



P R I S M

Grade 4



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 Developmental Pillars

Mindfulness & Well-Being:

Mindfulness and Well-being: Mindfulness is a powerful tool that can help students and teachers alike cultivate greater focus, awareness, and presence in the moment. Exercises like hissing breath""Pinwheel Breathing", "5 Senses", and Awareness of feelings and emotions" can teach students to slow down, tune into their bodies, and find calm amidst the busyness of the day .These practices don't just benefit the students it can help them start the day with a more positive mindset as well.

The wellbeing sessions facilitated by school counselors are emphasizing the development of metacognitive abilities and overall emotional well-being. This holistic approach is enhancing students' learning capabilities and fostering their creative thinking skills. Regular practice of mindfulness and engagement in wellbeing activities is helping students strike a healthy balance between their social and emotional needs. This well-rounded support is setting them up for success both academically and personally, the integration of mindfulness and wellbeing initiatives is proving to be a valuable investment in these grade 4 students' growth and development.



School Philosophy – Five Developmental Pillars

Stakeholder Engagement:

This year's Independence Day celebration was filled with joy, pride, and a strong sense of community. Students brought the celebration to life through a lively group dance and a melodious song, showcasing their creativity, confidence, and enthusiasm.

The occasion also provided an opportunity to celebrate and appreciate our high-achieving students, recognising their commitment and excellence. As part of our stakeholder engagement, members of the parent community took the initiative to appreciate students and teachers who achieved 100% attendance, making the celebration even more meaningful. This gesture highlighted the importance of commitment, consistency, and collective support within our school community.

The celebration brought students, teachers, and parents together to honour the spirit of independence, reflect on the sacrifices of the past, and look towards a future built on respect, gratitude, inclusion, and shared responsibility. We sincerely appreciate our parent community for their continued trust, active participation, and partnership in nurturing confident, caring, reflective, and lifelong learners who are empowered to make a positive difference within and beyond the school community.



School Philosophy – Five Developmental Pillars

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.



School Philosophy – Five Developmental Pillars

Global Leadership

As part of our Global Leadership initiative, students took the lead in spreading awareness about reforestation and environmental responsibility through a hands-on Seed Ball Activity.

Our young leaders 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.

Through this experience, students developed and demonstrated important leadership skills such as communication, collaboration, responsibility, and taking action for a global cause.

They encouraged others to understand that even small actions can create a meaningful impact on our planet. This initiative truly reflected the spirit of Global Leadership – empowering students to take action, inspire others, and make a positive difference in the world.



School Philosophy – Five Developmental Pillars

Grade Level Assemblies in grade 4 as a part of stakeholder engagement.



School Philosophy – Five Developmental Pillars

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.



School Philosophy – Five Developmental Pillars

Holistic Excellence

As part of their journey as curious and active inquirers, our Grade 4 learners visited the Birla Science Museum to explore energy in real-life contexts. The visit helped them observe how energy is used, transformed, and conserved in everyday life and technology.

Through observation and exploration, students connected their learning to the Unit of Inquiry on Energy, identifying different forms of energy, exploring energy transformations, and reflecting on sustainable energy practices. The experience encouraged them to connect classroom learning with the world around them while developing curiosity, critical thinking, and responsibility towards energy use.

Students and families from Grades 3–12 had the exciting opportunity to participate in an Official Guinness World Record Attempt through Taekwondo. Led by IB DP2 student Myra Taneja, a three-time Guinness World Record holder and 2nd Dan Black Belt, the event welcomed participants with no prior Taekwondo experience. Guided by certified instructors, participants learned simple and safe Taekwondo techniques while demonstrating teamwork, discipline, and community spirit.



School Philosophy – Five Developmental Pillars



Field Trip to B M Birla Science Museum as a part of connection to the unit learning on Energy



School Philosophy – Five Developmental Pillars

Freedom, Achievement & Excellence – A Celebration to Remember!!



Learning and Teaching – This Month

Transdisciplinary Theme

How the world works

Central Idea

Energy is converted, transformed and sustained to support human progress.

