



P R I S M

Grade 2



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



Professional Development

To strengthen teaching and learning practices, teachers participate in **Professional Development (PD) sessions** every Saturday, facilitated by our in-house educators. These sessions focus on effective pedagogical approaches, classroom strategies, and collaborative learning.

As part of our instructional planning, **Micro Teaching Sessions** are conducted by in-house staff **one week before a new concept is introduced in the classroom**. During these sessions, teachers experience the lesson from a learner's perspective, explore inquiry-based teaching strategies, anticipate possible student misconceptions, and discuss differentiated approaches. This collaborative planning ensures that teachers are well-prepared to deliver engaging, concept-driven learning experiences.

Through **Google Classroom**, teachers continue to share their **ideas, thoughts, reflections, and classroom experiences**, learning from one another and exploring new approaches to teaching and learning. These shared insights are thoughtfully brought into the classroom to create **meaningful learning experiences, strengthen students' thinking skills, and support their overall growth**.

Every week, teachers engage in **collaborative planning sessions** to discuss what and how they will inquire into the learning. They explore meaningful **transdisciplinary connections** between the Unit of Inquiry, Language, and Mathematics. These collaborations help teachers plan integrated learning experiences, align learning outcomes, and ensure a consistent approach across subjects.



Professional Development

Personal Grooming and Parent Interactions

A Professional Development session on **Personal Grooming and Effective Communication Skills** was conducted by an **external resource person**. The session focused on the importance of presenting ourselves professionally and how personal grooming, communication, body language, voice modulation, and active listening influence our interactions with students and parents.

The session highlighted the importance of **voice modulation** while communicating. Using an appropriate tone, speaking calmly, and maintaining a positive attitude can help create a comfortable and respectful environment. We were also encouraged to remain calm, patient, and attentive while listening to the concerns of students and parents.

A key part of the session focused on the **LACE Method for Parent Interactions**:

- **L – Listen:** Allow the parent to express their concerns fully. Listen patiently and avoid interrupting.
- **A – Acknowledge:** Show empathy and make the parent feel heard by saying, “*I understand your point*” or “*I understand your perspective.*”
- **C – Clarify:** Ask relevant questions, gather all the necessary information, and avoid making assumptions. Ensure that the concern is clearly understood.
- **E – Engage:** Work collaboratively with the parent to find appropriate solutions. Avoid blaming anyone and focus on supporting the student. We can ask, “*What support does the student need?*” or “*Let’s explore how we can address this together.*”

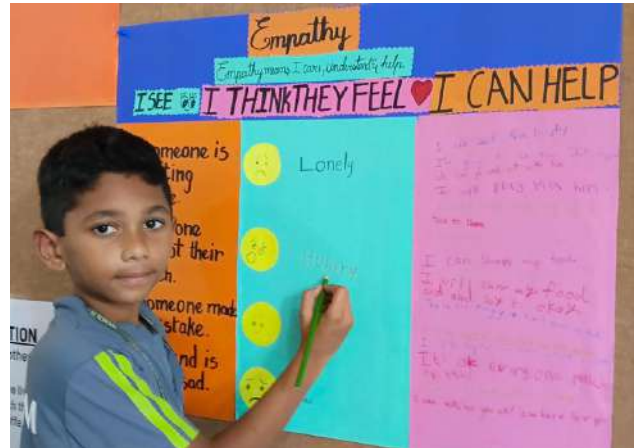
The key takeaway from the session was to **focus on solutions**. By presenting ourselves professionally, communicating respectfully, listening actively, and responding calmly, we can build stronger and more positive relationships with students and parents.



School Philosophy- Five Development Pillars

Mindfulness:

This month, students and teachers continued to practise mindfulness through engaging activities that supported **focus, emotional awareness, self-regulation, and well-being**. Daily practices such as **mindful breathing, mindful movement, five-senses awareness, self-awareness, and mindful thinking** encouraged students to slow down, notice their thoughts and feelings, and respond thoughtfully to different situations. These experiences helped learners strengthen their concentration, develop self-control, build resilience, and cultivate a **calm, caring, and positive classroom environment** where they felt supported, valued, and ready to learn.



