



# P R I S M

Nursery  
March & April 2026



# Message from the Founder and Director

Dear Graduates of 2025-26,

A big congratulations to all our students, parents, and teachers of the graduating Class 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.



# Message from the Founder and Director

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 fulfillment 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 fulfillment.



# Message from the Center Head

As we approach the close of a rewarding academic year, we reflect with pride on our learners' journey. This year was marked by a successful IB consultant visit, affirming the strength of our teaching and learning practices. We are also delighted that the school received awards for excellence in teaching and learning—an achievement made possible through the collective efforts of our students, educators, and parents.

Our students have shown remarkable growth in confidence, curiosity, and independence. From building foundational skills to actively engaging in inquiry-based learning, their enthusiasm and progress have been truly commendable.

We sincerely thank our parent community for their continued support and partnership.

During the holidays, we encourage you to keep children meaningfully engaged while allowing time to relax:

- Foster reading habits
- Encourage creative activities
- Involve them in simple responsibilities at home
- Practice life skills such as organizing, self-care, and helping with daily routines
- Practice mindfulness through breathing, quiet reflection, or yoga
- Allow free play and exploration



The holiday period also offers a valuable opportunity for children to explore their interests at their own pace. Encouraging curiosity through hands-on experiences, meaningful conversations, and everyday learning moments can further nurture their confidence and independence. A thoughtful balance between structured activities and free time will ensure they return refreshed and ready for the year ahead.

We wish all our families a safe, joyful, and refreshing holiday break filled with meaningful moments.

**Happy Holidays!**



# School Philosophy- 5 Developmental Pillars

## Mindfulness & Well-Being

Students actively engaged in a range of mindfulness practices such as pinwheel breathing, volcano breathing, infinity breathing, and rock-a-bye exercises. These strategies supported the development of self-management skills, enabling students to regulate their emotions, refocus their attention, and remain calm in different learning situations. As part of the daily classroom routine, each day began with mindfulness and mindful movement, fostering a positive and balanced learning environment. These practices contributed to students' well-being by promoting emotional balance, self-awareness, and a sense of calm, which enhanced their overall engagement and readiness to learn. Through these experiences, students developed a deeper awareness of their thoughts, feelings, and actions, strengthening their ability to make responsible choices as learners. Additionally, students explored mandala art as a mindful practice, which enhanced their fine motor skills, concentration, and creativity. This learning experience also encouraged students to express themselves meaningfully. Students are encouraged to practice these strategies regularly, take action, and continue reflecting on their experiences, thereby developing ownership of their learning and well-being.

During the **wellbeing** session, students acknowledged the fundamental emotions and learned about basic feelings such as happiness, sadness, anger, and excitement. Students linked emotions to colour zones and started to associate feelings with colour zones, such as happiness with green. Students also conveyed their emotions by demonstrating and articulating how they feel through words, gestures, and pointing. Students cultivated emotional awareness and recognize that all emotions are valid and acquired basic calming techniques by practicing simple methods to relax.





# School Philosophy- 5 Developmental Pillars

## Holistic Excellence

During March and April, as part of Holistic Development, students engaged in simple yet meaningful activities like identifying clean and dirty spaces, organizing their belongings, practicing hygiene, and participating in a small clean-room project. These experiences supported their overall growth by nurturing not just practical life skills but also positive attitudes and values. Children developed responsibility, independence, and awareness of their surroundings, while also learning to care for shared spaces. Through these activities, learners are becoming more self-managed, disciplined, and caring individuals, building a strong foundation for responsible and mindful behavior in everyday life.





# School Philosophy- 5 Developmental Pillars

## Global Leadership

Our Early Years learners participated in engaging activities that encouraged kindness, sharing, and making thoughtful choices. During Holi, students enjoyed festive art while learning to respect and share with friends. For Ugadi, they reflected on new beginnings by identifying simple positive habits for the classroom.

Students also participated in the **Student-Led Conference**, where they confidently shared their learning experiences, classroom work, and favorite activities with their parents. This provided them an opportunity to reflect on their learning and develop confidence in expressing their ideas.



# Learning and Teaching- Month Review

## Unit of Inquiry:

Transdisciplinary Theme:

Sharing the Planet

## Central Idea:

Animals and people interact in different ways in different contexts.

