



# P R I S M

Grade 5  
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.Kirithi 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 and Well Being**

Students and teachers actively took part in a variety of mindfulness practices such as Pinwheel breathing, Volcano breathing, Shark Fin breathing, and Wood Chopper breathing. They also engaged in mindful movement activities including the Superman pose and Wonder pose. Learners explored sensory awareness through a structured senses countdown activity, helping them become more present and attentive.

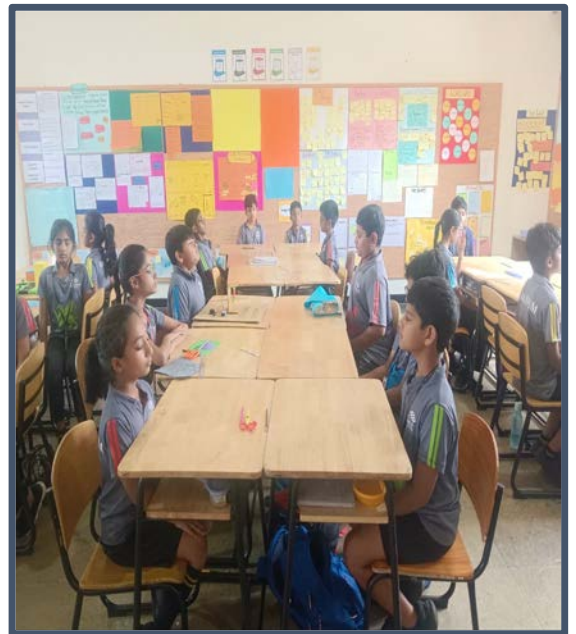


Self-awareness was nurtured through gratitude bubbles and reflective, scenario-based discussions. The sessions also emphasized the value of kindness and encouraged students to develop thoughtful and mindful responses in everyday situations. Additionally, school counsellors conducted group awareness sessions focusing on acceptance, empathy, and tolerance, fostering a more inclusive and understanding community.



# School Philosophy – 5 Developmental Pillars

They gained an insight into various emotions & feelings and reflected on various scenarios to observe their body and state of mind in those scenarios. They also used scenario-based reflection to practice mindful thinking and explored the same using questions like, 'What does it look like, feel like, and sound like?' The students were engaged in mindful thinking by visualizing being kind to someone, etc., where students learned to overcome life's challenges and achieve their goal. Students participated in a thoughtfully designed learning session focused on emotional well-being, self-awareness, and understanding individual differences.



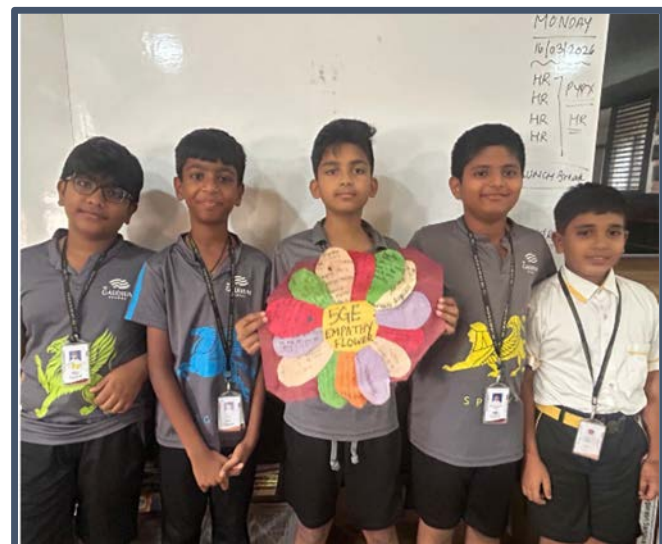
The lesson began with the story “The Day the Little Lamp Shone,” which introduced the PERMA framework—Positive Emotion, Engagement, Relationships, Meaning, and Achievement. Through guided discussion, students reflected on self-worth, confidence, and how even small actions can make a meaningful difference. A reflective activity titled “My Light” encouraged students to identify personal strengths, recognize the ways they help others, and set a simple goal to work toward. This activity supported self-awareness, positive emotions, and a growing sense of purpose.



# School Philosophy – 5 Developmental Pillars

## Core Value:

As part of this month's core value students explored the core value Integrity through meaningful and engaging activities. They were introduced to its meaning through a read-aloud story and a short video, which helped them understand that integrity means being honest and doing the right thing. This understanding was further reinforced through class discussions, small skits during weekly assemblies where students connected integrity to the school context by sharing how they can show honesty and responsibility in the classroom. They reflected on everyday actions such as telling the truth, returning lost items, and admitting mistakes. As a hands-on activity, students created an Integrity Garden to show their commitment to practising integrity in school. During the Library class, the library teachers further enriched their understanding through stories and discussions. These meaningful experiences helped students develop strong understanding of integrity as an important value in their daily lives.



