



P R I S M

Grade 3



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

August Edition

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

Mindfulness and Well Being:

The students and teachers engaged in various mindfulness activities like flower breathing, bubbles of gratitude and mindfulness colouring . They engaged themselves and practiced a range of mindful movements by mindful walking, superman pose and wonder pose. Students enjoyed practicing sense awareness by guessing the sound and touch.

Students practiced self-awareness through various scenarios on managing emotions. They further explored rose and thorn mindfulness.

Students had group awareness sessions by the School counsellors on understanding the characteristics of a person and analysing it through stories.



School Philosophy – Five Development Pillars

Core Value :

As part of our Core Value – Empathy initiative, students 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.



Holistic Excellence:

This month, our young learners participated in a meaningful Life Skills session on non-fire cooking. Students learned how to prepare a simple sandwich by following step-by-step instructions. They explored the importance of maintaining personal and food hygiene, choosing healthy ingredients, handling food safely, and keeping their workspace clean and organised. The activity encouraged students to become more independent and responsible while developing practical life skills and confidence in preparing simple food items. Students also continued to practise table etiquette, focusing on using appropriate table manners, sitting properly, using utensils correctly, eating neatly, waiting for their turn, and demonstrating polite and respectful behaviour while sharing a meal with others. Through these experiences, students developed greater awareness of self-management, responsibility, hygiene, healthy choices, and social etiquette. Students participated enthusiastically in sports trials, demonstrating their physical skills, determination, teamwork, and sportsmanship. The trials provided opportunities for students to explore their strengths, challenge themselves, and develop confidence while participating in different sporting activities.



Fireless Cooking - Little Chefs in Action



Fireless Cooking - Little Chefs in Action

Students developed essential life skills through a hands-on fireless cooking activity, promoting independence, teamwork, creativity, and healthy food choices.



Independence Day Celebration

Students celebrated Independence Day, fostering patriotism, unity, and respect for the nation's values as part of the school's Five Developmental Pillars.



School Philosophy - Five Development Pillars



Nurturing Life Skills, Dining Etiquette, and Ethical Values



Learning, Leading & Celebrating



Learning, Leading & Celebrating



School Philosophy – Five Development Pillars

Stakeholder Engagement:

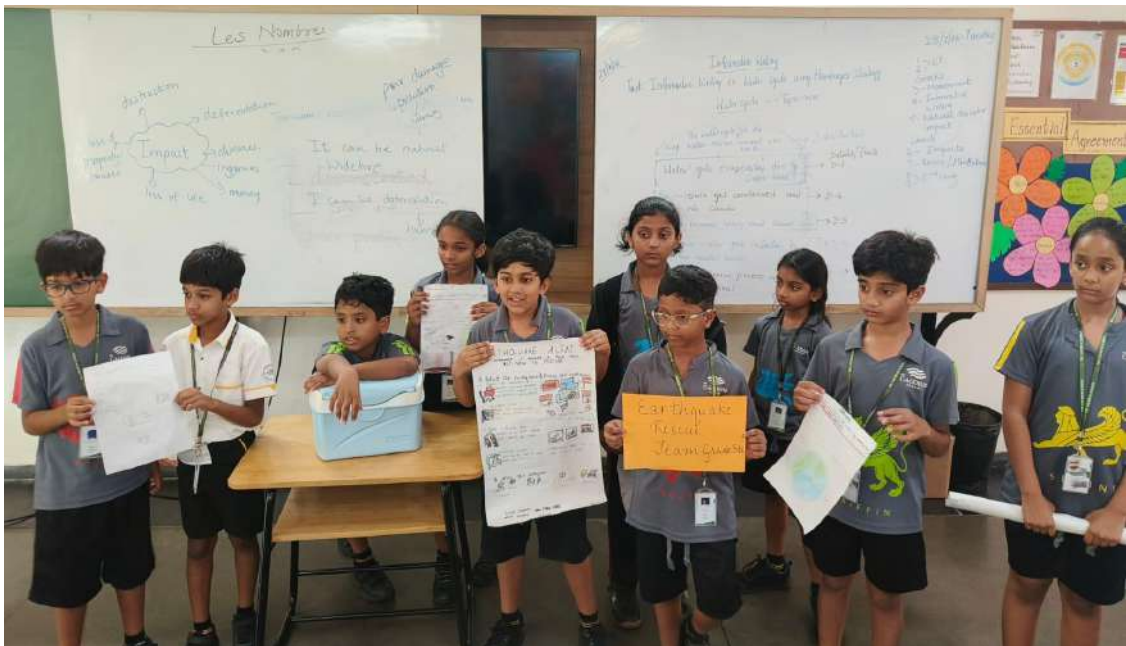
Meaningful connections with parents and the wider community enriched students' learning experiences this month. Parents actively participated in students' learning by tracking and reinforcing table etiquette at home through the shared tracker, helping students develop consistency in practising good manners and responsible eating habits. Students also visited Kothwalguda Eco Park, where they interacted with the guides and learned about the birds found in the habitat, including their feeding habits and food preferences. These experiences strengthened the connection between home, school, and the wider community and gave students opportunities to learn from parents and environmental experts.