## Lines of Inquiry:

- Different types of animals and their characteristics
- The way people and animals interact
- Our responsibility for the wellbeing of animals

## Specified concepts:

Function  
Causation  
Responsibility

## Learner Profile:

Caring  
Balanced  
Principled

## Unit of Inquiry

Students enthusiastically began their new Unit of Inquiry, exploring the central idea Animals and people interact in different ways in different contexts. Under the theme Sharing the Planet. Through engaging discussions, picture exploration, and play-based learning, students were introduced to a variety of animals, developing an early understanding of how humans and animals are interconnected.

Using the key concepts of *function* and *connection*, learners inquired into how different animals help us and care for our environment. They explored aquatic animals such as whale sharks and dolphins, recognizing that these aquatic animals play an important role in keeping oceans healthy.

Through stories, role-play, and visual learning experiences, students also identified how land animals support human life. They explored how sheep provide wool, hens give us eggs, cows provide milk, and donkeys and horses help with transport and farm work. Students demonstrated ATL skills such as *communication skills* by sharing their ideas during classroom learning engagements, and *social skills* by participating in group learning activities. They also began developing *thinking skills* as they made simple connections between animals and their uses.

Throughout the unit, students reflected on the learner profile attributes, especially being *caring* by expressing kindness towards animals, and *knowledgeable* as they gained awareness about different living things. They are also beginning to show signs of being *inquirers* by asking questions and showing curiosity about animals and their habitats.



# Learning and Teaching- Month Review

## Language

Students strengthened their early literacy skills through play-based learning experiences using Jolly Phonics letter groups. Through engaging stories, action songs, and interactive games, learners developed phonemic awareness and began making meaningful connections between sounds and letters. They explored the sounds and words related to 'j', 'v', and 'w' in a joyful and inquiry-driven environment. Hands-on learning experiences such as sand tracing, clay molding, and art-based activities supported their understanding of letter formation while enhancing fine motor skills. These multisensory engagements allowed students to learn through exploration, creativity, and play. Collaborative learning engagements like creating jellyfish for 'j', vegetables and vulture for 'v', and watch for 'w' encouraged students to express their ideas and build connections. Students demonstrated a range of Approaches to Learning (ATL) skills, including communication skills through participating in discussions and phonics songs, self-management skills by handling materials responsibly, and social skills by collaborating with peers during group tasks. Extending their learning through sensory exploration, students engaged in a creative activity where they sprayed water over flowers to make them "bloom like magic." This playful experience sparked curiosity and wonder, encouraging them to observe changes and express their ideas, while connecting to the learner profile attributes of being inquirers and creative thinkers. Overall, these joyful, play-based experiences supported a holistic development of literacy, creativity, and curiosity.

## Math:

Students reinforced their understanding of numbers 0-18 and explored 19 and 20 through inquiry-based learning activities such as flashcards, number formation, quantification, and games. They developed numeracy and pictographs for grouping items, enhancing their logical thinking and problem-solving abilities. These hands-on experiences fostered confidence, pattern recognition, and mathematical reasoning, supporting their overall conceptual understanding and self-management skills.

**Music** - Students continued with soft /loud sounds. Nature sounds and artificial sounds were introduced, Students revisited found a peanut, sunshine, if you are happy and you know it ,action rhymes and number rhymes along with the teacher with the help of Electronic Keyboard. Through these activities, students developed listening skills, confidence, coordination, and the ability to make simple choices, showing positive Approaches to Learning skills.



# Learning and Teaching- Month Review

## **Math:**

Students developed their understanding of numbers 0–18 and were introduced to 19 and 20 through play-based learning experiences. Using learning resources such as flashcards, counting games, and hands-on activities, learners explored number recognition, formation, and quantification in meaningful ways. Students began to understand how numbers help us count, compare, and make sense of the world around us. Activities like sorting and grouping objects, as well as creating simple pictographs. Play-based engagements such as number games, interactive counting, and visual representations encouraged learners to think, explore, and explore the number system independently and collaboratively. Overall, these joyful and hands-on learning experiences supported the development of confidence, early mathematical reasoning, and a deeper conceptual understanding of numbers, fostering a positive and engaging foundation for numeracy.

## **Art -**

Students extended their learning of shapes by creating artwork using the shapes they have learned. They observed shapes in their surroundings and made meaningful connections by relating them to familiar objects. They further explored shapes like star and heart through colouring and dabbing, expressing their ideas creatively. Students also began to understand that shapes can be used to show feelings and emotions. Through these experiences, students developed ATL skills such as thinking skills (making connections), communication skills (expressing ideas), and self-management skills (handling materials responsibly). They also demonstrated learner profile attributes by being inquirers (exploring shapes), communicators (sharing ideas), and creative thinkers as they expressed themselves through art.