Lines Of Inquiry

- Energy and its uses
- Transformation of energy.
- Sustainable energy practices

Specified concepts

change
function
responsibility

Additional concepts

Energy
Transformation
Sustainability
Renewable/Non-renewable

Unit of Inquiry

Students enthusiastically began their second Unit of Inquiry under the transdisciplinary theme **“How the World Works.”** As a provocation, they brainstormed words, ideas, and everyday experiences related to energy, shared their prior knowledge, and discussed why energy is essential in our daily lives.

They then unpacked the Central Idea, **“Energy is converted, transformed and sustained to support human progress,”** and began exploring the **different uses and forms of energy** around them.

Through discussions, hands-on experiences, videos, demonstrations, and inquiry-based resources, students investigated how energy is used to power everyday activities and how it can **transform from one form to another**. They explored familiar examples such as electrical energy producing light and sound and mechanical energy being used to perform work.

As their inquiry deepened, students explored **renewable sources of energy**, particularly **solar, wind, and hydro energy**. Using a range of inquiry resources, they investigated how energy from the Sun, wind, and moving water can be harnessed and transformed into electrical energy. Students compared these energy sources, discussed their uses and benefits, and reflected on the importance of sustainable energy practices. Through these experiences, they developed a deeper understanding of how energy transformations support **human progress while encouraging responsible and sustainable choices**.



Learning and Teaching – This Month

Mathematics

In Mathematics, students began by exploring **capacity and its connection to the measurement concepts** they had previously learned. They applied their understanding through practical activities and measurement-based word problems involving capacity and conversions.

Students then moved on to **multiplication and division**, developing their understanding through practice and applying different strategies to solve numerical and word problems.

They strengthened their fluency and problem-solving skills by connecting mathematical operations to real-life situations. They were then introduced to **divisibility rules for different numbers**, exploring patterns and using these rules to determine whether numbers are divisible by specific numbers.

Language

In language students practiced persuasive speaking by presenting viewpoints with reasons and examples. They read a persuasive text, answered questions, and identified facts and opinions.

Focused on novel reading and writing, beginning with a provocation on strong verbs. Learners defined and applied strong verbs, rewrote passages, completed task sheets, and created posters linking verbs to energy. In modal verbs sessions, they spotted and applied modal verbs in conversations and writing.

Hindi

Students actively developed their Listening, Speaking, Reading, and Writing (LSRW) skills through engaging and interactive learning experiences. They explored सर्वनाम and strengthened their understanding through a variety of classroom activities. Students also learned गिनती (1–40) through reading, writing, speaking, and practice-based tasks. They explored क्रिया and वचन through meaningful activities and task sheets. Throughout the month, students continued to build their vocabulary, pronunciation, reading fluency, and sentence formation skills, strengthening their overall Hindi language proficiency.



Learning and Teaching – This Month

Spanish

Students were introduced to numbers, greetings (Saludos), Spanish subject pronouns, and food vocabulary. They also began learning the verbs *ser* and *tener*. Students practised introducing themselves, stating their age, responding to greetings, and identifying common food items through speaking, reading, writing, games, and role-play activities.

Telugu

Students studied the lesson Rani Rudramadevi, learning new vocabulary, antonyms, singular/plural forms, and comprehension while strengthening reading, writing, speaking, and listening skills. They also explored Shataka Padyams, understanding meanings, themes, and moral values, and learned the first two padyams. Students were introduced to భాషాభాగాలు (Parts of Speech) through activities that improved grammar, vocabulary, and communication.

French

Students practised Les Saisons (The Seasons). They learned the names of the four seasons, related vocabulary, and simple sentences to describe different weather conditions.

Through reading, writing, listening, and speaking activities, students practised identifying seasons, describing the weather, and expressing their favourite season in French.

ICT

Students explored Microsoft PowerPoint in the computer lab, creating presentations with designs, pictures, animations, and transitions to build communication, creativity, and digital literacy. In theory lessons, they studied storage memory, focusing on RAM and ROM, and connected learning to real computer components. These hands-on experiences encouraged them to be Inquirers, Thinkers, and Communicators, linking classroom knowledge with the real world.