Global leadership:

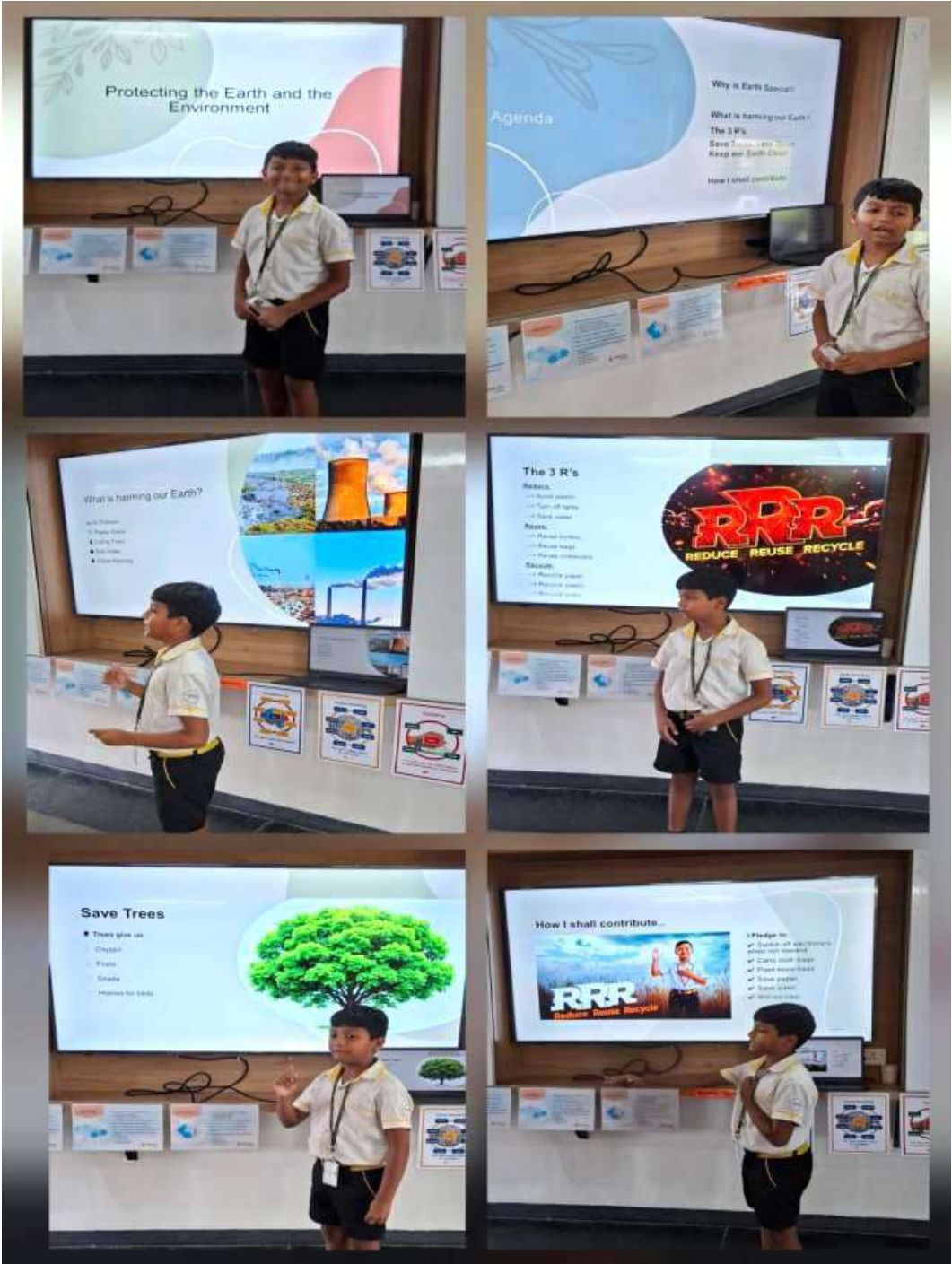
As part of our Global Leadership initiative, students took the lead in assemblies, developing their IB Learner Profile attributes and strengthening communication, collaboration, and confidence. They shared learning, explored new knowledge, and celebrated their peers' achievements, demonstrating the qualities of Principled Communicators. Students also took action to care for our Earth by spreading awareness about environmental responsibility, conserving resources, and creating emergency kits for their classrooms and homes. Through these experiences, they demonstrated initiative, responsibility, teamwork, and perseverance, while inspiring others to make a positive difference.



