



P R I S M

Grade 5



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:

Students strengthened their self-management skills through meaningful mindfulness experiences that promoted self-awareness, emotional well-being, and a sense of balance. Through sensory awareness activities, breathing exercises, mindful thinking, and mindful walking, students explored strategies to remain present, focused, and calm. They reflected on gratitude, identified positive habits, and set personal goals to support their well-being. These experiences encouraged students to understand themselves and others better while nurturing empathy, respect, and positive relationships, contributing to a calm, caring, and supportive learning community.

As part of the school's commitment to nurturing student well-being, International Self-Care Day was celebrated through an engaging session led by the School Counsellors. Students explored the importance of caring for their physical, emotional, and mental well-being and identified simple self-care practices that could be incorporated into their daily routines. Through meaningful discussions and an interactive energizer, students reflected on the importance of maintaining a healthy balance and making mindful choices that contribute to positive well-being.

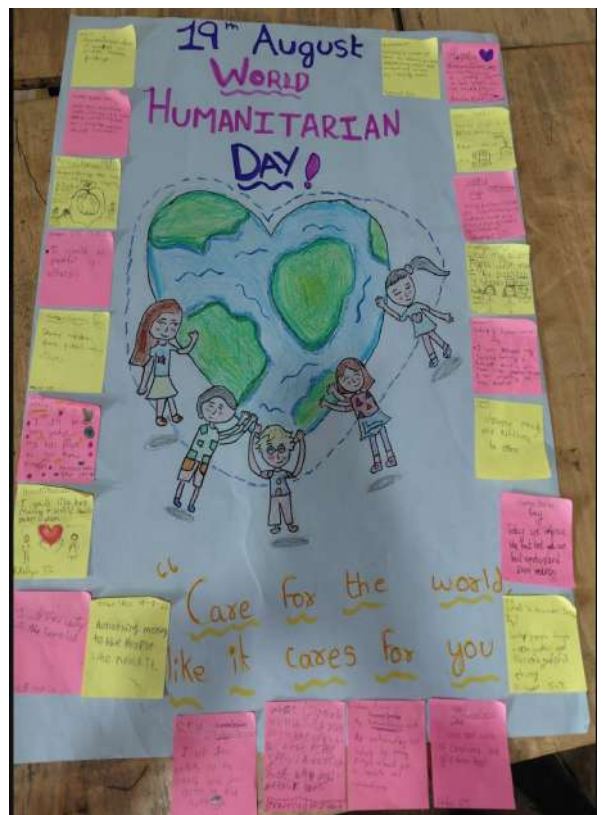


School Philosophy – Five Developmental Pillars

Core value: Empathy

As part of our Core Value – Empathy initiative, students took the lead in the assembly to explore the importance of understanding others' feelings, perspectives, and experiences. Through engaging activities such as "Empathy Glasses" and "Walk in My Shoes," they explored different situations, reflected on how others might feel, and considered how their words and actions can make a difference. These experiences encouraged students to listen with understanding, respect different perspectives, and respond with kindness and compassion.

The "Random Acts of Kindness Challenge" provided opportunities for students to put empathy into practice through simple, thoughtful actions at school and at home. The learning engagements were connected to World Humanitarian Day, helping students understand how empathy and compassion can inspire us to support others and contribute positively to our communities and the wider world. Through these experiences, students developed as caring, principled, and open-minded learners who recognise the value of making a positive difference in the lives of others.



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

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



School Philosophy – Five Developmental Pillars

Global Leadership:

As part of our Global Leadership initiative, students stepped forward as confident and responsible leaders, raising awareness about reforestation, environmental responsibility, and sustainable choices through a hands-on Seed Ball Activity. They shared their learning with younger students and encouraged them to recognise how small actions can contribute to positive change.

Students also took the lead in conducting special assemblies for Independence Day and Raksha Bandhan, celebrating shared values, traditions, and community. Through these experiences, they strengthened communication, collaboration, creativity, responsibility, and confidence.

These engagements reflected our core values of Holistic Excellence, Respect, and Gratitude, helping students understand that true leadership is about caring, contributing, inspiring others, and making a meaningful difference.



School Philosophy – Five Developmental Pillars

Global Leadership: Leadership Training for Student Council

We are delighted to share that our Student Council members had the opportunity to participate in a Student Council Leadership Training Camp by Captain Mohit Tomar. The experience provided students with an engaging platform to step beyond their comfort zones, work with others, and explore what it means to be a responsible and compassionate leader.

Through interactive activities, team challenges, and problem-solving tasks, students developed their understanding of teamwork, responsibility, decision-making, and effective communication. They strengthened key skills such as collaboration, by working towards shared goals; creativity, by exploring innovative ways to respond to challenges; and leadership, by guiding and supporting their peers with confidence and integrity.

The training was a meaningful beginning to their leadership journey, encouraging students to see leadership not simply as a position, but as an opportunity to listen, serve, take responsibility, and inspire positive change within their school community. The experience nurtured students as confident, principled, and caring young leaders ready to contribute with purpose.



