



P R I S M

Grade PP1

March & April 2025 - 26



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 the PYP Associate 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
Vinodhini



School Philosophy - 5 Developmental Pillars

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 everyday life.



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. The Library classes further enriched their understanding through read aloud stories and followed by 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

As part of our dedication to nurturing global leaders, we celebrated 'World Happiness Day' by promoting positivity, kindness, and well-being. The day was filled with fun and meaningful activities that encouraged students to practice kindness and reflect on what happiness means in their lives and in the world around them. 'Theatre Day' was celebrated by providing students with a wonderful platform to express themselves through music, dance, and drama.



This special day aimed to build confidence, imagination, and self-expression while helping students explore the world of performing arts. Students participated in engaging activities such as role play, skits, and short performances. The event also emphasised teamwork, creativity, and respect for diverse forms of art and expression. Integration of UNSDG goal 16 - Peace, Justice and Strong intuition was the key take away from the performance.



School Philosophy - 5 Developmental Pillars

Stakeholder engagement

Parents were invited to the school to witness the students' Theatre Day, where they presented drama, dance, and music through meaningful storytelling. Students showcased stories conveying strong messages and values, demonstrating creativity, confidence, and collaboration. The event helped them express themselves, build communication skills, and connect learning to real-life experiences, making it a memorable experience for students and the parent community.



Teachers attended a session on mental well-being and stress management conducted by the school. The session was led by Dr. Jyotirmayi Hemant, who shared valuable insights and practical strategies to help manage stress effectively and promote emotional well-being in both personal and professional life.



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School Philosophy - 5 Developmental Pillars

Holistic Excellence

Students enthusiastically participated in the adventure park and splash pool activities, engaging in sensory exploration and physical movement while building confidence and a willingness to take safe risks. During Theatre Day, based on the given theme, they showcased their talents through dance, song, and expressive performances, demonstrating their communication and presentation skills and contributing to their overall holistic development. 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. 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.



School Philosophy - 5 Developmental Pillars

Mindfulness and Well-being.

Students participated in a variety of mindful activities such as pinwheel breathing, volcano breathing, infinity breathing, and rock-a-bye exercises. These strategies helped them refocus, stay calm, and develop self-regulation skills.

As part of their daily routine, each day began with mindfulness and mindful movement, creating a calm and positive start. These practices supported emotional balance and happiness, while helping students become more aware of their thoughts, feelings, and actions, leading to better focus during in their classroom learning engagements.



Additionally, students engaged in 'Mandala art,' which enhanced concentration, improved eye-hand coordination, and nurtured creativity. They also had the opportunity to share their mindfulness practices during their assemblies and with families, helping them manage their emotions through mindful strategies beyond the classroom.



Learning and Teaching - March & April

Unit of Inquiry:

Sharing the planet

Central Idea: Plants are a life sustaining resource for us and other living things

Lines of inquiry:

- Types of plants
- Lifecycle of plants
- Interdependence between plants and other living things

Specified Concepts:

Form

Change

Connection

Attributes of Learner Profile:

Caring

Principled

Inquirers

UOI

Students displayed curiosity as they inquired about the different stages of plant growth. To deepen their understanding, they participated in a meaningful hands-on experiment where they sowed seeds in tissue papers, reusable bottles, paper cups and provided all necessary conditions such as sunlight, water, and air were for the healthy growth of plants. Over a period of time, they carefully observed how a tiny seed gradually germinated, developed roots, and grew into a small plant. This engaging experience allowed students to closely witness each stage of the plant's life cycle. They eagerly tracked the changes every day, noting differences in size, shape, and color. To make their learning more creative and reflective, they documented their observations through drawings, referring to them as their "Magic observations."



Learning and Teaching – March & April

This experiment not only strengthened their understanding of plant growth but also developed their observation and critical thinking skills inculcating scientific knowledge in an enjoyable and memorable way. During the third line of inquiry, students explored the meaning of interdependence between the plants and living things. Through different stories and discussions, they gained an understanding of how the animal kingdom, including humans, depends on plants for survival. They also discovered that plants, in many ways, depend on humans and other living beings, forming a connected system known as a food web. Additionally, students learned about the various things we obtain from plants beyond food, such as rubber, medicine, and

This learning journey involved exploring the concepts of living and non-living things, discussing their characteristics and understanding how every living thing is different from one another. In conclusion, through this unit, students developed a comprehensive understanding of different types of plants, their life cycles, and the interdependence between plants, animals, and humans, appreciating the vital role each plays in maintaining the balance of nature through which they developed the attributes of the learner profile, 'Inquirers, Principled and Caring' and displayed the approaches to learning, 'Communication skills, research skills and thinking skills.'



Learning and Teaching – March & April

Transdisciplinary Language

The PP1 learners engaged in joyful, language-rich learning engagements that strengthened their early literacy skills. They practiced tracing and writing pre-writing strokes, as well as uppercase and lowercase letters of the alphabet. Students continued developing phonemic awareness through various games and sung Jolly jingles associated to the letter sound. They were introduced to the short vowels 'a, e, i, o, u' and practiced in writing CVC words, reading simple sentences and learning sight words,. Students were also introduced to basic punctuation, including the use of capital letters, period, and question mark. Overall, they were introduced to a few new literacy skills and reinforced the concepts learned so far.