School Philosophy – Five Development Pillars



School Philosophy – Five Development Pillars



Learning and Teaching – This Month

Unit of Inquiry

Transdisciplinary Theme

Sharing The Planet

Central idea

Living things adapt to survive in their environment

Lines of inquiry:

- Concept of adaptation in changing environment
- Processes that lead to adaptation in living things.
- Different viewpoints on balancing human needs with the survival of other species

Specified concepts:

- Form
- Function
- Perspective

Additional concepts:

- Adaptation
- Evolution
- Survival

Students began their new unit on Adaptation through a provocation where they were challenged to eat their snacks without using their hands. They explored different strategies, adjusted their approaches, and reflected on how they changed their actions to overcome a challenge. Through I See, I Think, I Wonder and Think–Pair–Share, students connected their experiences to the concept of adaptation. They also explored examples of physical and behavioural adaptations such as camouflage, migration, hibernation, and nocturnal behaviour, and discussed how biotic and abiotic factors influence living things.

Students unpacked the Central Idea and theme descriptor, shared their prior knowledge, and created a mind map on adaptations. They developed essential agreements and connected their learning to the Learner Profile attributes. Through a Compare and Contrast T-chart, students explored the physical features and behaviours of camels and birds and discussed how these adaptations help them survive in their environments.



Learning and Teaching - U01

Students sorted examples into physical and behavioural adaptations and discussed how adaptations help living things survive in different habitats. In groups, they researched animals from Desert, Arctic, Aquatic, Terrestrial, and Arboreal habitats, identified their adaptations, and presented their findings. Students also researched Aquatic and Terrestrial plants, explored their adaptations, and shared their understanding through group presentations.

Students engaged in an exciting habitat-based learning experience during their field trip to Kothwalguda Eco Park, where they explored how animals and plants adapt to their environments. They researched animals from five different habitats—Desert, Arctic, Aquatic, Terrestrial, and Arboreal—and identified the physical and behavioural adaptations that help them survive. Students presented their findings and confidently shared their understanding of adaptation. They also explored Aquatic and Terrestrial plants, investigating their unique features and how these adaptations help them grow and survive in different environments. Through these experiences, students made meaningful connections between habitat, adaptation, and survival.