School Philosophy – Five Developmental Pillars

Empowering young leaders to collaborate, inspire, and make a difference!



School Philosophy – Five Developmental Pillars

Holistic Excellence:

As part of their journey as curious and active inquirers, our learners visited the Eicher Showroom to explore the world of simple machines and forces in a real-life context. The experience provided an opportunity for students to observe how mechanical principles are applied in vehicles and understand how different components work together to perform specific functions.

Through observation, questioning, and hands-on exploration, students made meaningful connections to their Unit of Inquiry on Forces and Simple Machines. They identified examples of simple machines, explored their functions, and reflected on how these principles make work easier and more efficient. The visit encouraged students to connect classroom learning with the world around them while nurturing their curiosity, critical thinking, and appreciation for how science and technology shape everyday life.

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

Life skills:

As part of our Life Skills Gardening experience, students had the opportunity to sow seeds, water plants, and care for their growing garden. Through this hands-on experience, they developed an understanding of how plants grow and the importance of patience, consistency, and responsibility in nurturing living things.

The experience encouraged students to demonstrate the IB Learner Profile attribute – Caring by showing kindness and respect towards nature and taking responsibility for the plants in their care. As they observed the gradual growth of their plants, students reflected on how small, thoughtful actions can support life and contribute to a greener environment. This meaningful experience helped them connect with nature while developing a sense of responsibility, empathy, and care for the world around them.



Learning and Teaching – This Month

Unit of Inquiry

Transdisciplinary Theme:

Theme : How the World Works

Central Idea:

People can apply their understanding of forces to create simple and complex machines.

Lines of inquiry

- Types of forces
- How machines function
- The impact of machines on our world.

Specified concepts:

Form, Function, Perspective

Additional concepts:

Force , Motion and design

The unit began with a provocation phase that invited students to connect with their prior experiences and develop curiosity about the concept of Force. Through hands-on activities such as Tug of War, Cricket, Javelin Throw, and Shot Put, students explored how forces can act in different ways and influence the movement of objects. They then used the VTR – Claim, Support, and Question routine to share their observations, support their ideas with evidence, and raise questions, initiating their inquiry into the concept of *Force*.

Building on this experience, students rotated through different force-based stations using the Bus Stop strategy. At each station, they observed different scenarios, identified and classified the types of forces involved, and recorded their thinking. The station activities encouraged students to collaborate, communicate their ideas, and make connections between force and everyday experiences. These observations were followed by reflections that helped students consolidate and extend their understanding.

The inquiry then progressed towards the concept of Machines. Through a story-reading experience, students used the VTR – I Think, I Wonder, I Connect routine to share their thinking, make connections, and generate new questions. To extend their inquiry beyond the classroom, students planned a survey on the use of machines within their community, exploring how machines support people in their daily lives and the purposes they serve. Their findings and reflections helped them recognise the role of machines in making tasks easier and more efficient.



Learning and Teaching – This Month

As part of their real-world learning experience, students also visited the Eicher Showroom, where they observed different machines and explored how various components and mechanisms are used.

They connected their observations to their learning about simple machines, identifying examples of how principles such as levers, wheels and axles, inclined planes, and other mechanisms are applied in everyday contexts. The experience provided students with an opportunity to transfer their conceptual understanding to a real-world setting and deepen their inquiry through observation, questioning, and reflection.

Transdisciplinary Language:

While exploring simple machines, students made meaningful connections to procedural writing, recognising that clear instructions require precise language to explain how a machine works and how a task is carried out.

They then transferred their understanding by creating their own sentences and short stories, making deliberate language choices to communicate their ideas effectively. These experiences encouraged students to take ownership of their learning while developing their creativity and confidence as writers.

The inquiry also provided opportunities for students to revisit and consolidate key grammar concepts through varied and purposeful engagements.

They explored verbs, modal verbs, transitive and intransitive verbs, regular and irregular verbs, and simple and progressive tenses. By applying these concepts in meaningful contexts rather than learning them in isolation, students strengthened their ability to recognise how grammatical choices influence meaning, precision, and communication.

Throughout the learning journey, students were encouraged to apply, reflect, question, and make connections, developing greater language awareness and becoming more confident and purposeful communicators.

Math:

Students engaged in a purposeful exploration of number theory, strengthening their number sense, reasoning, and analytical thinking. They investigated key concepts such as divisibility rules, factors, and multiples, using patterns and relationships between numbers to develop efficient strategies for mental calculation and problem-solving.



Learning and Teaching – This Month

Transdisciplinary Math:

Building on their learning from the previous Unit of Inquiry, students revisited and extended their understanding of angles. They explored different types of angles and developed greater accuracy in measuring and constructing angles using a protractor. Through practical and hands-on learning experiences, students applied their knowledge to real-life situations, strengthening their spatial awareness, precision, and mathematical reasoning.

As their inquiry into simple machines developed, students made meaningful connections with measurement and weight. They explored how machines are used to lift, move, and balance loads, applying their understanding of units of measurement to compare and describe different weights in authentic contexts. These experiences helped students recognise that mathematical concepts are interconnected with scientific ideas and can be applied to understand and solve problems in the world around them.

