



P R I S M

Grade 1



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Message from the Head of School

Dear Parents,

Over the past few weeks, our school held a series of assemblies exploring an important theme: how love for one's own country can coexist with a genuine, open-minded outlook toward the wider world.

Students took part in structured debates, presenting reasoned arguments on both sides of questions like "Can national pride and global cooperation go hand in hand?" The discussions were moderated to keep them respectful and balanced, ensuring students learned to think critically rather than simply take sides.

Our aim wasn't to tell students what to believe, but to help them listen well, argue fairly, and hold complex ideas with maturity – skills that will serve them well beyond the classroom.

In the month of August, as we celebrated our 80th Independence Day with national pride and patriotic fervour, we deliberated that core values such as gratitude, respect, integrity, perseverance and empathy do not stop at political borders between nations. Students very cogently argued that the problems of Climate change, worldwide pandemics, pollution and other global issues had to be resolved with a global mindset.



However, they weighed the importance of national identity and cultural dignity as the first step towards 'Vasudhaiva Kutumbakam'.

The two day TGSMUN further added to sustained deliberations on negotiated peace as a critical need for the present and the future.

We encourage you to keep the conversations going at home. Let us together nurture open-minded, caring and balanced citizens.

Thank you

Sudeshna Chatterjee
Head of School



Message from the PYP Academic Head

Dear Parents,

Greetings from the PYP team at Gaudium.

As we begin the 2026–27 academic year, our focus continues to be on creating meaningful learning experiences that develop curiosity, thinking, agency, and a love for learning. We began the year by strengthening our teachers' understanding of the PYP and are now bringing these approaches into everyday classroom practice and support every child's growth.

Teacher Induction Sessions

This year too, from 25th May to 10th June, our teachers participated in focused PYP induction sessions covering key elements of the programme.

The sessions included topics like **Inquiry, Differentiation, Bloom's Taxonomy, Agency, Action, international-mindedness, Approaches to Learning, Concept-based learning, Language learning, Assessment, Classroom management, and the updated PYP theme descriptors.**

These sessions focused on helping teachers create learning experiences where students can ask questions, think critically, make connections, collaborate, reflect, and take greater ownership of their learning.



PYP Pedagogy and Inquiry Based Learning

Inquiry-based learning continues to be an important focus in our classrooms. Students are encouraged to build on their prior knowledge, ask questions, investigate ideas, explore different perspectives, and make connections with the world around them.

Teachers are creating opportunities for students to question, explore, discuss, apply, and reflect, helping them develop important thinking, communication, research, social, and self-management skills.

Our aim is to nurture learners who are confident to ask questions and curious to explore.



Message from the PYP Academic Head

Pedagogy of Differentiation and Multiple Intelligences

Teachers are also focusing on differentiated lesson planning to respond to students' different strengths, interests, readiness levels, and learning needs.

Learning experiences are planned using varied approaches linked to Multiple Intelligences, including language, logical thinking, visual learning, movement, music, collaboration, reflection, and exploration. This provides students with different ways to engage with learning and demonstrate their understanding, while allowing teachers to provide appropriate challenge and support.

Experiential Learning

At The Gaudium School, learning is also extended beyond the classroom through meaningful experiential learning opportunities.

Field trips and visits are planned to places such as Birla Planetarium, Birla Science Centre, Eicher Showroom, an ice cream factory, and many other learning spaces, providing students with opportunities to observe, question, explore, and connect classroom concepts with real-life experiences. These experiences help students see how their learning connects with the world around them.

Professional Learning and Collaboration

Our teachers continue to engage in professional learning beyond the school. Our Leadership Team members participated in the IB Pan-India Coordinators Meet in Mumbai, attending sessions focused on IB methodologies and sharing practices with educators from across India.

Looking ahead, teachers will also participate in events such as IB Mathan and the Math Enclave, providing further opportunities to deepen their teaching practices and learn from the wider IB community.

Our Focus Ahead

As we move through the year, our focus will remain on creating classrooms where students can question, explore, connect, create, reflect, and take action.