# Learning and Teaching- Month Review

## **Dance -**

Students explored the elements of dance such as *time* and *speed* through body movements, developing an understanding of how movement can be controlled and expressed. They also expressed *happy emotions* through dance, connecting movement with feelings. Students engaged in creative movement by exploring animal-inspired actions, imagining how animals move and express joy in the jungle. Through these experiences, students developed ATL skills such as communication skills by expressing their ideas through movement, self-management skills by showing body control and coordination, and social skills by participating and interacting with others. They also demonstrated learner profile attributes by being communicators as they expressed themselves through dance, inquirers as they explored different movements, and risk-takers as they confidently participated in creative movement activities.

## **Drama -**

Students explored creative movement through animal expressions and simple body movements. They developed an understanding of how movements can be used to show ideas and feelings by observing how animals express emotions through actions and sounds. Through role-play experiences, students interpreted and communicated emotions using their bodies. These learning engagements supported the development of coordination, creativity, and confidence.

## **P.E -**

Students explored basic gymnastics skills, including jumps such as the 90-degree jump and simple body shapes. They developed an understanding of body control, balance, and spatial awareness through structured movement activities. Through these experiences, students practiced movement sequencing and coordination, learning how to position and control their bodies safely and effectively. They also engaged in cooperative activities, demonstrating turn-taking and supporting their peers. These learning engagements supported the development of ATL skills, including self-management skills through controlled and safe movement, social skills through positive interaction with peers, and thinking skills by understanding and performing movement sequences.



# Learning and Teaching- Month Review



During **circle time**, students enjoyed morning greetings like handshakes, high-fives, and fist bumps. They shared about the weather and the day, building **social** and **communication skills** with their friends.

# Learning and Teaching- Month Review



During the Unit of Inquiry, students made animal puppets and took part in “show and tell,” building communication skills. Collage work improved fine motor skills, and guest talks on pets helped them connect learning to real life.

# Learning and Teaching- Month Review



# Learning and Teaching- Month Review



**Math-** Students explored numbers through hands-on activities like building blocks and counting with beads. They worked together, helping each other, and enjoyed interactive learning stations that made the process fun.



# Learning and Teaching- Month Review



In **Language**, the student explored letters, they practiced tracing letters, used clay for hands-on learning, and further reinforced their understanding by exploring letters in learning stations.



# Learning and Teaching- Month Review



In **Art**, students are learning new methods of coloring. They are also becoming **reflective** about their work and demonstrating thoughtful engagement in the creative process.



# Learning and Teaching- Month Review



In **Dance**, students move to the rhythm and enjoy dancing with their friends. Through these activities, they are also developing their **social skills**.

# Learning and Teaching- Month Review



In **Drama**, students explored expressions and animal behaviors, developing the Learner Profile attribute of being **knowledgeable** as they learned how expressions help in communication and storytelling.





# Learning and Teaching- Month Review



In P.E., students are learning basic **gymnastics** and practicing different animal movements. Through these activities, they are developing the Learner Profile attribute of being **Balanced**.



# Global Leadership



Students attended a guest talk on pet animals, where they learned how to care for dogs, cats, and birds. They also shared their reflections and enjoyed the experience.

# Holistic Excellence



During **pottery**, students used their tiny hands to mold clay and create something beautiful. Through this activity, they developed their **fine motor skills** and improving **hand-eye coordination**.



# Stakeholder Engagement



During **Holi**, the festival of colors, students enjoyed a special assembly and actively participated in related artwork .

# Learning and Teaching- Month Review



During reading time, the class enjoyed listening to stories and engaging with puppets. They demonstrated the Learner Profile attribute of being **inquirers** by asking different questions and actively enjoying the experience.



# Learning and Teaching- Month Review



Students are learning to recognize the letters in their names through engaging learning experiences. They are also developing the Learner Profile attribute of being **thinkers** as they identify and arrange the letters in the correct order.



# Learning and Teaching- Month Review



# Learning and Teaching- Month Ahead



These happy moments show our learners are growing into caring, confident, and curious children in the IB program. Through working together, playing, and asking questions, they are developing the IB Learner Profile

# Action taken by students



Students enjoyed playing with animal toys, creating their own animal kingdom. They explored patterns, practiced backward counting with magnetic tiles, learned to fold clothes, and developed independence while eating.

# More Information

## **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/>