Educational Field Trip

Students extended their learning through an educational field trip by observing habitats and adaptations in real-life settings



Educational Field Trip



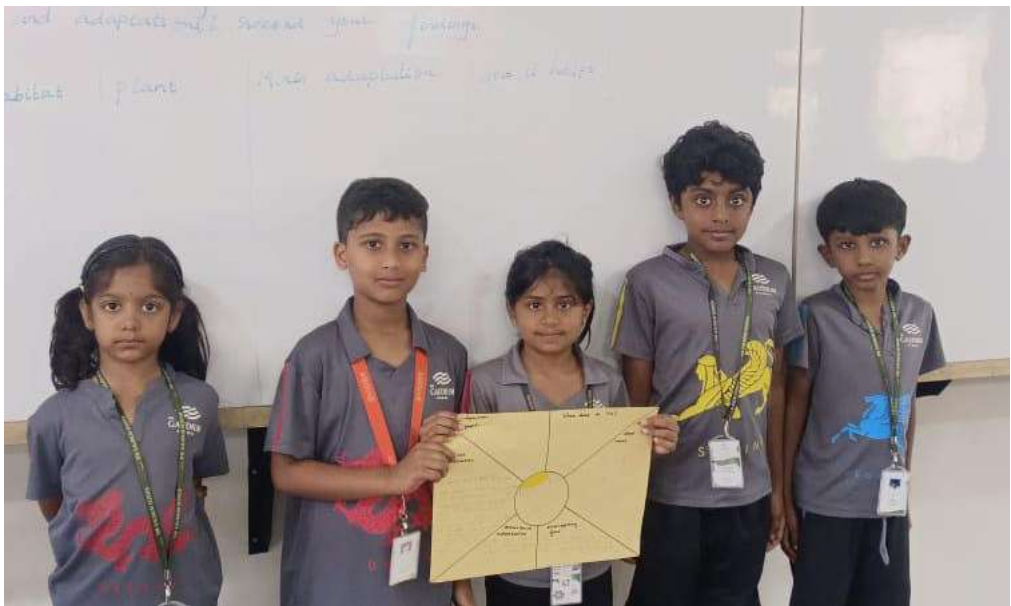
Adaptation Explorers: Discovering Nature's Superpowers



Learning Engagement: Reading a Handout and Collecting Information About Habitats



Learning Engagement on Sorting the Habitat



Learning and Teaching – This Month

Transdisciplinary Language:

Students strengthened their language skills through meaningful connections to the unit of inquiry, Living Things Adapt to Survive in Their Environment. They engaged in descriptive writing by observing and describing the unique features, habitats, and adaptations of plants and animals using rich vocabulary and sensory details. Students read and analysed informational texts, developed subject-specific vocabulary related to adaptation and survival, and expressed their ideas through discussions, presentations, and reflective writing. They were also introduced to adjectives and different types of adjectives, including adjectives that describe character traits, emotions, sensory experiences, questions, and ownership.

Through these learning experiences, students enhanced their ability to communicate ideas clearly, support their opinions with reasons, and write descriptive and informative pieces. They further developed their reading, writing, speaking, and listening skills while fostering curiosity, empathy, and effective communication.

