and presentation skills. In late March and April, students will integrate drama with their Unit of Inquiry, creating skits on the evolution of technology.

Visual arts:

Students engaged in a creative, hands-on Visual Arts journey. They created newspaper collages, learning tearing, arranging, and pasting techniques, enhancing fine motor skills and creativity. Later, they designed animal collages using coloured paper, exploring cutting, layering, colour selection, and composition. Students demonstrated imagination and creativity while creating unique animal artworks.



Learning and Teaching -April

Unit Of Inquiry

Transdisciplinary Theme

How We Organise Ourselves

Central idea

Advancements in technology impact the way we organize our lives

Lines of inquiry:

- Circumstances that led to the development of technologies
- Impact of new technologies on the world
- Responsibilities of digital citizens towards global communities

Specified concepts:

Perspective
Change
Responsibility

Additional concepts:

Innovation
Communication
Pattern

As part of the inquiry, learners explored the impact of technology through the provocation “Two Sides of Technology.” They listed technological tools and analyzed images showing benefits and challenges. Using Think–Pair–Share, students reflected as inquirers and thinkers on when technology was helpful or harmful. Discussions encouraged them to become communicators, sharing balanced perspectives with peers.

Students also explored their responsibilities as digital citizens, understanding the importance of being principled and caring while interacting online. The session concluded with students categorizing technology as helpful and harmful, developing a responsible, balanced, and globally minded approach to using technology.

Students identified real-world issues that sparked their curiosity and dived into deep research to gather insights from users and experts. They collected data to build a comprehensive understanding of the challenge before they empathised by stepping into the users' shoes to grasp their true needs.



Learning and Teaching - April

Once they defined a clear problem statement, they ideated to brainstorm innovative solutions and prototyped their best ideas into tangible models. Finally, they tested and refined their designs, using feedback loops to ensure their prototypes continuously improved.

English

Students explored writing skills through informal letters and emails, developing their abilities as communicators. They learned the correct format and structure, applying their understanding in meaningful contexts to express ideas clearly and appropriately.

Through engaging activities, students demonstrated their skills as thinkers by organizing their ideas and choosing suitable tone and language. Collaborative discussions helped them grow as inquirers, sharing perspectives and learning from peers. They also reflected on their work as reflective learners, improving their writing. These experiences encouraged students to communicate confidently, creatively, and effectively in real-life situations.

Math

Students explored the concepts of calendar and money through engaging and real-life learning experiences. They developed their understanding of days, weeks, and months, and learned to read and interpret calendars to identify dates and plan events.

In addition, students built their knowledge of money by recognizing different denominations, performing simple transactions, and solving practical problems related to buying and selling. Through hands-on activities, they strengthened their skills as thinkers and inquirers, making meaningful connections to everyday life. These experiences helped students become more confident and responsible in managing time and money effectively.



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Learning and Teaching - April

Hindi :

Students selected a picture and describe it. Students learned Hindi counting from 1 to 30 in both numbers and words.

Students revised the R-form (र के रूप) and various matra words.

They also revised संयुक्ताक्षर and द्वित्वाक्षर words.

Spanish:

Students participated in all the concepts they have learned and were engage in more listening and speaking activities. They revised key topics through interactive exercises, games, and role-plays to strengthen their understanding. Students also focused on improving pronunciation, sentence formation, and confidence while communicating in Spanish.

Compulsory language Telugu

Students revised the names of flowers, animals, birds, and simple words using the letters "క to మ" in Telugu through guided speaking activities. They identified and pronounced each word clearly with correct pronunciation, which helped them to improve their vocabulary and speaking confidence.

Students also spoke simple oral sentences related to flowers, animals, birds, and simple words during classroom speaking activities. These revision activities strengthened their pronunciation, word recognition, sentence formation, speaking skills, and confidence in using simple Telugu words effectively.

Compulsory language Hindi:

Students observed pictures of animals and birds and shared their names in Hindi. They focused on building vocabulary and forming simple words and sentences.



Learning and Teaching - April

PE:

Students learned about different types of passing in basketball (chest, bounce and overhead pass).

Students started learning shooting in basketball.

Dance:

Students were divided into groups and given a creative task based on the styles they have learned. Each group collaboratively created their own choreography and presented it.

This activity encouraged teamwork, creativity, and self-expression. Students also reflected on their learning by responding to the task, making the process more engaging and meaningful.

Visual Art

Students began an exciting paper mask-making activity using colourful paper. They learned how to design and decorate masks creatively. They experimented with colours, shapes, and patterns. This activity encouraged self-expression and build artistic confidence.

Music:

In April, Grade 3 learners began a new phase of their musical journey with a renewed focus on exploration, creativity, and skill-building. Learners were engaged in a variety of musical activities that strengthen their understanding of fundamental elements such as rhythm, melody, tempo, and dynamics, while also encouraging confident self-expression through voice and movement. As part of their learning experiences, learners participated in singing activities, rhythm exercises, and collaborative music-making tasks that promote listening, coordination, and teamwork. They continued to explore how music can be used to express ideas, emotions, and stories, building on their prior understanding of music as a meaningful form of communication.



Learning and Teaching - April

Drama:

Students explored themes such as communication, business, transport, healthcare, and finance, comparing how these systems functioned in the past and how they operate in the present. Through this integration, they applied their understanding of character, expression, and performance to represent change over time, while also developing their research, collaboration, and creative thinking skills.

ICT

Grade 3 learners moved from data entry to data analysis. They learned how to turn their tables into colorful bar graphs to “see” their data in a new way.

Students also explored mathematical formulas, using Excel as a giant calculator to manage student marks. They discovered how to use basic functions like =SUM and =AVERAGE to calculate totals and means automatically. This was a major step in helping them become knowledgeable digital citizens!



Action Begins with Us!

As part of our exploration under the transdisciplinary theme How we organize ourselves, students are inquiring into the concept of Technology.

Through discussions, reflections, guest interactions, and collaborative tasks, students are recognising that meaningful action begins with individual choices. They are learning that the technologies they use every day were developed to solve real human problems, carry real-world impact, and come with real responsibilities – and that being an informed, empathetic digital citizen is one of the most meaningful ways they can contribute to the world they are growing up in.



Design Thinking 3-GrD

Empathize:
There is a lot of noise in classrooms. We identified that it is also causing headaches. We researched and found out that even noise levels impacts focus and concentration.

Define:
High levels of noise in the classroom are adversely affecting students.

Ideate:

- Noise sensor wrist band
- Noise sensor alarm in every classroom
- Noise sensor with color changing light

Prototype

How it works
In this Prototype there will be color changing lights. The sensors in it will change the color according to the noise levels in the classroom.

Volume Sensor (Noise sensor)

- High
- Medium
- Low
- Silent

Color changing tube light

Design Thinking 3GrD

Empathize:
We have realised some of us are forgetting to drink enough water.

Define:
Not drinking enough water leads to dehydration.

Ideate:

- Sensor wrist band
- Sensors attached to water bottle

Prototype:

How it works
The water bottle will have a sensor that checks the water level and makes a sound if it stays the same for more than an hour, reminding you to drink water.

Volume Sensing Bottle



Happenings Month Ahead

Events	Dates
Summer Break	18th April 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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