Core value:

Students explored the core value of **Empathy** through meaningful class discussions, stories, role-play activities, and everyday classroom interactions. They learned that empathy means understanding and caring about how others feel, listening to their thoughts and experiences, offering help and support, and being considerate of different perspectives and needs. By practising empathy with their classmates, teachers, and school community, students developed stronger connections and learned to respond to others with kindness, compassion, and understanding. Through these experiences, they contributed to creating a caring, inclusive, and supportive classroom where everyone feels understood, respected, and valued.



School Philosophy- Five Development Pillars

Holistic Excellence:

Learners nurtured their **well-being, social skills, and sense of belonging** through a range of meaningful experiences. They actively participated in **class and school assemblies**, developing confidence, communication, collaboration, and leadership skills. As part of **International Self-Care Day**, learners explored simple ways to care for their physical and emotional well-being. On **Friendship Day**, they reflected on their friendships by sharing who their best friend is and explaining the qualities that make their friendship special. These experiences encouraged learners to practise **self-care, empathy, appreciation, and positive relationships**.

Stakeholder Engagement:

As part of our **Matter and Materials** unit, learners strengthened their understanding through meaningful interactions beyond the classroom. They participated in an engaging **guest talk by the Chemistry teacher**, who helped them deepen their understanding of the different states and properties of matter through real-world examples. Learners also visited the **Masquati Ice Cream Factory**, where they observed how materials and changes in matter are applied in the process of making ice cream. These experiences helped learners connect classroom concepts with the world around them and learn from experts and authentic environments.



School Philosophy- Five Development Pillars

Global Leadership:

This month, learners strengthened their **global leadership and communication skills** through their active participation in the **class assembly and Independence Day assembly**. They confidently shared their ideas, worked collaboratively, and took responsibility for their roles, developing their presentation and teamwork skills. Through the Independence Day assembly, learners also deepened their appreciation for **India's heritage, values, unity, and diversity**, while demonstrating confidence, respect, and a sense of responsibility as young leaders.



This month, Grade 2 learners confidently conducted the **class assemblies**, taking ownership of planning and presenting different segments. Through this experience, they developed leadership, communication, collaboration, and public speaking skills while demonstrating responsibility, confidence, and respect for their audience.



School Philosophy- Five Development Pillars

Through mindfulness and reading, we nurture calm minds and curious learners, creating opportunities to reflect, explore, and grow.



Life Skills

Learners were introduced to important safety practices to be followed in different areas of the school, including the **corridors, bus bay, stairways, and cafeteria**. They discussed walking calmly in the corridors, using handrails on the stairs, and following designated pathways. At the **bus bay, learners learned safe practices for boarding and getting off the bus, waiting patiently for their turn, standing in the designated area, and following instructions**. In the cafeteria, they discussed waiting for their turn, handling food carefully, and keeping the area clean. Through these discussions, learners developed an understanding of how following safety rules helps keep everyone safe.



Through meaningful discussions and real-life observations, learners understood the importance of following safety rules, being aware of their surroundings, and considering the safety of others. This experience nurtured the Knowledgeable and Caring learner profile attributes while strengthening their Self-Management and Social Skills through responsible decision-making, cooperation, and adherence to safety procedures.



Learning and Teaching – This Month

Unit of Inquiry

Transdisciplinary Theme:

How the world works.

Central Idea:

Matter and material exist in different states and can be manipulated to meet people's needs.

Lines of Inquiry:

- States of matter, their properties and roles
- Reasons for the changes in matter
- The relationship between materials, human needs, and environmental care

Key Concepts

Function, Change, Connection

IB Learner Profile:

Inquirer, Knowledgeable, Reflective

This month, our Grade 2 learners explored the unit **How the World Works** through engaging, inquiry-based experiences centred on **Matter and Materials**. They observed and investigated everyday objects, identified the materials they were made from, and explored the idea that matter exists in different states—**solids, liquids, and gases**.

Through **See–Think–Wonder** provocations, **hands-on experiments, a school exploration, sorting activities, and movement-based learning**, students deepened their understanding through observation, questioning, classification, and reasoning.