With the continued support of our parents, we look forward to nurturing confident, curious, and compassionate learners who are prepared to make a meaningful difference in the world.

Kapil Mehrotra
PYP Academic Head



School Philosophy- Five Development Pillars

Core values

In the month of August, students worked on the core value Empathy- the ability to understand and share the feelings of others. They took the lead in the assembly to explore the importance of understanding others' feelings and perspectives and responding with kindness and compassion. Through engaging activities such as Empathy Glasses and Walk in My Shoes, students explored different situations and reflected on how others might feel. The Random Acts of kindness challenge encouraged them to practise kindness at school and home.

The learning engagements were connected to World Humanitarian Day, helping students understand how empathy and compassion can inspire us to support others and make a positive difference in our communities and the world.



Mindfulness and wellbeing

Students participated in a daily mindfulness activity that encouraged them to slow down, relax, and focus on the present moment. Children explored practices such as mindful breathing, mindful movement, 5-senses awareness, self-awareness, and mindful thinking, which supported them in staying calm and focused during their learning experiences. Through guided reflections, students discovered how mindfulness can improve their ability to manage emotions and show kindness towards themselves and others.



School Philosophy- Five Development Pillars

Global leadership

Students continued taking ownership of their learning based on their learning goals. Assemblies provided a platform to share their learning and express ideas in front of peers. This month they participated in a special assembly for independence day where they showcased their talent through dance, patriotic song and skit. This encouraged students to listen to different perspectives and show respect for others.

As part of our Global Leadership initiative, Grade 5 students took the lead in spreading awareness about reforestation and environmental responsibility through a hands-on Seed Ball Activity. They demonstrated the process of making seed balls and explained how these simple seed-filled balls can contribute to growing more plants and restoring green spaces.



School Philosophy- Five Development Pillars

Holistic Excellence

Holistic excellence focuses on nurturing the overall growth of every child by developing academic, social, emotional, physical, and life skills. Through meaningful learning experiences, mindfulness practices, life skills sessions, and collaborative activities, students are encouraged to become confident, independent, caring, and responsible individuals. As part of our commitment to holistic development, students participated in an enriching life skills session on "Getting Ready for School." During this engaging experience, they learned essential self-management skills such as buttoning their shirts, zipping their jackets, packing their school bags, wearing their socks independently, and maintaining their 21-day habit tracker. These hands-on activities helped students build confidence, develop independence, and take greater responsibility for their daily routines.



School Philosophy- Five Development Pillars

Stakeholder engagement

At the Gaudium school, strong partnerships between students, parents, teachers, and the wider school community play a vital role in supporting every child's learning journey.

Grade 1 students went on a field trip to explore the different kinds of houses as part of inquiry into “Homes”. They observed and compared the structures, features, and materials of various houses, connecting their observations to their learning about homes.



Our Life Skill Champions



Learning and Teaching – This Month

Transdisciplinary Theme:

Where we are in place and time

Central Idea :

Homes around the world are influenced by various factors

Lines of Inquiry:

- Different types of homes
- Environmental influences on homes
- Ways homes change over time

Specified Concepts:

Function

Perspective

Connection

IB Learner profile:

Open minded

Thinkers

Communicators

Unit Of Inquiry

As a provocation for the first line of inquiry, “Different Types of Homes,” students went on a nature walk to observe and identify different types of homes in their surroundings. They recorded their observations on an A4-sized sheet and shared their ideas about the similarities and differences they noticed.

Building on their observations, students explored diverse types of homes from around the world, such as adobe houses, igloos, houseboats, stilt houses, palaces, castles, mansions, villas, tents, and tree houses. They discussed how homes differ in their structure, materials, design, and purpose, developing curiosity about the factors that influence the way homes are built.

Students were also introduced to the third line of inquiry, “Ways homes change over time.” They compared homes from the past and present, noticing changes in materials, structure, design, technology, and the needs of people. Through these observations, students began to understand that homes evolve over time to meet changing lifestyles and requirements.