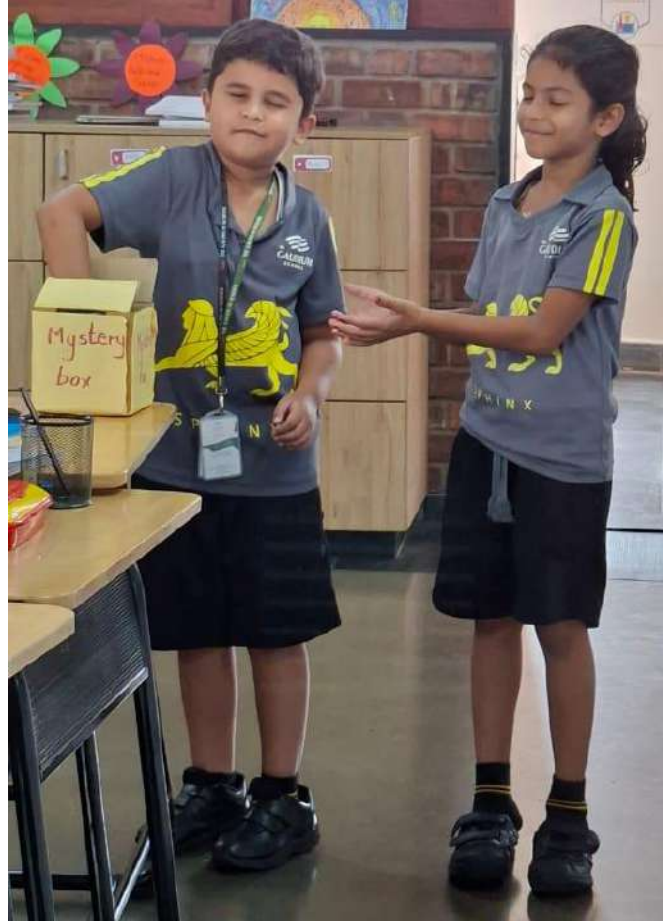
Transdisciplinary Math:

Students developed their data-handling skills by collecting, organising, representing, and interpreting data related to plants, animals, and habitats. They used tally charts, pictographs, bar graphs, and tables to represent their findings, compare information, identify patterns, and draw meaningful conclusions about populations, habitats, and environmental changes.

Students also strengthened their numeracy skills by learning to add 3- and 4-digit numbers with and without regrouping, applying different strategies to solve addition problems accurately. They continued to enhance their critical-thinking, mental-math, and problem-solving skills through regular mental math bits, where they analysed problems, applied appropriate strategies, and worked towards finding solutions efficiently.



Learning Engagement on Adjectives



Learning engagement on the understanding the collection of data handling



Learning and Teaching – This Month

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.

Telugu:

Students learned the poem “మేడిపండు” through reading, recitation, and interactive activities. They explored new vocabulary from the poem and developed their listening, speaking, reading, and writing skills. Students also learned the “ముగ్గులు” poem and were introduced to “గ” ఒత్తు through guided reading, pronunciation, word-building, and writing activities. These learning experiences helped students identify, read, and write “గ” ఒత్తు words while strengthening their vocabulary, spelling, reading fluency, and overall Telugu language skills.

French:

Students practised Numbers and the Verbs Être & Avoir. They learned French numbers and the conjugation of être (to be) and avoir (to have).

Through reading, writing, listening, and speaking activities, students practised counting, describing themselves and others, and using these verbs in simple sentences.

Spanish:

Students were introduced to the grammar concepts ser and tener, including their conjugations. They practised using these verbs to form basic sentences while developing their communication skills through pair work, speaking activities, games, and writing exercises.

Drama:

Students continued their preparation for Theatre Day through rehearsals of *The Mirror of Vanity*. They developed their characters by exploring voice, movement, expressions, emotions, and stage presence. Blocking and rehearsals progressed through Scene 3, helping students understand their positions, movements, interactions, and transitions on stage. Through repeated practice and collaborative work, students gained greater confidence in bringing their characters and the story to life. The rehearsals also helped them strengthen their understanding of the play’s central idea of looking beyond one’s own perspective and listening to others.



Learning and Teaching – This Month

Visual Art:

Students explored monochromatic landscape painting using warm and cool colour schemes. They experimented with different shades and tones to create depth, highlight and harmony in their landscapes.