Transdisciplinary Math

Students were introduced to numbers 81-100 through various hands-on learning engagements focusing on place value.

They developed a strong conceptual understanding of number formation and sequencing with increasing confidence. They explored number sequences from 1 to 100, including an introduction to the hundreds place value, strengthening their understanding of the base-ten system. Students further deepened their understanding of comparison by identifying greater than, less than, and equal to. The theme 'Sharing the Planet,' focusing on the lifecycle of plants, came alive as students reinforced number patterns and made meaningful transdisciplinary connections, blending math with real-world contexts. They measured the plant growth and represented it through pictographs. They also explored the transition of numbers, recognizing changes in place value. Additionally, students were introduced to the concept of O' clock, learning to read and represent time to the hour.



Learning and Teaching - March & April

They developed an understanding of timelines by integrating the plant growth. They further explored the concept of patterns by extending their learning the days of the week, months of the year, while building related vocabulary. They were also introduced to directions, developing an understanding of how to use them in everyday contexts. Students reinforced their understanding of flat (2D) shapes and inquired into solid (3D) shapes by identifying and recognizing them in their environment, enhancing their spatial awareness, observation and critical thinking skills.

Music

Students learned to sing, 'Have you got the sunshine smile' along with Guitar and Keyboard. They learned Rhythm counting in 4/4 and clapping on the first count. They practised singing the first 5 notes of the Scale C D E F G (Do Re Mi Fa So).

They continued learning to sing it along with keyboard and guitar. They also reinforced the vocal exercises on 5 notes (Do Re Mi Fa So) and rhythm clapping for 4/4 timing.

Dance

The students continued exploring Jazz dance through energetic and expressive movements. They focused on rhythm, coordination, balance, and building confidence through fun routines. They also practiced teamwork and understanding personal space while dancing together. These sessions encouraged creativity, joyful participation, and positive social interaction. Further, they developed Jazz dance skills through more structured and expressive movements. They continued to develop rhythm, coordination, and balance while learning simple dance sequences and transitions. Learners strengthened teamwork and awareness of personal space while dancing in groups.



Learning and Teaching – March & April

Art

The students pasted newspaper pieces and colored paper strips onto a sheet as demonstrated by the facilitator, helping them develop fine motor skills and follow guided instructions. They also observed images and examples of clay modelling, shared their observations, and identified the materials used, such as clay, flour dough, or play dough. Through the facilitator demonstration, students learned how to roll dough into basic shapes like balls and cylindrical snakes, and practised creating these in different sizes. Building on this, they explored how to join different clay pieces together to form simple models, encouraging creativity, hands-on learning, and a deeper understanding of materials and shapes promoting creative thinking skills.

PE

The students participated in Gymnastics and inquired into the sport.

They discussed about gymnastics, and they explored the proper techniques of jumping drills. Students watched pictures, videos, and teacher demonstrations of jumping and shared their understanding. They discussed the correct techniques for the 180-degree jump, tuck roll, tuck jump, forward roll and gymnastics stations. Students inquired into the skills of rolling and hanging. They explored and practiced the forward roll and hanging. They also developed their skills in hanging techniques through guided activities and teacher demonstrations.

Drama

Students enthusiastically enacted the story of 'The Gingerbread Man,' taking on different characters and speaking their dialogues with expression and confidence. They revisited and relive the stories they have explored throughout the year, including 'The Rainbow Fish, The Gingerbread Man, The Gruffalo, and The Lion and the Mouse,' strengthening their storytelling and performance skills.



Learning and Teaching - March & April



Students curiously inquired about the growth of a seed to plant by developing and demonstrating research skills.



Learning and Teaching - March & April



Students strengthened their understanding of the germination process by observing the change in the seeds tracking it daily, and developed a clear understanding of the life cycle of a plant.



Learning and Teaching - March & April



Students explored mathematical concepts through play way methods.



Learning and Teaching - March & April



Students practiced sequencing of letters, explored vowels and strengthened their ability to blend words, boosting their literacy skills.



Learning and Teaching - March & April



Students actively participated and enjoyed their Library, Drama, Dance, Art, PE and Music classes exploring their strengths in every discipline.



Holi Celebrations



To develop international mindedness, the students of PP1 participated in Holi special assembly.



Splash Pool



Students dived into fun, splashed their worries away, and soaked up sunshine with friends demonstrating social skills.



Adventure Park



Being Risk-takers, the PP1 students thoroughly enjoyed the Adventure Park.



Mark Making



In one of the learning spaces in EY, 'Mark Making,' the Communicators of PP1 expressed themselves in many ways.



Learning leads to meaningful Action



The inquirers of PP1 students sowed the seeds during their Student Led Conference along with their parents and continued their learning journey by witnessing the plant growth, constructing their own meaning by demonstrated the attributes of learner profile inquirer and caring.



Theatre Day



The confident communicators of PP1 presented themselves confidently during their Theatre Day.



PP1 Weekly assembly



PP1 students confidently presented their learning during the weekly assembly, demonstrating growing leadership skills.



Life Skill Session



Students preparing 'Biscuit Canapes' during life skill of non-fire cooking.

Happenings Months Ahead

Events	Dates
School Reopening Day	June 22nd, Monday

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/>