A **visit to the Chemistry Lab** and an engaging **guest talk by the Chemistry teacher** further enriched their learning by connecting classroom concepts to real-world scientific applications. Students explored the difference between **matter and non-matter** through experiments involving stones, sand, water, light, sound, and shadows. They also discussed how materials can be selected, manipulated, reused, and recycled to meet people's needs. Through reflections and discussions, learners strengthened their **inquiry, thinking, and reflection skills** while developing the Learner Profile attributes of being **Inquirers, Knowledgeable, and Reflective**.



Teaching and Learning - Unit Of Inquiry



Learning and Teaching - Language

Transdisciplinary Language

- **Story Mountain:** Students learned how stories are structured using a Story Mountain.
- **Beginning:** Beginning introduces the characters and setting, followed by rising action where the characters face a series of challenges.
- **Ending:** The climax is the most exciting part of the story, followed by falling action and ending, which brings the story to an end.
- **Ongoing Assessment:** Students were assessed on their ability to create and write a simple story. They developed a story using a clear **beginning, middle, and ending**, while incorporating characters, setting, and events. Students were encouraged to use their imagination, descriptive vocabulary, and complete sentences to express their ideas. Through this assessment, students demonstrated their ability to **organise ideas, sequence events, and communicate creatively in written form.**
- Students participated in a fun JAM (Just A Minute) activity by picking random topics and organising their thoughts within a given time.
- Each student spoke confidently for 1-2 minutes, focusing on clear sentences, vocabulary, fluency, and expression.
- Peers practised active listening and respectfully encouraged one another without interruptions.
- Students reflected on their speaking skills, celebrating their strengths and identifying areas for improvement.
- **Punctuation and Capital Letters:** Students learned how to use capital letters and punctuation marks correctly in their writing. They practised using commas to separate ideas, full stops to end sentences, and question marks when writing questions.



Learning and Teaching – Math

Transdisciplinary Maths

Addition Vertical Method : Students learnt to add numbers using the vertical method, with a focus on placing numbers correctly according to their place value. They practised adding numbers systematically and developed accuracy in calculations.

Addition Horizontal Method : Students learnt to solve addition problems written horizontally. They strengthened their understanding of combining numbers and improved their fluency in mental and written addition.

Addition – Missing Addends : Students explored missing-addend problems and learnt to identify the number needed to complete an addition equation. This helped develop their reasoning and understanding of number relationships.

Addition – Number Line : Students used number lines to represent addition by counting forward from a given number. This visual strategy helped them understand addition as moving forward and supported their calculation skills.

Ongoing Assessment on Addition: Students developed their understanding of Addition through regular practice and assessment. They worked on solving Addition problems accurately and applied their skills to different questions.



Learning and Teaching - Math

Transdisciplinary Maths

Subtraction Vertical Method :Students learnt to subtract numbers using the vertical method, paying attention to place value and the correct arrangement of numbers. Regular practice helped improve their accuracy and confidence.

Subtraction Horizontal Method : Students practised solving subtraction problems written horizontally. They developed a better understanding of taking away and finding the difference between numbers.

Subtraction Missing Numbers :Students worked on missing-number subtraction problems and learnt to find the unknown number by using their understanding of number relationships and subtraction facts.

Subtraction – Number Line : *Students used number lines to solve subtraction problems by counting backwards. This visual approach helped them understand subtraction as moving backwards and made the concept more meaningful.*

Addition and Subtraction Word Problems : Students solved simple word problems using addition and subtraction. They learnt to identify key information and choose the correct operation. These activities strengthened their problem-solving and reasoning skills.

Through these experiences, students developed confidence in working with addition and subtraction while enhancing their thinking, communication, and self-management skills



Learning and Teaching – Math



Transdisciplinary Maths

Ongoing Assessment on Subtraction: Students took part in an ongoing assessment on subtraction, demonstrating their understanding and applying their skills to solve subtraction problems .

Provocation on Measurement: Students explored the concept of measurement through a hands-on provocation. They observed, compared, and discussed the length and size of different objects using appropriate measuring tools.

Non-Standard Units of Measurement: Students explored measurement using non-standard units such as handspan, foot span, and cubit. They measured different objects and areas around the classroom, compared their measurements, and observed how the results could vary depending on the person measuring.