Drama

Students explored the essential tools of an actor, including the body, voice, facial expressions, imagination, and use of space. Through engaging drama games and performance activities, they discovered how each tool helps bring characters and stories to life.



Learning and Teaching – This Month

P.E

This month, students actively participated in athletics, focusing on short-distance running events such as the 100m and 200m sprints. They developed their speed, stamina, and running techniques through regular practice sessions. Students also participated in time trials for the 100m, 200m, and 400m events, allowing them to monitor their performance and set personal goals. As part of the transdisciplinary connection, students reflected on how different body systems work together during physical activities. Through a reflection task sheet, they explored how the body systems support movement, coordination, breathing, and overall performance during PE activities.

Music

Students will continue rehearsing "The Book Song" as they prepare for their Theatre Day performance. They will develop ensemble skills by focusing on coordination, expression, and confident stage presentation. Students will also learn important musical terms such as Verse 1, Verse 2, Pre-Chorus, Chorus, and Bridge, helping them understand the structure of a song.

They will explore rhythm and note values through engaging activities and practical exercises. These learning experiences will deepen their musical understanding while encouraging collaboration, creativity, and confident performance.

Additional Telugu

Students will recap the Telugu vowels and amma modatidaivamu rhyme. They will also be introduced to the names of flowers through video and Telugu consonants (Ka to INNI) and practice their correct pronunciation. Students will explore 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.

Additional Hindi

Students engaged in a variety of interactive activities to strengthen their understanding of Hindi Varn and basic language skills. They worked on the correct identification and tracing of letters from Ta-Varg and Ka-Varg, along with a revision of Ka-Varg and Cha-Varg.



Learning and Teaching – This Month

Through listening and memory games, students identified and recalled words containing the sounds Cha, Chha, Ja, Jha, Ta, Tha, Da and Dha. The use of AKSHR flashcards supported students in recognising and naming Varn with correct pronunciation. In reading, students practised recognising Hindi consonants from Ka to Dha through guided activities. Their writing skills were further developed through letter tracing, picture-to-letter matching and completing missing letters in words using interactive worksheets. These activities provided opportunities for students to learn through practice, participation and exploration while developing greater accuracy and confidence in Hindi.

Visual Art

Students explored Composition-Landscapes using oil pastels. They built on their observational drawing skills by adding vibrant colours to their still life composition. Students learned various oil pastel techniques, including blending, layering, shading, and creating smooth colour transitions to achieve depth, texture, and realistic effects.

ICT

Students explored Microsoft PowerPoint by creating presentations with designs, pictures, animations, and transitions, building communication, creativity, and digital literacy. In theory, they studied storage memory, focusing on RAM and ROM, and observed real computer components to connect learning with hardware. These hands-on experiences encouraged them to be Inquirers, Thinkers, and Communicators, linking classroom knowledge with the real world.

Dance

Freestyle Dance (Theatre Day Focus)

- Develop refined freestyle movements by focusing on coordination, rhythm, and control.
- Explore timing, levels (high, medium, low), directions, and dynamics through guided practice using the selected Theatre Day music.
- Practice combining upper- and lower-body movements to create longer dance sequences matching the beats and tempo of the song.
- Integrate props (books) into the choreography, using them creatively to enhance movements and storytelling



Learning and Teaching – This Month

Expression and Performance Skills

- Enhance the use of facial expressions and body language to match the mood and energy of the music
- Connect movements with the Theatre Day theme through expressive performance
- Build confidence by performing and practicing in front of peers

Formations and Stage Awareness

- Work on group formations such as lines, circles, and creative group patterns based on the choreography of the song
- Practice spacing, positioning, and smooth transitions aligned with musical changes
- Develop stage awareness and teamwork while handling props during group performances

Space Lab

Our Star (theory)

Students identified the Sun's place in our solar system. In addition, they learned about solar processes, the Sun's impact on Earth and the solar system and appreciated solar exploration as a science.

Gravity Check (lab)

Students understood the concept of gravity through examples. They can differentiate between Mass and Weight and why different planets show different weights for the same things. They also learned math and calculation skills to find their weights on different celestial bodies.