# School Philosophy – 5 Developmental Pillars

## Global Leadership

Students revisited the United Nations Sustainable Development Goals (UN SDGs) and strengthened their understanding by making meaningful connections with their PYP Exhibition topics. They made informed choices, reviewed essential agreements, and collaboratively co-constructed assessment tasks, demonstrating voice, choice, and ownership in their learning process.

Taking this further, students set clear learning goals and planned purposeful actions. As part of their action, they conducted community awareness sessions for Early Years to Grade 2 students, showing responsibility, initiative, and a commitment to creating a positive impact.

Throughout their PYP years, students have developed as inquirers, thinkers, and communicators, demonstrating strong values and a commitment to meaningful action.

Their experiences, especially through the PYP Exhibition, have empowered them to explore real-world issues, collaborate with others, and take responsibility as young change-makers. As they move forward into the MYP, our learners carry with them the foundation of global leadership—showing empathy, open-mindedness, and a readiness to engage with challenges beyond the classroom. They are equipped to think critically, act responsibly, and contribute positively to an interconnected world.



# School Philosophy – 5 Developmental Pillars

## **Stakeholder Engagement:**

The PYP Exhibition is a powerful example of meaningful stakeholder engagement, bringing together students, teachers, parents, mentors, and guest speakers in a collaborative learning journey. Throughout the process, students take ownership of their inquiries, while teachers facilitate and guide their thinking.

Parents and mentors play a vital role by supporting research, providing feedback, and sharing valuable real-world perspectives. Guest speakers further enrich the experience by offering expert insights and inspiring students to deepen their understanding of their chosen topics.

This strong partnership among all stakeholders fosters a supportive learning environment, encourages diverse perspectives, and strengthens communication. It ensures that the Exhibition is not just a student-led event, but a shared experience that reflects collaboration, responsibility, and a collective commitment to learning

and action.



## **Holistic Excellence:**

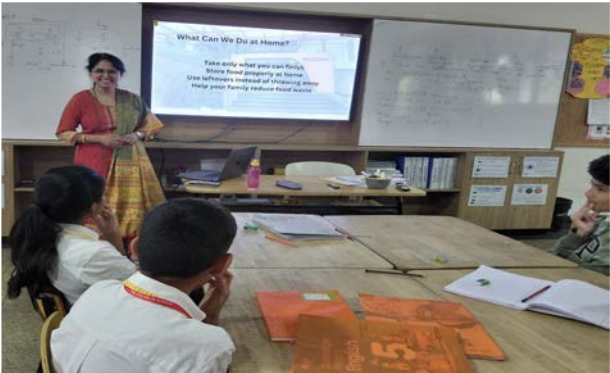
As part of hands-on learning, students participated in a *Non-Fire Cooking* activity, promoting creativity, independence, and healthy eating habits. They prepared simple and nutritious dishes without the use of fire, focusing on safety, hygiene, and teamwork.

Through this activity, students learned the importance of balanced nutrition, followed step-by-step instructions, and explored different ingredients and flavors. It also enhanced essential life skills such as planning, collaboration, decision-making, and presentation.

This experience contributed to their holistic development, nurturing confidence, responsibility, and self-management skills. The activity was both fun and meaningful, encouraging students to make healthy choices while developing skills that support lifelong learning and overall excellence.



# Partners in Learning, Mentors in Action!



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# School Philosophy – 5 Developmental Pillars

## Stakeholder Engagement:

Our students explored a range of real-world issues and demonstrated their understanding through engaging presentations, displays, and interactive sessions. A key highlight of this year's exhibition was the strong involvement of our stakeholders—parents, teachers, and community members—who played an essential role throughout the process.

From sharing expertise and mentoring students to providing valuable feedback and participating in the exhibition day, your contributions enriched the learning experience and helped students gain deeper insights into their inquiries. Your presence and encouragement truly inspired our learners to communicate confidently and take ownership of their ideas.

The exhibition reflected not only students' knowledge and skills but also their commitment to taking meaningful action and making a positive impact in their communities.



# Learning and Teaching – March

## **PYP EXHIBITION:**

### **Transdisciplinary Theme: Sharing the Planet ( 5TA,5TC,5GD, 5SA)**

#### **5TA: Global conflicts impact people**

**worldwide:** Students understood that global conflicts impact people and communities around the world. They explored the causes of conflicts between nations and examined how these conflicts brought changes to individuals and societies. Students also reflected on the role of individual actions and responsibilities during times of global conflict, and how responsible choices could contribute to peace and positive change.