Standard Units of Measurement: Students explored standard units of measurement and learned to use centimetres (cm) and metres (m) to measure length, millilitres (ml) and litres (l) to measure capacity, and grams (g) and kilograms (kg) to measure weight. They practised choosing the appropriate unit and measuring different objects in their surroundings.

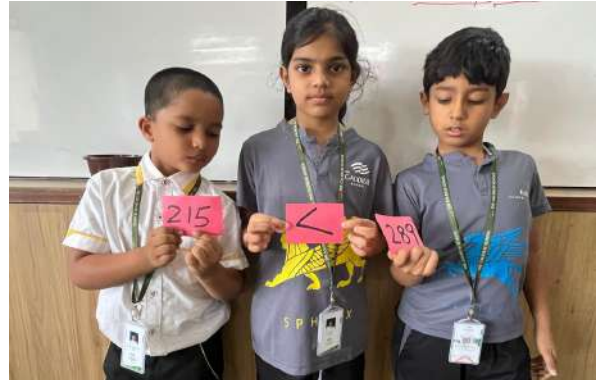
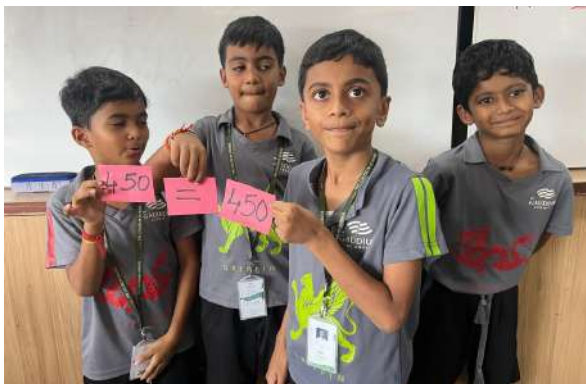


Learning Engagements - Maths

Every number tells a story, and every story helps us make sense of our world.

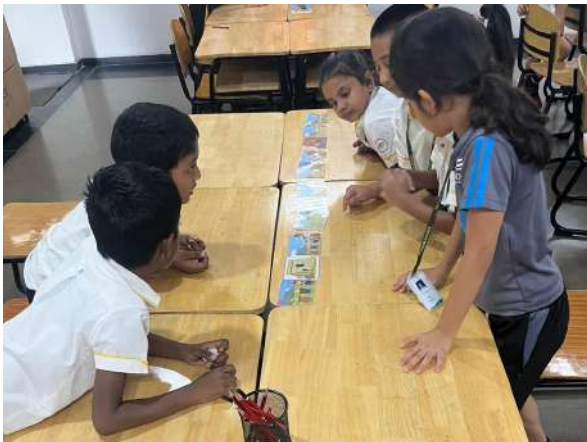


Learning Engagements - Maths



When we explore addition, subtraction, and measurement, we discover new ways of working with numbers, comparing quantities, and understanding the world around us.

Teaching and Learning - Language



Learning Engagements - Math and Language



Learning and teaching- This Month

Telugu:

During the month of August, our Grade 2 students had a joyful and engaging learning experience in Telugu. They learned the ఊ, ఓ, and ఌ guninthalu and practised identifying, reading, and writing words using these sounds. Students enjoyed learning the “Vaana, Mirapakaya, Cheema” geyalu, which helped them develop their pronunciation, rhythm, vocabulary, and listening skills. They also explored deergham words and “Gudi” words, using the new vocabulary to construct simple and meaningful sentences.

Through Telugu riddles (podupu kathalu), students had opportunities to think creatively, listen to clues, and express their answers in Telugu. Overall, the students participated enthusiastically in the activities and showed growing confidence in reading, writing, and speaking Telugu. It was wonderful to see them enjoy learning new words and express themselves through songs, sentences, and riddles.

Hindi:

Students shared words without Matra and tried to write them in their notebooks. Students applied Aa matra in all the letters and tried to speak as well. They read the story ‘Wah Vanar!’ and the ‘Naana Aaye’ poem from the Pankhudiyaan book, focusing on Aa (आ) matra words.