Learning and Teaching – This Month

Transdisciplinary Language:

Students explored **adjectives** and learned how descriptive words help them communicate their ideas more vividly. They used their five senses—**look, feel, smell, taste, and quantity**—to identify and use suitable adjectives while describing their **favourite house**.

Students were also introduced to **descriptive writing** and encouraged to use adjectives to add detail and meaning to their ideas. As part of the learning engagement, they framed **at least three sentences** describing their favourite house using appropriate adjectives. This experience supported students in expanding their vocabulary, developing sentence construction skills, and expressing their ideas creatively and confidently.

Transdisciplinary Math:

During **August**, students developed their understanding of **addition**, beginning with single-digit numbers through hands-on and interactive learning engagements. They used **number lines, concrete materials, and visual representations** to explore addition as combining quantities and finding the total.

Students actively participated in learning experiences that encouraged them to **count forward, represent numbers, and find sums** with increasing confidence.

Students actively participated in learning experiences that encouraged them to **count forward, represent numbers, and find sums** with increasing confidence. They also applied their understanding of addition to solve simple **real-life word problems**, identifying the information given and choosing appropriate strategies to find the solution.

Through these engaging experiences, students strengthened their **number sense, mathematical reasoning, problem-solving skills, and accuracy**, while making meaningful connections between mathematical concepts and everyday situations.

Spanish:

During **August**, students explored the **Spanish alphabet**, developing their understanding of letter recognition, pronunciation, and phonics. They connected each letter with simple Spanish vocabulary through **songs, flashcards, videos, and interactive games**, making the learning experience engaging and meaningful.



Learning and Teaching – This Month

Students also practised **letter formation and writing** through guided activities and reinforced their pronunciation by participating in Spanish songs and oral practice. These learning experiences helped students build their **vocabulary, listening and speaking skills, pronunciation, confidence, and early language awareness** in Spanish.

Telugu

During this period, students engaged in a variety of interactive activities to develop their listening, speaking, reading, and writing skills.

They explored new vocabulary, practised pronunciation and sentence formation, and participated in conversations and language-based activities with growing confidence.

Through stories, songs, discussions, and hands-on learning experiences, students made meaningful connections with the language and used it in familiar contexts. These experiences encouraged students to become **confident communicators, active listeners, and enthusiastic language learners**, while developing an appreciation for the richness of the Telugu language and its cultural connections.

Hindi:

During this month of August, students were introduced to the letter 'Ch', cha, and the letter 'J'. Learners learned new words based on the alphabet and listened to the story. They enthusiastically discussed the answers to the questions and spelled out the words. Students memorized the poem 'Baarish Aayi Cham-Chham' from 'Ch' letter. They were also introduced to the letter 'Jha' where they observed words and pictures related to the letter 'Jha' to help them recognize and pronounce letters efficiently. Students revised the letters 'k' and 'ch' which he had learned in the previous months.

French

In August, students explored **Les Salutations (Formal and Informal Greetings)** and learned how to greet and respond appropriately in different situations. They practised useful expressions such as **Bonjour, Salut, Au revoir, and Merci** through songs, role-plays, dialogues, repetition, and interactive speaking activities. Students also engaged in pair and group conversations, which helped them develop their **listening, pronunciation, and speaking skills** while building confidence in using simple French expressions in everyday situations.



Learning and Teaching – This Month

Art

Students analysed artworks by the renowned artist Vincent van Gogh, using visual art vocabulary to interpret his artistic choices, understand his perspective, and explore the messages conveyed through his work.

They demonstrated their understanding of warm and cool colours by creating artworks based on selected themes, identifying the colours used and explaining their purpose in communicating ideas and emotions. Students also created Independence Day-themed artworks to deepen their understanding of the symbolism and significance of colours. Furthermore, they extended their exploration of the elements of art by focusing on space, learning about foreground, middle ground, background, positive space, and negative space, and applying these concepts in their artistic creations.



PE

In August, learners took part in a range of gymnastics activities to develop their balance, coordination and body control. They practiced side rolls to improve their coordination and body awareness. They also walked along the balance beam in different directions, focusing on staying steady and controlled.