Ancient Astronomy (theory)

Students explored the historical development of astronomy. They identified key contributions and brainstormed the basics of astronomy. Further they understood and appreciated the significance of astronomy in ancient culture. They dived into the ancient ways of doing critical science, investigated ancient beliefs and myths and appreciated the rich human history.

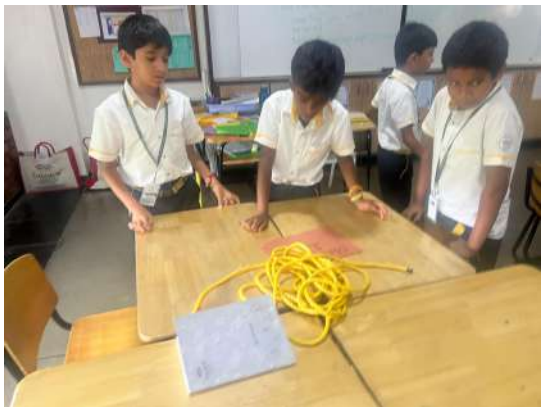
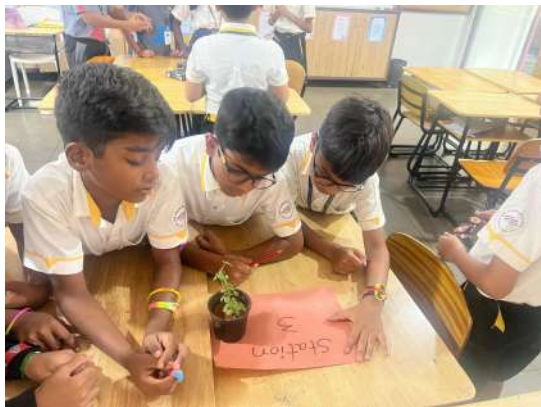
Constellation Projector Kit Concept (theory)

Students familiarized themselves with the Constellation Projector Kit as a preparation for the lab work in the coming weeks where they will build the projector. They brainstormed the different constellations and their shapes and demonstrated the power of imagination and how it shaped our science.



Learning and Teaching - This Month

This month, students embarked on an exciting inquiry into energy through thought-provoking provocations and engaging learning experiences. They explored the importance of energy by observing, questioning, discussing, and participating in hands-on activities that sparked curiosity and encouraged scientific thinking.



Learning and Teaching - This Month



Through collaborative investigations, model-making, experiments, and presentations, students developed an understanding of different forms of energy, their uses, and how energy can be transformed from one form to another. These learning engagements fostered inquiry, communication, and critical thinking while encouraging students to make meaningful connections between their learning about energy and everyday life.

Learning and Teaching - This Month

Students enhanced **Language skills** through vocabulary, comprehension, grammar, and creative expression, building confidence in communication. In **Unit of Inquiry**, they explored real-world connections, asked questions, and reflected on themes that foster curiosity and critical thinking. In **Mathematics**, learners practiced operations, problem-solving, and measurement applying concepts to everyday life.



Learning and Teaching - This Month

Life Skills

Students learned basic survival swimming and explored essential water safety practices through guided activities and demonstrations. They practiced using safety equipment correctly and responding to different situations, building confidence, awareness, and responsibility in aquatic environments.



Learning and Teaching - This Month

Space on wheels

School hosted the exciting Space on Wheels exhibition, bringing the wonders of astronomy right to campus. Students explored interactive displays and models that showcased planets, satellites, rockets, and space technology.



Learning and Teaching – Month Ahead

Transdisciplinary Theme

How the world works

Central Idea

Energy is converted, transformed and sustained to support human progress.

Lines Of Inquiry

- Energy and its uses
- Transformation of energy.
- Sustainable energy practices

Specified concepts

change
function
responsibility

Additional concepts

Energy
Transformation
Sustainability
Renewable/Non-renewable

Unit of Inquiry

Students will continue exploring the transformation of energy while developing a deeper understanding of sustainable energy practices. Through research and inquiry, they will investigate how different forms of energy are transformed into usable energy. Students will further deepen their learning by engaging in the design thinking process.