Dance

Students developed freestyle dance movements by focusing on coordination, rhythm, body control, and body isolation. They explored energetic and playful dance steps using the song **“Zoo”**, connecting their movements to the Theatre Day theme of reflection. Students practised combining upper- and lower-body movements and incorporated freestyle elements into the choreography, allowing them to express their own creativity. They also worked on facial expressions, body language, confidence, and stage presence to bring the performance to life. Alongside this, students practised different formations such as lines, circles, and creative patterns, while developing spacing, smooth transitions, stage awareness, and teamwork.

ICT: Types of Computers

Exploring the World of Computers

During our ICT lessons, the students explored the different types of computers based on their size and usage.

They learned about Supercomputers, Mainframe Computers, Minicomputers, and Microcomputers.

The students discussed the special features and uses of each type of computer. They learned that supercomputers had been used for complex calculations and scientific research, while mainframe computers had been used by large organizations to process huge amounts of data. They also learned that minicomputers had been used by organizations for handling multiple tasks, and microcomputers had been commonly used in homes, schools, and offices.

Creating a Birthday Invitation Using MS Word

During our ICT lessons, the students explored the formatting features of MS Word by creating a colourful and attractive birthday invitation.

The students learned how to use different formatting tools, including font style, font size, font colour, bold, italic, underline, text alignment, and borders. They also inserted pictures and arranged the text neatly to make their invitations more appealing.



Learning and Teaching – This Month

PE:

Students explored and developed their understanding of running techniques, speed, agility, and different starting positions. The sessions focused on helping students become more aware of their body position, movement technique, pace, and performance during different running distances

The students applied their creativity while designing their birthday invitations. They practised selecting suitable fonts, formatting important information, and organizing the invitation in a clear and attractive manner.

The activity helped students develop their digital skills, creativity, and communication skills. They enjoyed creating their invitations and demonstrated their understanding of the MS Word formatting features through their completed work.

Well-being:

Students 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.

Music:

Learners stepped into the spotlight as they integrated their vocal and rhythmic inquiries with ongoing preparations for the upcoming Theater Day, focusing on the inspirational song "A Million Dreams." Learners explored how foundational musical elements—including steady beat, syncopated rhythm, melodic pitch, and expressive dynamics (*Forte* and *Piano*)—combine to tell powerful stories and convey emotion on stage. Building on their ensemble skills, learners acted as creative risk-takers and effective communicators, working collectively to balance low, quiet verses with high, soaring choruses.



Learning and Teaching – This Month

Utilizing body percussion, vocal resonance, and classroom percussion instruments like shakers and hand drums, they layered repeating ostinatos and held steady pulses under complex vocal melodies. These intensive rehearsals prepared learners for next month's highly anticipated Theater Day showcase, where they will perform "A Million Dreams" to demonstrate their stage presence, ensemble precision, and musical growth.

Following the upcoming performance, learners will engage in reflective peer discussions, using specific musical vocabulary to evaluate their artistic journey as expressive young performers.

Additional language Telugu:

Students recapped the Telugu vowels and the rhyme "Amma Modati Daivamu." They were introduced to the names of flowers through videos and learned the Telugu consonants from 'డ' onwards, practising their correct pronunciation. Students explored picture words related to each consonant, helping them connect letter sounds with meaningful vocabulary. Their learning was supported through videos, picture-based discussions, and oral practice, which further developed their listening, speaking, reading, and writing skills in Telugu.

Additional language Hindi:

Correct identification and precise tracing of letters from the 'ट' and 'त' -Varg & revision of 'क' & 'च' -Varg.

श्रवण कौशल (Listening Skills): Dictation or memori game (things/objective) with च,छ, ज,झ and ट,ठ,ड,ढ

वाचन कौशल (Speaking Skills): Using AKSHR flashcards, students practice naming the Varn.

पठन कौशल (Reading Skills): Students will recognize and identify each Hindi consonant from क to ढ through guided instruction by the teacher.

लेखन कौशल (Writing Skills): The lesson includes hands-on activities such as letter tracing, picture-to-letter matching



Little Actors, Big Expressions!



Art- Turning Ideas into Masterpieces!