Learners practiced the T-Balance on the beam to further develop their balance and stability. Through these activities, they strengthened their physical skills and built confidence in their movements.

Theatre:

Grade 1 students have now stepped into the exciting rehearsal phase of The BFG. With their characters finalized, they are beginning to explore how actors use voice, movement, facial expressions, and stage space to bring a character to life. Through regular rehearsals, students are learning how scenes come together, how to work as an ensemble, and how to listen and respond to one another on stage.



Learning and Teaching – This Month

Well-Being:

August was a month of meaningful experiences focused on emotional awareness, self-care, and positive relationships. Through Zones of regulation students explored different emotional states and reflected on strategies that help them manage their feelings effectively. A special Self-Care session encouraged students to understand the importance of caring for their physical, emotional, and mental well-being. Friendship Day was celebrated through an engaging reflective activity where students shared their thoughts on friendship, identified who their friends are, and explored what friendship means to them. Their ideas were expressed creatively through sticky notes and transformed into colourful posters, celebrating kindness, connection, inclusion, and togetherness.

Dance:

Freestyle Dance

During the freestyle dance sessions, students explored the key elements of dance—Body, Action, Space, Time, and Energy—to create simple and creative movements. They expressed different feelings and emotions, such as happiness, excitement, calmness, and sadness, through their dance actions.

The sessions encouraged students to dance with confidence, creativity, and enjoyment while respecting others and using the performance space safely.

Compulsory Hindi

Students explored the names of **colours, fruits, and vegetables in Hindi** through fun and engaging activities.

They practised identifying and speaking new vocabulary using pictures and interactive tasks. A revision of all previously learned topics helped students strengthen their understanding and confidence. The activities made Hindi learning joyful, interactive, and meaningful.

Compulsory Telugu:

In the month of August, students **recapped** the Telugu rhyme “*Amma Modati Daivamu*” and **revised** the names of colours. They were also **introduced** to the names of flowers through the rhyme and **learned** Telugu vowels (అ to ఐ), practising their correct pronunciation. Students **explored** picture words related to each vowel, which **helped** them connect letter sounds with meaningful vocabulary. Learning was made engaging through videos, picture-based discussions, and oral practice. These activities **further developed** students’ listening, speaking, and early literacy skills in Telugu.



Learning and Teaching – This Month

Music:

Students engaged in a variety of musical learning experiences to develop their **vocal skills, pitch, rhythm, and musical confidence**. They practised vocal exercises using the **Swaras – Sa, Re, Ga, Ma, Pa, Dha, Ni, Sa**, focusing on pitch accuracy, voice control, and smooth transitions between notes.

As part of their group singing experiences, students performed “**We Shall Overcome**” and “**Nanha Munna Rahi**”, learning to sing with coordination, expression, and confidence. Performing together encouraged students to listen to one another, maintain harmony, and develop **collaboration and teamwork**.

Students also explored **musical notes, beat values, and simple rhythm patterns** through interactive clapping activities. They listened carefully to different rhythms and practised maintaining a steady beat. These engaging experiences helped students develop **musical awareness, concentration, coordination, self-expression and appreciation for music**.