#### **5GD: Understanding diverse perspectives is essential in preventing and resolving global conflicts:**

Students understood that respecting and valuing diverse perspectives was essential in preventing and resolving global conflicts. They identified barriers that limited understanding of different viewpoints and explored how considering multiple perspectives could reduce misunderstandings and promote peaceful solutions. Students explored how individuals, communities, and organizations can promote peace while taking responsibility for fostering understanding and harmony.

#### **5TC: Urban expansion impacts natural ecosystems and calls for sustainable**

**action:** Students developed an understanding that rapid urban expansion impacts natural ecosystems and emphasized the need for sustainable action. They explored causes of urban growth such as population increase, migration, and economic opportunities, and examined related environmental challenges like habitat loss, pollution, and resource demand. Through inquiry, they investigated sustainable solutions and reflected on the shared responsibility of individuals, communities, and governments in protecting the environment for future generations.

#### **SA: Waste impacts life around us:**

Students understood that waste, especially plastic, impacted life around them. They explored the different types of plastics used in daily life and their purposes. Students investigated how plastic waste affected ecosystems, wildlife, marine life, and human health. Through inquiry and reflection, they identified practical actions individuals and communities could take to reduce plastic pollution and demonstrated responsibility in making sustainable choices.



# Learning and Teaching - March

## **Transdisciplinary Theme: Who we are ( 5GA,5GB,5GC,5SD,5SA )**

### **Central Idea: The choices people make in their daily lives impact their health and well-being.**

**5GA:** Students explored the various ways digital platforms were used in everyday life, including for learning, communication, entertainment, and managing daily tasks. They examined both the benefits, such as access to information, enhanced learning, and social connection, as well as the risks, including screen addiction, privacy concerns, and exposure to misinformation. Through reflection, students understood how their digital habits affected their relationships, learning, and overall lifestyle. They also developed strategies to make responsible, informed, and balanced choices, promoting well-being while using technology effectively.

**5GB:** Students investigated how the choices people made in their daily lives impacted their physical well-being. They explored how factors such as diet, exercise, sleep, and stress influenced the body, and they highlighted how family, school, and community played important roles in shaping healthy habits. They also researched the consequences of inadequate knowledge about physical health.

Through their research, students showed how a lack of awareness led to unhealthy diets, inactivity, and rising risks of diseases such as heart attacks, obesity, and diabetes. They also read different case studies to demonstrate how misinformation harmed physical well-being and explained how these conditions developed when people failed to make informed choices. Finally, students emphasized the responsibility individuals had in maintaining their health.

**5GC:** Students explored how the choices they made when using AI and digital technologies affected their health, well-being, and daily life. They examined the benefits of these technologies, such as improving learning, communication, and efficiency, as well as the risks, including privacy concerns, misinformation, and overdependence on digital tools. Students reflected on how digital technology shaped their thinking, learning habits, and social behavior, and developed strategies to use AI and other digital platforms responsibly, making informed and balanced decisions that promoted overall well-being.



# Learning and Teaching – March

**5SD:** Students explored how the choices they made in their daily lives impacted their mental well-being. They examined the various factors that influenced mental health, including lifestyle habits, stress levels, social relationships, and emotional awareness. Students understood the potential consequences of limited knowledge about mental well-being, such as poor emotional regulation or unhealthy coping strategies. They also developed practical strategies to take responsibility for their mental health, make positive choices, and build resilience, supporting both their own well-being and that of others around them.

**5SE:** Students were actively engaged in the PYP Exhibition and explored the importance of making informed choices, particularly in relation to food consumption and awareness. Through research, surveys, and collaborative discussions, they analyzed how limited awareness of food labels influenced health and well-being. They gathered information from various sources, interpreted data, and developed a deeper understanding of responsible consumer behaviour. Students also took meaningful action by creating awareness among peers and the school community through presentations, posters, and campaigns that promoted informed decision-making.

**Transdisciplinary Theme: How we organize ourselves (5TB,5TD,5TE,5GE,5SB,5SC)**

**Central Idea: Systems are created to meet people’s needs and improve quality of life.**

**5TB:** Students explored how waste management systems were created to meet people’s needs and enhance quality of life. They examined the purpose and functioning of these systems, including how waste was collected, processed, and recycled. Students analyzed the impact of waste management on health, the environment, and overall well-being, understanding the consequences of ineffective practices. They also identified ways in which individuals and communities could take responsibility to support and improve these systems, promoting sustainable practices that benefited both people and the planet.

**5TD:** Students explored how traffic management systems were designed to meet the needs of people and enhance the quality of life in communities. They examined the purpose and key components of these systems, including traffic signals, road signs, monitoring tools, and regulations.