Learning and Teaching – Month Ahead

Unit of Inquiry

Transdisciplinary Theme

Sharing The Planet

Central idea

Living things adapt to survive in their environment

Lines of inquiry:

- Concept of adaptation in changing environment
- Processes that lead to adaptation in living things.
- Different viewpoints on balancing human needs with the survival of other species

Specified concepts:

- Form
- Function
- Perspective

Additional concepts:

- Adaptation
- Evolution
- Survival

Students will examine how human activities such as construction, farming, deforestation, pollution, and the use of natural resources can affect habitats and the survival of other species. They will explore different perspectives on balancing human needs with the needs of plants and animals and understand the importance of making responsible choices.

Students will observe and identify environmental challenges in their surroundings, investigate their causes and effects, and use the Design Thinking process to empathise with those affected, define a problem, generate ideas, create possible solutions, and test or improve their designs. Through this process, they will develop creative problem-solving skills and understand how thoughtful actions can contribute to protecting habitats and supporting the well-being of both people and other living things.

Transdisciplinary Language:

Students will strengthen their listening and language skills by exploring adjectives, verbs, and tenses through engaging audio and interactive activities. They will be introduced to the Simple Present Tense through a provocation, where they will explore its use in describing habits, routines, facts, and general truths. Students will identify and construct sentences using the Simple Present Tense and apply their understanding in speaking and writing. They will also continue to develop their vocabulary and spelling skills through regular spell checks and new spelling words.



Learning and Teaching – Month Ahead

Transdisciplinary Math:

Students will apply their mathematical skills through the Design Thinking process by conducting surveys, collecting and organising data, and representing their findings using graphs. They will analyse the collected data, identify patterns, and draw meaningful conclusions. Students will also continue practising simple word problems involving 3- and 4-digit addition, with and without regrouping, strengthening their problem-solving, reasoning, and critical-thinking skills through real-life contexts.

Telugu:

Students will revisit the poem “మీడిపండు”, “క” ఒత్తు and “గ” ఒత్తు, and the folktale “ఆవు-పులి” through guided reading, comprehension, and interactive language experiences. Students will then be introduced to “చ” ఒత్తు through the lesson “పిచ్చుక” and “జ” ఒత్తు through “బుట్టిమేక.” Through inquiry-based learning, guided exploration, pronunciation practice, word-building, and contextual reading and writing, students will explore the formation and use of ఒత్తులు within words, developing their phonological awareness, vocabulary, reading fluency, and confidence in using Telugu meaningfully.

Hindi:

Through the story “सत्य का पथ,” students will explore the importance of truthfulness and honesty. They will identify and understand क्रिया शब्द (action words) from the story and will use them in simple sentences. Students will also learn and identify विलोम शब्द (opposite words) through engaging activities. These activities will help strengthen their vocabulary, reading comprehension, sentence formation, and overall language skills.

Additional language Telugu:

Students will recap the Telugu vowels and names of flowers through rhymes and activities. They will also be introduced to the number names (1-20) through videos and learn the Telugu names of colors with their English equivalents. Students will be introduced to the Telugu consonants (Cha-Vargam) and will practice their correct pronunciation. They will explore different picture words related to each consonant, helping them connect letter sounds with meaningful vocabulary. Learning will be made engaging through videos, picture-based discussions, and oral practice. These activities will further develop students’ listening, speaking, reading, and writing skills in Telugu.



Learning and Teaching – Month Ahead

Additional language Hindi:

Students will be introduced to the **वर्ण प, फ, ब, भ, म, य, र, ल, व, श, ष, स and ह**

And learn to recognize, pronounce and write these **वर्ण** correctly. Fun activities, flashcards and picture-based words will make learning interesting and engaging. Students will build their Hindi vocabulary by forming simple words with these **वर्ण**.

Through practice and creative activities, students will develop confidence in reading and writing Hindi.