Exploring Homes Around the World



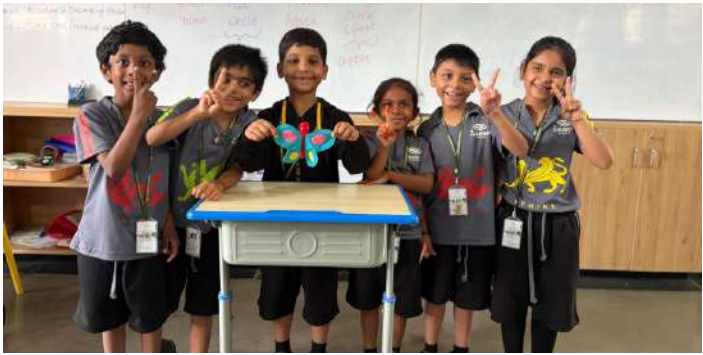
Exploring Homes Around the World



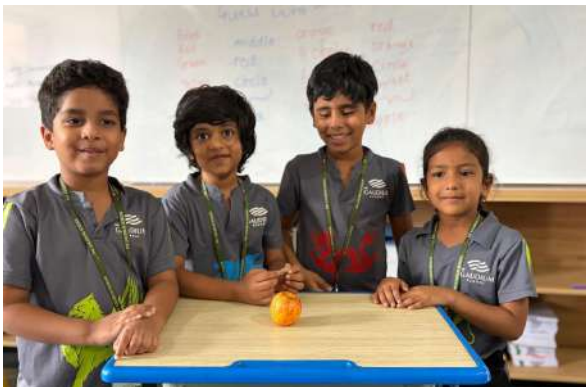
Students went on a field trip to explore different types of homes, observing how homes are designed and adapted to suit the environment, climate, culture, and needs of people.



From Naming to Describing: Exploring the World of Words!



From Naming to Describing: Exploring the World of Words!



Students explored nouns and adjectives through engaging activities, learning to name objects and describe them using meaningful and interesting words.

Hands-On math, Minds-On Learning



Hands-On math, Minds-On Learning



Students explored mathematical concepts through hands-on activities, manipulatives, and engaging tasks, building understanding, confidence, problem-solving skills, and mathematical thinking.



Puppets, stories and smiles in the library!



Students enjoyed engaging puppet stories in the library, sparking imagination, creativity, listening skills, and a joyful love for books and storytelling.

Art & Drama: Creativity in Action



Art & Drama: Creativity in Action



Building Confidence Through Dance, Music & PE



Learning and Teaching – Month Ahead

Transdisciplinary Theme:

Where we are in Place and Time

Central Idea :

Homes around the world are influenced by various factors

Lines of Inquiry:

- Different types of homes
- Environmental influences on homes
- Ways homes change over time

Specified Concepts:

- Form
- Change
- Causation

IB Learner profile:

Knowledgeable

Caring

Reflective

Students will explore how homes have changed over time and develop an understanding that homes evolve according to people's changing needs, lifestyles, technology, and available resources. Through discussions and visual comparisons, they will observe differences between traditional and modern homes, including changes in building materials, design, facilities, and technology.

Students will share their observations and ideas about how homes in the past were different from the homes they see today. This inquiry will encourage them to make connections between change, human needs, and the development of communities, while appreciating how homes continue to adapt over time.

Transdisciplinary Math

Students will be introduced to 3D shapes. They will explore their features through hands-on learning engagements. They will observe and identify shapes such as cubes, cuboids, cylinders, cones, and spheres in objects around them.

As a Transdisciplinary (TD) connection with the unit on Homes, students will investigate how 3D shapes are used in the structure and design of houses. They will identify familiar 3D shapes in different parts of homes, such as cuboids in walls and buildings, cylinders in pillars, and cones in roofs. Through this exploration, students will develop an understanding of how form and function are connected, while making meaningful connections between mathematics and the world around them.



Learning and Teaching – Month Ahead

Transdisciplinary Language

Students will develop their descriptive writing skills by using nouns, pronouns, adjectives, and punctuation marks to express their ideas clearly and creatively. They will explore how adjectives can add detail and vividness when describing a person, place, or object.

As a connection to the unit on Homes, students will use these language skills to describe their dream house. They will identify and use suitable nouns and pronouns, select descriptive adjectives, and apply appropriate punctuation marks to construct meaningful sentences. Through this learning experience, students will develop their vocabulary, sentence construction, communication skills, and confidence in expressing their ideas in writing.

Telugu

Phonics & Script: Students will be introduced to consonants (Hallulu – ట to ణ) and will practise their sounds and formation.

Word Building: Students will identify initial consonant sounds and will learn simple key words beginning with the consonants.

IB Learner Profile: Students will focus on becoming **Inquirers** and **Risk-Takers** through engaging language activities.