They will identify real-life energy-related challenges, empathise with the needs of people and the environment, define the problem, brainstorm possible solutions, and design and create a sustainable model or prototype. Students will then test, evaluate, and improve their ideas based on their findings, encouraging creativity, critical thinking, problem-solving, and responsible decision-making.

As a meaningful action at the end of the unit, students will use their learning to promote sustainable energy practices within their school and home communities by sharing their solutions, encouraging energy conservation, and taking practical steps to reduce unnecessary energy consumption.

Mathematics

Students will explore the divisibility rules of 2, 3, 4, 5, 6, 8, and 10 through engaging activities.

They will complete various tasks, including sorting numbers according to their divisibility.

Students will further strengthen their problem-solving skills by solving mathematical operations using the DMAS strategy.



Learning and Teaching – Month Ahead

Additionally, they will collect data related to energy and learn to read, interpret, and plot graphs based on the collected information. They will apply their learning in real life scenarios to solve problems around them to enhance their understanding.

Language:

Finally, students explored **tenses** by revisiting the past, present, and future forms and understanding how verbs change to indicate the time of an action or event. Through guided activities and contextual examples, they identified and used different tenses accurately in sentences and short pieces of writing. They also explored how the appropriate choice of tense helps make writing clear, coherent, and meaningful, particularly when expressing ideas, experiences, and intentions.

Students then developed their **formal letter-writing skills**, learning about the purpose, structure, and conventions of a formal letter. They identified and practised key components such as the sender's address, date, receiver's address, subject, appropriate salutation, introduction, body, conclusion, and formal closing.

Through guided writing practice, students focused on using polite and respectful language, maintaining an appropriate formal tone, organising ideas logically, and using accurate grammar and punctuation. They applied their understanding by drafting formal letters for different real-life situations, revising their work, and providing feedback to improve clarity, organisation, and overall presentation.



Learning and Teaching – Month Ahead

Transdisciplinary Theme

How We Express Ourselves

Central Idea

An inquiry into the diversity of voice, perspectives, and expression through

Lines Of Inquiry

- inspiration, imagination, creativity
- personal, social and cultural modes and practices of communication
- intentions, perceptions, interpretations and responses

Specified Concepts:

Perspective,
Function
Change

Additional Concepts:

Identity
Symbolism
Diversity
Style

Unit of Inquiry

In this unit, students will explore how people express their ideas, feelings, perspectives, and creativity in diverse ways. They will inquire into how **inspiration, imagination, and creativity** influence expression and explore **personal, social, and cultural modes of communication**.

Students will also examine how intentions, perceptions, interpretations, and responses shape the way messages are communicated and understood. Through engaging learning experiences, they will develop an appreciation for diverse perspectives and become more confident and creative communicators.

Language

Students will be introduced to figurative language as a part of transdisciplinary connection

Mathematics

Students will make transdisciplinary connection in math with Factors and Multiples, Prime and composite numbers, Prime Factorization (Factor tree method, and division method

Hindi

In September, students will revise and reinforce गिनती (1-40) through engaging practice activities. They will continue to strengthen their Listening, Speaking, Reading, and Writing (LSRW) skills through interactive and meaningful learning experiences. Students will further develop their Hindi language skills through a variety of classroom activities, discussions, and practice tasks. Previously learned grammar concepts will also be revisited and reinforced to build confidence, accuracy, and fluency in the language.



Learning and Teaching – Month Ahead

Telugu

Students will learn the lesson “Theerpu.” They will learn the meanings of new vocabulary words and practice synonyms, antonyms, and comprehension questions while strengthening their reading, writing, speaking, and listening skills. Students will also revise and reinforce the concepts learned in previous lessons, including vocabulary meanings, Shataka Padyams, and Parts of Speech, through engaging language activities.

French

In September, students will learn Les Vêtements and -ER Verbs. They will be introduced to clothing vocabulary and the present-tense conjugation of common -ER verbs. Through reading, writing, listening, and speaking activities, students will practise describing outfits, expressing clothing preferences, and using -ER verbs accurately in simple French sentence.

Spanish

Students will be introduced to directions and places in the neighbourhood, such as la panadería (bakery), and will practise simple expressions related to asking for and giving directions.