They identified Aa matra words, framed sentences using them, and completed the related exercises in the Pankhudiyaan book. A spell check was also conducted on Aa matra words. Students identified and wrote the names of body parts in Hindi that contain the Aa (आ) matra in the given task sheet. They also read the story ‘Chidiyaghar’ from the Pankhudiyaan book, focusing on the I (इ) matra, along with the teacher. They identified I matra words from the story, shared additional I matra words from their daily lives, and listed them in their notebooks.

French:

Students practised Les Salutations. They learned common French greetings, polite expressions, and everyday conversational phrases such as Bonjour, Bonsoir, Salut, Au revoir, and À bientôt. Through reading, writing, listening, repetition, and speaking activities, students developed confidence in greeting others and responding appropriately.

Compulsory Telugu:

Students enthusiastically began their Telugu learning journey by introducing themselves in Telugu and building confidence in speaking the language. They also learned and enjoyed reciting the rhyme “Chitti Chilakamma”, chukuchuku railu rhyme through actions and interactive activities.



Learning and teaching- This Month

Spanish:

In August, students were introduced to family vocabulary, such as madre, padre, hermano, hermana, abuelo, and abuela. They practised introducing themselves and their family

members using simple Spanish sentences. Students also continued strengthening their knowledge of the Spanish alphabet through reading, writing, speaking activities, role-plays, videos, and games.

Additional Hindi Language:

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.

Dance:

Learners explored the joy of movement through Expression and Choreography, discovering how body language and facial expressions make performances more meaningful. They worked collaboratively to plan and perform simple dance routines, strengthening their Communication and Social Skills while demonstrating the Communicator and Risk-taker learner profiles.

Learners practised basic dance techniques, focusing on posture, balance, coordination, rhythm, direction changes, levels (high, medium, and low), pathways, timing, and synchronization with music. They were also introduced to a variety of dance styles, including Hip-Hop, Contemporary, Bollywood, and Folk Dance, experiencing each style through engaging movement activities that encouraged creativity, confidence, cultural appreciation, and teamwork.

PE:

1. Students continued practicing the previously learned football technique.
2. They watched teacher demonstration on football techniques (Passing & Receiving), and they practiced the same.
3. Skill assessment was conducted using a checklist.



Learning and Teaching- This Month

Art:

This month, learners enthusiastically explored **art, culture, and creativity** through a variety of engaging hands-on activities. They learned about **prehistoric cave art**, discovering how early humans used simple shapes, lines, and symbols to communicate their experiences and tell stories. Inspired by these ideas, learners created their own artwork, developing creativity and visual storytelling skills. As part of the **Independence Day** celebrations, learners explored **origami and paper-folding techniques** to create colourful paper crafts that contributed to the festive school decorations, promoting creativity, collaboration, and teamwork.

Music:

Learners explored the traditional sea shanty **"Wellerman"**, applying their understanding of vocal expression, dynamics, and tempo. They developed vocal technique, pitch accuracy, breath control, and ensemble skills while combining singing with body percussion and instruments such as cajons and bongos. Learners performed the song for their peers and reflected on their musical choices using appropriate terminology, developing as **principled, reflective, and caring** members of the musical community.

Drama:

This month, Grade 2 students will continue exploring **text sequencing** through our Theatre Day production, **Magical Rasam**. As we begin preparing for the performance, students will be assigned their characters and start rehearsing the script. Along the way, they will develop essential drama skills such as **stage sense, characterisation**, voice projection, and expressive movement. Through this collaborative process, students will build confidence, creativity, and teamwork while bringing the story to life on stage.

ILD:

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.



Teaching and Learning- This Month

Every masterpiece begins with a single idea and a splash of creativity.



Learning and Teaching – Month Ahead

Unit of Inquiry

Transdisciplinary Theme:

How The World Works .

Central Idea:

Matter and material exist in different states and can be manipulated to meet people's needs

Lines of Inquiry:

- States of matter, their properties and roles
- Reasons for the changes in matter
- The relationship between materials, human needs, and environmental care

Key Concepts

Function, Change , Connection

IB Learner Profile:

Inquirer

Knowledgeable

Reflective

UOI

Learners will explore the **relationship between materials, human needs, and environmental care.**

They will investigate how different materials can be selected and used responsibly to meet people's needs.