Hindi:

In the month of September –Students will be taught to read, make words by mixing letters of class क वर्ग और च वर्ग and will be taught ta varg

French

In September, students will be introduced to Ma Présentation (My Introduction). They will learn simple expressions such as Je m'appelle..., J'ai... ans, and J'habite à... through listening, speaking, reading, and writing activities to build confidence in self-introduction.

Theatre:

This phase **will help students experience** the real process of theatre-making –**practising, experimenting, making adjustments, and gradually shaping** their performance. With great excitement and enthusiasm, they **will work together** to bring *The BFG* from the page to the stage!



Learning and Teaching – Month Ahead

Dance

Students will explore Bollywood dance through expressive hand gestures and energetic movements. They will develop confidence, creativity, and enjoyment while performing safely, respectfully, and with awareness of others and the performance space.

Visual Arts

Students will continue exploring the element of art, space, by applying concepts such as foreground, middle ground, background, positive space, and negative space across different art forms and compositions.

They will also create eco-friendly Seed Ganesha idols as part of their learning about Ganesh Chaturthi, exploring the cultural significance, traditions, and role of art in celebrating festivals while developing an understanding of sustainable art practices.

Music

Students will create and perform their own rhythm patterns using different musical note values and beats.

They will experiment with combining notes to create simple rhythmic sequences and practise performing them through clapping, body percussion, or instruments. Students will also explore how these rhythm patterns can be connected to the songs they are learning, identifying where different beats and rhythms can be incorporated. Through this learning experience, students will develop creativity, collaboration, coordination, musical expression, and confidence while making meaningful connections between rhythm and song.

PE

In September, learners will take part in gymnastics activities designed to build their strength, confidence and physical skills. They will practice bar hanging to develop their grip and upper-body strength. They will also learn and practice handstands with appropriate support and guidance. These activities will help learners develop their balance, coordination and body control. They will be encouraged to participate safely confidently and positively in each activity.



Learning and Teaching – Month Ahead

Compulsory Telugu

In the month of September, students will recap the Telugu rhyme "amma modati daivamu" and names of "flowers with activity" and "color names". They will also be introduced to the number names(1-10) through the rhyme and Telugu Vowels (A to aha) and practice their correct pronunciation. Students will explore different picture words related to each vowel, helping them connect letter sounds with meaningful vocabulary. Learning will be made engaging through videos, picture-based on discussions, and oral practice. These activities will further develop students' listening, speaking, and early literacy skills in Telugu.

Compulsory Hindi

In the month of September, students will be able to identify and name **common vegetables** and confidently recite the poem "मम्मी की रोटी". Through oral activities, picture discussions, and poem recitation, they will improve their **vocabulary, pronunciation, listening, speaking, and communication skills** while building confidence in everyday learning.

Well Being

September will focus on cultivating appreciation for life and learning while encouraging students to recognise and apply learner profile attributes in everyday experiences. Through interactive role plays, students will explore different situations and understand how positive qualities influence choices and relationships. Learner profile personality match-ups will help students identify attributes that resonate with their own personalities, while peer interviews will encourage listening, curiosity, and meaningful conversations. Real-life connections will be incorporated to help students see how these attributes extend beyond the classroom. Through these experiences, students will be encouraged to reflect, appreciate their learning journey, and recognise the value of growth, relationships, and everyday experiences.



Coming Up Next

Date	Day	Event	Grade
05th September 2026	Saturday	Teacher's Day	Whole School
14th September 2026	Monday	Ganesh Chaturthi	Whole School
25th September 2026	Friday	Ganesh Immersion	Whole School



Social Media Links

Platform	Link
Website	https://www.thegaudium.com/
Instagram	https://www.instagram.com/thegaudiumhyd/
Facebook	https://www.facebook.com/thegaudiumschool
YouTube	https://www.youtube.com/c/Thegaudiumschool
Linkedin	https://www.linkedin.com/company/thegaudium/
Events	https://www.thegaudium.com/at-the-gaudium/gaudium-events/



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