Additional Hindi

Students will be introduced to the new Hindi letters Pa, Pha, Ba, Bha, Ma, Ya, Ra, La, Va, Sha, Shha, Sa and Ha. They will explore these letters through flashcards, picture-based words, pronunciation practice, word-building and creative classroom activities. Students will develop their ability to recognise and pronounce each letter and gradually practise writing them correctly. They will also build their Hindi vocabulary by forming simple and meaningful words using the newly introduced letters. Through these engaging learning experiences, students will make connections between letters, sounds and words, while developing their reading, writing and communication skills. The activities will encourage students to participate actively, express themselves confidently and develop greater independence in their Hindi learning.

Additional 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.



Learning and Teaching – Month Ahead

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.

ICT

Students strengthened digital skills through ICT assessments and PowerPoint presentations with voice recordings, images, animations, and transitions, later beginning Microsoft Excel basics. In theory, they studied secondary storage like pen drives, CDs, and DVDs, connecting concepts to real devices through demonstrations. They then explored computer components, deepening understanding through inquiry and hands-on activities in the IB PYP environment.

Visual Arts

During the month of September, students will explore clay modelling by creating Ganesha sculptures. They will develop their skills in shaping, joining, and detailing clay while learning about form, texture, and three-dimensional art.

Students will also work on Composition-Landscapes using colour pencils. They will observe landscapes and use colour pencil techniques such as layering, blending, shading, and tonal variation to create depth, texture, and realistic effects.

PE

This month, students will continue to develop their athletic skills and physical fitness through a range of track and field activities. They will participate in a 400m time trial to challenge their endurance and monitor their performance. Students will also learn the basic technique of long jump and practise measuring their jumping distance. They will be introduced to the fundamental technique of shot put using a medicine ball, with their throwing distances recorded to track progress.

As part of the transdisciplinary connection, students will reflect on how different forms of energy and their uses are connected to physical education. They will explore how energy supports movement, strength, endurance, and overall performance during various PE activities.



Learning and Teaching – Month Ahead

Drama

Students will deepen their understanding of these acting tools. They will learn how to apply and implement the body, voice, facial expressions, imagination, and space directly into developing their own unique characters.

Dance

Dance Techniques

- Strengthen posture, balance, coordination, and rhythm through repeated practice with music.
- Apply direction changes, levels, and movement quality to suit different parts of the song.
- Improve timing and synchronization by following the beat and tempo.
- Choreography for Theatre Day
- Collaboratively learn and practice freestyle choreography based on the selected song.
- Apply formations, expressions, techniques, and prop usage in structured routines.
- Prepare confidently for the Theatre Day performance, responding to the music with energy and creativity.

Music

Students will participate in Theatre Day, presenting their musical learning with confidence, expression, and teamwork.

After Theatre Day, students will explore important elements of music, including beat, rhythm, tempo, and body percussion. They will learn about percussion instruments such as the Cajón and explore how different instruments create unique sounds and rhythms. Students will practise maintaining a steady beat, creating simple rhythmic patterns, and performing rhythms through clapping and body percussion. Through small-group activities and movement sequences, students will develop creativity, collaboration, listening skills, and confidence in musical performance.

Space Lab

Constellation Projector Lab

Students will use their critical thinking skills to analyze, develop spatial awareness and observational skills. They also will develop sufficient motor skills by building the kit. In addition, they will learn collaboration with their peers and application of scientific knowledge.

The students will complete the workbook entries for each Space Lab session (theory and lab) completed. Either me or Akriti ma'am will check the entries. Completion of Binoculars Lab entry in the workbook



Coming Up Next

Date	Day	Event	Grade
05th September 2026	Saturday	Teacher's Day	Whole School
08th & 09th September 2026	Tuesday & Wednesday	SLC & Theatre Day	Grade 4
14th September 2026	Monday	Ganesh Chaturthi	Whole School
21st September to 30th September 2026	Monday (21st Sept) to Friday (30th Sept)	Term 1 Assessments	Grade 4 & 5
25th September 2026	Friday	Anant Chaturdashi	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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