# Learning and Teaching – March

Students analyzed how effective traffic management impacted safety, mobility, and daily life for individuals and communities. They also understood the roles and responsibilities of authorities, drivers, and pedestrians in maintaining an efficient and safe traffic system, and considered ways everyone could contribute to its success.

**5TE:** Students explored how education systems were designed to meet the needs of individuals and communities, enhancing quality of life. They examined the structure and purpose of these systems, including schools, curricula, and learning resources, and understood how education evolved over time to respond to changing societal, technological, and cultural needs. Students also explored the roles and responsibilities of teachers, students, administrators, and communities in ensuring that education was effective, inclusive, and supportive, and considered ways to contribute positively to the learning environment.

**5GE:** Students explored how food safety management systems were designed to meet people’s needs and protect public health. They examined the purpose and structure of these systems, including policies, regulations, and procedures that ensured food was safe for

Students understood the roles and responsibilities of individuals involved, such as food producers, regulators, and consumers, and analyzed how these systems impacted the health and well-being of communities. They also investigated innovations and evolving practices in food safety, exploring how new technologies and methods helped improve standards and adapt to changing needs over time.

**5SB:** Students explored how medicine management systems were created to meet people’s needs and enhance the quality of life. They examined the purpose and key components of these systems, including the processes for prescribing, dispensing, and monitoring medicines. Students understood the roles and responsibilities of healthcare professionals, patients, and communities in ensuring safe and effective medicine use. They also analyzed how medicine management impacted individual and community health, and explored challenges and innovations that improved efficiency, accessibility, and safety in medicine management practices over time.



consumption.

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# Learning and Teaching – March

**5SC:** Students explored how agricultural management systems were designed to meet people’s needs and enhance quality of life. They examined the structure and operations of these systems, including farming methods, supply chains, and resource management. Students analyzed the impact of agricultural practices on the environment and human health, and understood the relationship between agriculture and a country’s economic development. They also investigated responsible and sustainable agricultural practices, considering how innovation and careful management could support food security, environmental protection, and long-term well-being for communities and the planet.

To enhance their PYP Exhibition journey, a few parents joined as guest speakers and resource persons. They shared their expertise, provided valuable resources, and mentored the students, guiding them through their inquiries and helping them explore real-world connections. Students also participated in field trips to gain practical, hands-on experiences that supported their understanding of the central ideas. All the learning, research, and mentoring culminated in the final PYP Exhibition showcase on 28th March 2026, where students presented their projects and reflections.

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# Learning and Teaching - March

## **Transdisciplinary Language**

Students developed their thinking and communication skills through a range of engaging writing forms and inquiry-based learning experiences. They explored different text types such as persuasive, procedural, letter, article, advertisement, and poetry writing, understanding how each serves a specific purpose and audience.

Students strengthened their ability to identify facts and opinions, analyze cause-and-effect relationships, and make inferences and predictions, enhancing their critical thinking and comprehension skills. They applied these skills to real-life contexts, including promoting peace, environmental sustainability, and personal well-being. Through activities like Wellness Journals, they reflected on their choices, emotions, and habits, building self-awareness and emotional resilience. By making meaningful connections across subjects, students became more reflective, creative, and responsible learners.

They learned to express their ideas clearly, think from multiple perspectives, and understand how their actions influence themselves, others, and the world around them.

## **Transdisciplinary Math:**

Students applied mathematical concepts meaningfully to real-life contexts.

They collected, organized, and interpreted data using tables, tally marks, and graphs, and used percentages to analyze situations such as the impact of war and personal lifestyle choices. By working with decimals, fractions, percentages, and basic probability, students compared data, identified patterns, and made informed decisions about health, well-being, and global issues. Students also applied their understanding of area and perimeter to solve practical problems, helping them connect measurement concepts to everyday life. These integrated learning experiences strengthened their critical thinking, problem-solving, and analytical skills, enabling them to become more confident and responsible learners who can apply mathematics in meaningful ways.



# Learning and Teaching - March

## TELUGU

Students developed their understanding of the Telugu script by learning the letters from "శ" to "ఱ", focusing on correct pronunciation and proper formation. They practiced building words using these letters, which helped them strengthen their vocabulary and improve their phonetic awareness. Through guided reading and writing exercises, students became more confident in recognizing these letters and using them accurately in simple contexts.

They also engaged in a thorough revision of the entire Telugu Varnamala, reinforcing their ability to identify and recall all letters. This revision supported the development of their reading fluency and letter recognition skills, enabling them to read with greater accuracy and confidence.

In addition, students practiced Sarala Padaalu (two-letter words) through structured reading and writing activities. These exercises helped them connect sounds to letters and form basic words independently.

As a result, students improved their foundational literacy skills, including pronunciation, spelling, and word formation. Overall, these learning experiences enhanced their confidence and ability to use simple Telugu words effectively in both reading and writing.