Through **design thinking**, learners will identify a problem, explore material choices, and design sustainable solutions.

Learners will develop awareness of how their choices can help **reduce waste and care for the environment.**

Maths:

Students will explore the concept of area using grid-based shapes.

They will count the squares within each shape to find its area.

They will compare the areas of different shapes and explain their findings.

English:

Students will explore the concept of **cause and effect** through simple real-life situations.

They will identify the cause and understand the effect of different actions or events.

They will share examples and explain how one event can lead to another.



Learning and Teaching – Month Ahead

Music:

Learners will channel their musical creativity and performance skills into preparing for Theatre Day as they learn and rehearse "The Sharing Song". Learners will explore the connection between music, storytelling, and stage expression, discovering how vocal dynamics and emotional projection enhance a live theatrical performance.

Focusing on ensemble cohesion, learners will work together to refine their diction, vocal blending, and expressive gestures to bring the theme of sharing to life on stage. They will integrate rhythmic body movements and synchronized actions to support the narrative, building their stage presence and performance confidence. Through dedicated collaborative rehearsals and peer feedback sessions, learners will practice active listening and teamwork, preparing to showcase their learning to a wider audience. These engagements will empower learners to grow as courageous risk-takers, expressive communicators, and enthusiastic contributors to our performing arts community.

Drama

In the coming month, we will focus on **preparing and rehearsing for our upcoming theatre production, *Magical Rasam*.**

Students will work on understanding the script, exploring their characters, developing dialogues, expressions, voice modulation, movement, and stage presence. Through regular rehearsals, they will learn to work collaboratively, respond to one another on stage, and gradually bring the story to life.

The sessions will also focus on **character development, scene work, music, movement, props, and storytelling**, leading towards a confident and engaging final performance.

ILD

Student 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.



Learning and Teaching – Month Ahead

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.

Hindi:

Students learned and recited a Hindi poem with correct pronunciation and expression. They learned new synonyms and used them in simple sentences. Through an interesting story, students identified pronouns and understood their usage.

Students arranged mixed-up words to form meaningful sentences. They arranged story events in the correct order to strengthen their reading and comprehension skills.

French:

Students will learn La Famille. They will be introduced to vocabulary related to family members and simple descriptive sentences.

Through reading, writing, listening, speaking activities, and interactive tasks, students will practise identifying and describing their family members using basic French vocabulary.

Spanish:

Students will be introduced to body parts, means of transport, and classroom objects through interactive activities and simple vocabulary practice.

Telugu:

Students will continue learning the remaining guninthalu, practise Guninthalu Words and simple sentences, and further develop their reading, writing, and oral communication skills through interactive activities and collaborative learning experiences.

Additional Hindi Language:

Students will explore 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.



Learning and Teaching – Month Ahead

A revision of all previously learned topics helped students strengthen their understanding and confidence. The activities made Hindi learning joyful, interactive, and meaningful

Dance:

Freestyle Dance – IB Grade 2

Use the elements of dance (Body, Action, Space, Time, and Energy) to create and perform simple freestyle movement sequences with growing control and coordination.

Express different emotions, ideas, and stories through a variety of movements, levels, directions, and actions while responding to music. Perform with confidence, creativity, and body awareness.

PE:

1. Students will continue practicing the previously learned football techniques—dribbling, passing, and receiving—to further develop their skills and confidence.
2. Students will participate in a football match, where they will apply the learned techniques in a game situation .

Arts:

In the coming weeks, learners will explore colour theory through tints, shades, and value. They will experiment with mixing colour with white to create tints and black to create shades, observing how colour can become lighter or darker. Through practical exercises, learners will develop an understanding of colour relationships, tonal variation, and expressive possibilities. As part of our upcoming festive learning, learners will participate in a Clay Ganesha-making activity. Through these experiences, learners continue to explore, experiment, create, reflect, and express their ideas. Each activity encourages them to develop confidence as young artists.



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
30th September & 01st October 2026	Wednesday & Thursday	SLC & Theatre Day	Grade 2



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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