French:

Students will learn Definite and Indefinite Articles. They will be introduced to *le, la, l', les* and *un, une, des*. Through reading, writing, listening, and speaking activities, students will practise identifying nouns and using the correct articles in simple French sentences.

Spanish:

Students will be introduced to clothing and weather vocabulary and will practise using these words in simple sentences.

Dance:

Students will strengthen their posture, balance, coordination, and rhythm through freestyle dance practice.

They will explore different levels such as high, medium, and low, along with changes in direction and dynamic variations to make their movements more expressive. Students will work on timing and synchronization by following the beats and tempo of the song. As part of their Theatre Day preparation, they will collaboratively learn and practise the freestyle choreography, applying dance techniques, formations, and expressions within structured routines.

Drama:

Students will continue their focused preparation for the Theatre Day presentation of *The Mirror of Vanity*. They will work on the blocking and rehearsals of Scenes 4 and 5, refining characterisation, dialogue delivery, expressions, movement, and stage awareness. Students will then participate in complete run-throughs of the play to strengthen their confidence, coordination, transitions, and ensemble performance. As they prepare for the final presentation, they will focus on bringing out the play's message of understanding different perspectives, listening to others, and looking beyond oneself.



Learning and Teaching – Month Ahead

Music:

Students will bring their hard work to fruition as they take the stage for our much-anticipated **Theater Day** showcase! Putting their musical and theatrical inquiries into action, learners will deliver a live ensemble performance of "A Million Dreams," demonstrating their mastery of dynamic contrast (Forte and Piano), pitch control, and expressive storytelling in front of a live audience. Stepping up as confident communicators and risk-takers, learners will apply essential stagecraft and performance etiquette, including synchronized count-ins, attentive listening, and balanced vocal harmony. They will utilize both vocal resonance and rhythm accompaniment to maintain steady tempo and bring the emotional narrative of the song to life. Following Theater Day, learners will transition into meaningful reflection and peer-evaluation sessions. Using targeted musical vocabulary—such as texture, timbre, expression, and dynamics—they will evaluate their own growth, analyze performance recordings, and celebrate their creative journey as reflective, expressive young artists.

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.

Visual Art:

Students will explore Ganesh Chaturthi through a creative clay modelling activity, developing their skills in shaping and sculpting. They will then learn basic watercolour techniques, including washes and blending, and apply these skills through a creative watercolour activity.



Learning and Teaching – Month Ahead

ICT:

Exploring Hardware and Software

During our upcoming ICT lessons, students will explore the concepts of hardware and software. They will learn that hardware will refer to the physical parts of a computer that can be seen and touched, while software will refer to the programs and instructions that will help a computer perform different tasks.

Students will identify examples of hardware such as the keyboard, mouse, monitor, printer, and CPU. They will also explore different types of software, including operating systems and application software. Through interactive discussions, demonstrations, and classroom activities, students will compare hardware and software and will understand how both will work together to make a computer function effectively.

Creating a Teachers' Day Invitation Card

During our upcoming ICT lessons, students will create a Teachers' Day invitation card using MS Word. They will explore and apply various formatting features to design an attractive and creative invitation.

Students will learn to use different font styles, font sizes, font colours, bold, italic, underline, text alignment, borders, shapes, and pictures. They will format the title and important details to make the invitation clear and visually appealing.

Students will organise the invitation content neatly and will practise selecting suitable formatting features for different parts of the card. They will also develop their creativity and digital design skills while preparing the invitation.

The activity will encourage students to become creative, communicative, and knowledgeable learners. They will demonstrate their understanding of MS Word formatting features by creating a meaningful Teachers' Day invitation card.

PE:

Students will further develop their understanding of movement, running strategies, adaptation, and athletics. Learning experiences will encourage students to observe how they need to adapt their movements and strategies according to different distances, activities, and situations.



Coming Up Next

Date	Day	Event	Grade
16th & 17th September 2026	Wednesday & Thursday	SLC & Theatre Day	Grade 3
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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