## SPANISH

Students were introduced to the verbs *gustar* and *encantar* to express likes and preferences. They practiced using these verbs in simple sentences through a variety of activities. Listening skills were developed through songs and audio-based exercises, while speaking was encouraged through pair and group discussions. Reading skills were enhanced using short texts and worksheets, and writing skills were practiced by forming sentences and expressing their likes and dislikes. These activities helped students build confidence and improve their overall language skills in a fun and interactive way.



# Learning and Teaching - March

## FRENCH

Students developed their understanding of verbs and articles as part of their language learning. They explored how verbs are used to express actions and how articles (le, la, les, un, une) help define nouns in meaningful ways.

Through reading and writing activities, students built their vocabulary related to common verbs and articles, and applied their knowledge by forming simple, grammatically correct sentences. They also engaged in exercises that required them to identify and use the correct articles and verb forms in different contexts, strengthening their accuracy and confidence. In terms of listening and speaking, students participated in a variety of interactive activities where they listened to sentences and identified the correct use of verbs and articles. They practiced pronunciation and sentence formation through guided speaking tasks, using appropriate vocabulary and structures. These activities supported the development of their communication skills, encouraging them to express ideas clearly and effectively.

## HINDI

This month, students explored the inspiring poem "Koshish Karne Walon Ki Haar" and reflected deeply on its message. They expressed their thoughts and feelings, explaining how the poem connects to their real lives and the impact it had on them. The poem encouraged students to think positively and understand the value of perseverance.

In addition to studying the poem, students strengthened their writing skills by learning the correct use of punctuation. Through engaging activities and exercises, they discovered how punctuation adds clarity and structure to sentences, helping ideas flow smoothly and meaningfully. As part of a group activity, students used punctuation as a reference point while writing paragraphs, applying their learning in a practical and collaborative way. Paragraph writing was another important focus this month. Students practiced organizing their thoughts, creating clear topic sentences, and supporting their ideas with relevant details. They also learned how to connect sentences logically to form well-structured and meaningful paragraphs



# Learning and Teaching - March

## **Compulsory Hindi:**

The month of March was filled with joyful learning and exciting discoveries as students continued to explore the Hindi language. Through interactive and engaging activities, they strengthened their foundation in pronunciation, reading, and early writing skills.

Students focused on Hindi Swar (vowels) through poems, visuals, and sound-based activities, helping them understand correct pronunciation and sounds. Using rhymes and picture-based learning, they were able to connect sounds with symbols in a fun and meaningful way. These experiences enhanced their listening skills, sound recognition, and confidence in speaking Hindi words accurately.

## **Compulsory Telugu:**

Students were introduced to the concept of Prakruthi-Vikruthulu, enabling them to understand the connection between root words and their modified forms. They explored how words change in structure and meaning, which helped enhance their vocabulary and overall language skills.

Through guided practice and examples, students learned to identify and use these forms appropriately in different contexts.

The students actively participated in preparation for the PYP Exhibition. They refined their ideas, organized their research, and worked on their presentations. These sessions supported the development of their communication, collaboration, and thinking skills, while also building confidence in expressing their understanding. Overall, students demonstrated consistent progress in both language learning and exhibition readiness.

## **PE**

During the month of March, students explored and practiced shooting skills in basketball. They focused on developing proper technique, including body positioning, balance, and follow-through. Through a variety of drills, students improved their accuracy and confidence while building a strong foundation in shooting.



# Learning and Teaching - March

## **Drama:**

Students showcased their theatre skills during the recent PYP Exhibition through engaging and thoughtful performances. A group of students presented a mime during the inauguration, focusing on the important social message of giving way to ambulances and following traffic rules. The performance was entirely devised and performed by the students, reflecting their creativity, awareness, and ability to communicate ideas without dialogue.

Following the exhibition, students participated in a summative theatre assessment that evaluated their learning across multiple criteria, including performances skills, creativity and Expression, knowledge and understanding, collaboration and teamwork, reflection and improvement, and backstage discipline. This holistic task allowed students to demonstrate not only their performance abilities but also their teamwork, discipline, and reflective thinking, making the learning experience both comprehensive and meaningful.

## **VISUAL ART:**

Students worked on the elements of art, with a special focus on value and gradation. They learned how light and dark tones could create depth, contrast, and emphasis in their artwork.

Throughout the month, students practiced shading and blending to achieve smooth transitions, exploring how gradation added dimension and mood to their designs. This activity helped them strengthen their observation skills, improve control, and understand how subtle changes in value could make their compositions more expressive and balanced.

In addition to this, students also prepared for the PYP Exhibition and the Art Exhibition, applying their skills to showcase creativity and artistic growth.



# Learning and Teaching - March

## **Dance:**

Students focused on developing their skills in musical interpretation and improvisation, exploring how movement can express rhythm, mood, and meaning. They worked on specific areas of contemporary dance that needed improvement, paying attention to technique, body control, and fluidity. Through regular practice of the learned choreography, they enhanced their coordination, timing, and expressions. These experiences helped students build greater confidence and perform with more clarity and creativity.

## **Music:**

Our students embarked on an exciting journey of exploring different genres of music from around the world. From classical to pop, and folk to contemporary, they learned to compare and contrast music styles based on culture, country, and time period. This exploration helped them understand how music reflects identity and connects to the transdisciplinary theme -Who We Are.

As part of their learning, students also discovered a variety of musical instruments used across genres. They observed how instruments like drums, keyboards, guitars, and traditional instruments contributed to the unique sound of each genre.

## **ICT:**

Students were introduced to the concepts of operators and variable declaration in Scratch. The lessons were designed to develop logical thinking and problem-solving skills. Students explored how operators were used to perform calculations such as addition, subtraction, multiplication, and division. They learned that variables were used to store and change values in a program.

Students created their own variables to store numbers and scores in their Scratch projects. They applied operators along with variables to perform simple calculations. Through hands-on activities, students experimented with different values and observed changes in the output. They worked independently as well as collaboratively to complete their tasks.



# Learning and Teaching - March

## SPACE LAB:

Students explored the concept of light pollution, learning how excessive or misdirected artificial light affected the night sky, wildlife, and human well-being. Through discussions and observations, they understood the importance of using light responsibly. In addition, students engaged with the NavSamrat Sundial Workshop Kit, learning how ancient astronomers used the Sun's movement to measure time.



By constructing and experimenting with the sundial model, they gained hands-on experience and developed an appreciation for traditional scientific tools and India's rich scientific heritage.

# Learning and Teaching -April

## Assessments:

Students attended the Assessments of Learning for Term 2, which served as an important measure of their learning and progress over the term. These assessments were designed not only to evaluate what students had learned but also to understand how effectively they could apply their knowledge and skills in different contexts.

The assessments covered key concepts, skills, and knowledge acquired across various subjects. Students were evaluated on their conceptual understanding, critical thinking, problem-solving abilities, and their capacity to apply learning in meaningful ways. This holistic approach ensured that assessment went beyond memorization and encouraged deeper learning and reflection. To ensure thorough preparation, students were encouraged to revisit and revise all key concepts covered during the term.

Regular practice of problem-solving tasks, reviewing classwork and notes, and engaging in self-assessment helped strengthen their understanding. Additionally, effective time management, both during preparation and while attempting the assessments, played a crucial role in their performance.

Teachers continued to support students by providing structured revision sessions, practice materials, and guidance tailored to their learning needs. They also focused on addressing individual doubts, reinforcing important concepts, and building students' confidence.

Students were encouraged to approach these assessments with a positive mindset and a sense of responsibility. With consistent effort, proper preparation, and the support of their teachers, students were well-equipped to demonstrate their learning and achieve their best.



# Learning and Teaching -April

## Math

Students demonstrated overall progress in mathematics during the assessment, reflecting their growing understanding of key concepts and their ability to apply them effectively. They engaged with topics such as number operations, data handling, measurement, and problem-solving, showing confidence in interpreting and solving different types of questions.

Students applied concepts like mean, median, mode, and range to analyze and represent data accurately. They used logical reasoning and step-by-step strategies to solve problems, clearly showing their working and explaining their thinking where required. Their ability to connect mathematical concepts to real-life situations was also evident.

In addition, students demonstrated clarity in their calculations, proper use of mathematical language, and neat presentation of their work. They checked their answers for accuracy and reflected on their solutions to identify any errors and make improvements.

Students learned that ratio and proportion help us compare quantities and understand relationships between them. A ratio showed how much of one quantity there was compared to another, while a proportion indicated that two ratios were equal. Through practice and real-life examples, students explored how these concepts were used in situations such as sharing, cooking, and scaling, helping them apply their understanding in meaningful ways.

## ICT

As part of the assessment, students reflected on their learning by expressing how they could apply digital safety practices in their daily lives. They also engaged in coding programs using Scratch, where they explored key concepts and demonstrated their understanding by creating simple projects. Through these activities, students developed both their awareness of responsible digital behaviour and their foundational coding skills, enabling them to apply their learning in meaningful and practical ways.



# Learning and Teaching -April

## HINDI

Students engaged in structured practice to strengthen their understanding of punctuation, paragraph writing, tenses, and synonyms. They learned to use correct punctuation, organize ideas clearly in paragraphs, apply different tenses accurately, and expand their vocabulary using synonyms. Through interactive activities, students built confidence in using these language skills effectively in both written and spoken communication.

## TELUGU

Students revised the names of flowers, animals, birds, and simple words in Telugu through guided speaking activities. They identified and pronounced each word clearly with correct pronunciation, which helped 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.

Students revised *Ma Journée*, along with previously learned verbs and articles, to strengthen their understanding of key concepts. Through a variety of activities such as worksheets, interactive games, listening, and speaking tasks, they practiced using correct verb forms and appropriate articles (*le, la, les, un, une*) in meaningful contexts. Students were also encouraged to describe their daily routines using simple and clear sentences, helping them apply their learning effectively. These activities enhanced their comprehension, communication skills, and confidence in using French.

## SPANISH

Students revisited all concepts through LSRW (Listening, Speaking, Reading, and Writing) activities. They participated in structured practice, worksheets, and interactive tasks to deepen their understanding and enhance their overall language skills. This revision helped them build confidence and improve their proficiency.



# Learning and Teaching -April

## **Compulsory Language Hindi**

Students will begin practising 2 to 4 letter words, gradually strengthening their word-building abilities. As their confidence grows, learners will start forming Amatrik Vakya (sentences without matras) using simple and familiar words. Through guided practice, repetition and visual support, students will develop the ability to read and write basic sentences independently. Overall, this phase of learning focuses on building strong foundational skills through joyful and meaningful experiences. The structured yet engaging approach continues to nurture confidence, clarity in pronunciation and a positive connection with the Hindi language among our young learners.

## **Compulsory Language Telugu**

Students will actively engage in Term Assessment II revision, revisiting key concepts and skills covered during the term to strengthen their understanding and improve retention.

Through a variety of revision strategies such as practice worksheets, discussions, and interactive activities, they consolidated their learning and clarified any doubts. This process helped them build confidence and prepare effectively for the assessment.

In addition, students participated in a bridge course focusing on foundational concepts, aimed at reinforcing basic skills and ensuring a strong learning base. They revisited essential topics through structured and guided activities, which supported them in filling learning gaps and developing a clearer understanding of core concepts. This combination of revision and foundational practice enabled students to approach their learning with greater confidence, accuracy, and readiness for future academic challenges.



# Learning and Teaching -April

## **DANCE**

Students were divided into groups and given a creative task based on the styles they had 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.

## **DRAMA**

Students focused mainly on the practical side of filmmaking in their theatre classes. They practiced using different camera shots such as wide shot, medium shot, and close-up to make their scenes more interesting. Students learned how to act naturally for the camera by speaking clearly, using simple expressions, and working confidently as a team. They took responsibility for different roles such as director, actor, camera person, and editor. Students also practiced recording clear sound, using simple lighting, maintaining continuity, and preparing props and costumes safely. Through this hands-on experience, students built confidence, creativity, and teamwork skills while bringing their film ideas to life.

## **VISUAL ART**

Students worked on the elements of art, focusing on value and gradation. They learned how light and dark tones could create depth, contrast, and emphasis in their artwork. Students practiced shading and blending to achieve smooth transitions, exploring how gradation added dimension and mood to a design. This activity helped them strengthen their observation skills, improve control, and understand how subtle changes in value could make their compositions more expressive and balanced. Students also worked on their PYP Exhibition and Art Exhibition pieces.

## **PE**

The students participated in friendly matches to further develop their dribbling, passing, and shooting skills in basketball. The focus was on applying correct techniques in game situations, improving control and decision-making, and enhancing teamwork. These matches provided students with opportunities to build confidence, demonstrate sportsmanship, and deepen their overall understanding of the game.



# Learning and Teaching -April

## Music

Students embarked on an exciting journey of exploring different genres of music from around the world, including classical, pop, folk, and contemporary. They compared and contrasted music styles based on culture, country, and time period, helping them understand how music reflects identity and connects to the transdisciplinary theme *Who We Are*. They also explored a variety of musical instruments such as drums, keyboards, guitars, and traditional instruments, observing how each contributed to the unique sound of different genres.

Additionally, students learned and practiced the song "Count on Me" by Bruno Mars, which highlighted the values of friendship, trust, and support. This integrated learning experience encouraged students to express themselves, appreciate diversity in music, and reflect on their own identity through rhythm, melody, and collaboration.

## Space Lab:

Students reflected on their learning through various learning engagements related to the concepts they had explored in the space lab.



# Inspired Minds, Meaningful Actions!

## Who we are:

While researching mental health, Yashna identified loneliness among the elderly and conducted a survey to understand their needs. She organized interactive sessions, engaging them in activities and encouraging connections across generations. Her initiative created a joyful, inclusive environment and reduced loneliness, demonstrating empathy and responsibility.

## Types of Action:

**Social Justice:** Promoted inclusion and well-being

**Advocacy:** Raised awareness

**Participation:** Actively engaged herself and others As part of her PYP Exhibition, Vanya took meaningful action by organizing a stall for children and parents in her community. She explained the role of preservatives and additives in packaged foods and guided visitors on how to read nutrition labels to make healthier choices. Supported by her friends, who enthusiastically contributed to the initiative, they prepared and distributed fresh watermelon juice and lemonade, promoting the benefits of homemade beverages over store-bought options.

Students took action by transforming their daily routines—replacing excessive digital use with healthier activities like playing, meditation, walking, music, dance, and hobbies, reflecting the IB PYP action aspect of lifestyle choices.

They also organized awareness campaigns to educate others about digital usage, demonstrating advocacy and social entrepreneurship.

Together, these actions promoted informed decision-making and encouraged balanced digital habits within their communities.



# Inspired Minds, Meaningful Actions!

## How we organise ourselves

We explored various news articles, participated in a guest session, and examined education systems around the world, which helped us develop a deeper understanding of the reasons behind unequal access to quality education.

These experiences enabled us to connect and empathize with children who have limited learning opportunities.

As a meaningful response, we conducted engaging sessions for government school students, focusing on language and math through hands-on learning experiences. We also organized a drive to collect donated books and ensured they were distributed to children in need. Extending our action further, we conducted read-aloud sessions and supported basic learning for our helper at home. In addition, we organized an awareness session for the school support staff, where we highlighted the importance of education and introduced basic technology skills, such as identifying spam calls using apps like Truecaller.

Our actions reflect the components of social justice and advocacy, as we worked towards promoting equity, raising awareness, and supporting access to quality learning opportunities for all.



# PYP Exhibition - Inspired to Inquire, Empowered to Act





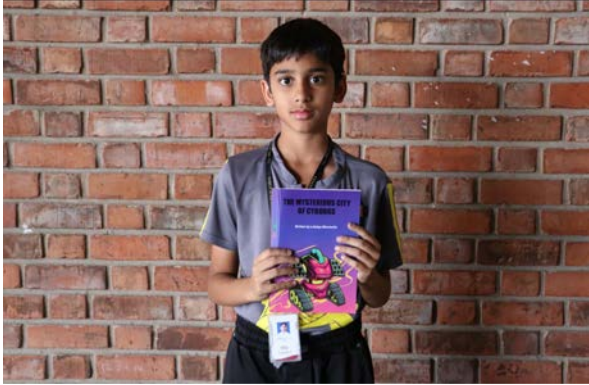
# Inspired Minds, Meaningful Actions!



# Riders Speak, Safety Peaks – Wear a Helmet!



# Little Authors, Big Imaginations!



Little Authors, Big Imaginations—where young minds turn their thoughts into beautiful stories, expressing ideas, dreams, and creativity through the power of words.



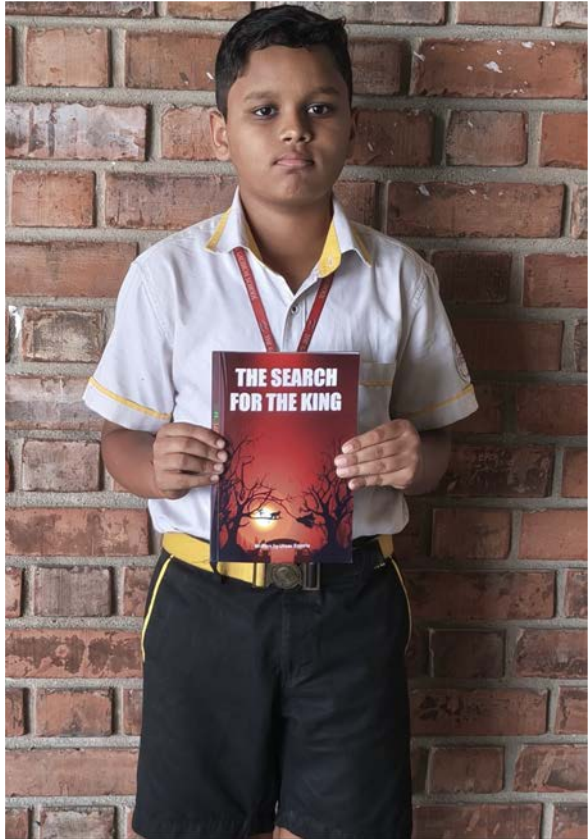
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# Happenings Month Ahead

| Events                  | Dates          |
|-------------------------|----------------|
| Reopening of the school | 10th 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.**

<https://www.facebook.com/thegaudiumschool/>