Students began their learning by exploring the concept of angles and connecting it to familiar real-life situations such as the hands of a clock, the opening of doors, turns while playing games, and angles formed in everyday objects.

They identified and classified different types of angles and explored the properties and relationships of angles. Students further developed their understanding through angle construction, using appropriate mathematical instruments to construct and measure angles accurately.

ICT:

The students continued their ICT learning with curiosity and enthusiasm as they explored computer networks, focusing on LAN (Local Area Network) and PAN (Personal Area Network). Through discussions, examples from their everyday lives, and collaborative activities, they discovered how devices could connect and communicate within different types of networks. They enjoyed relating these concepts to familiar situations, such as connecting devices at home or within the school.

Alongside their theory learning, students strengthened their Microsoft Word skills through hands-on practice. They explored Grammar and Spell Check, Thesaurus, and Find and Replace, learning how these tools could help them improve their writing, correct errors, find suitable words, and edit their documents more efficiently. These activities encouraged students to become more independent, accurate, and confident digital learners.



Learning and Teaching – This Month

Language 2:

Telugu:

Students explored the *Geya Katha* “**Pandem**”, developing their reading, comprehension, and language skills through meaningful learning experiences. They enriched their vocabulary by identifying new words and exploring their meanings within the context of the story, while also reflecting on its message and key ideas.

Students further strengthened their language awareness by exploring **parts of speech**, developing a clearer understanding of sentence structure and making more accurate and purposeful language choices in both speaking and writing. Through these varied engagements, students build confidence in communication, expanded their vocabulary, and developed a deeper appreciation for the Telugu language and its literary expression.

Hindi:

Students inquired into the poem ‘हम होंगे कामयाब’ through collaborative discussions. They shared and justified their ideas using evidence from the poem while appreciating different perspectives.

Through inquiry-based activities, they explored पर्यायवाची शब्द (synonyms) and विलोम शब्द (antonyms), created their own examples, and applied their learning in class tasks. They also explore सर्वनाम (pronouns) and एकवचन-बहुवचन (singular and plural) through interactive activities and apply their understanding in different tasks. These learning experiences strengthen their vocabulary, communication, and thinking skills.

French:

Students practised Les Repas (Meals). They learned vocabulary related to meals and common food items. Through reading, writing, listening, and speaking activities, students practised describing meals, identifying food items, and expressing their food preferences using simple French sentences.

Spanish:

Students were introduced to food vocabulary while applying regular -AR and -ER verbs in meaningful contexts. Through speaking activities, reading tasks, games, and writing exercises, they developed confidence in expressing everyday preferences and communicating in Spanish.



Learning and Teaching – This Month

Additional Language:

Hindi:

Students strengthened their understanding of the 'ट' and 'त' Varg through accurate identification and tracing of letters, while also revisiting and consolidating their learning of the 'क' and 'च' Varg.

- **श्रवण कौशल (Listening Skills):** Students participated in dictation and memory games using words related to everyday objects and things containing the letters च, छ, ज, झ and ट, ठ, ड, ढ, strengthening their listening and sound-symbol association.
- **वाचन कौशल (Speaking Skills):** Using AKSHAR flashcards, students practised identifying and naming the Varn, building confidence in pronunciation and oral communication.
- **पठन कौशल (Reading Skills):** Through guided practice, students recognised and identified Hindi consonants from क to ढ, developing letter recognition and early reading fluency.

- **लेखन कौशल (Writing Skills):** Students engaged in hands-on writing activities, including letter tracing, picture-to-letter matching, and completing missing letters in words using soft-copy worksheets displayed on the board. These activities supported accurate letter formation and strengthened their ability to connect sounds, symbols, and words.

Telugu:

Students revised the Telugu vowels and revisited the rhyme "Amma Modati Daivamu." They were introduced to the names of flowers through engaging video-based learning and explored Telugu consonants from 'డ' onwards, practising their correct pronunciation.

Students also explored picture-based vocabulary associated with each consonant, helping them make meaningful connections between letters, sounds, and words. Through videos, picture discussions, oral practice, and guided activities, they strengthened their listening, speaking, reading, and writing skills while developing greater confidence in using the Telugu language.



Learning and Teaching – This Month

Music:

Music provided students with an engaging opportunity to develop their musical skills, collaboration, and confidence while preparing for their Theatre Day performance. Following auditions, students who demonstrated interest, enthusiasm, and aptitude in music were selected to represent the Music category.

The selected students learned and rehearsed two songs, developing their understanding of melody, rhythm, lyrics, pitch, and musical expression. Through regular practice with instrumental tracks, they worked on maintaining a steady tempo, listening to one another, coordinating as an ensemble, and expressing the music with greater confidence.

As rehearsals progressed, students explored stage positioning, transitions, facial expressions, and performance techniques. Working collaboratively, they responded to feedback, refined their performance, and supported one another throughout the process. These experiences encouraged students to take ownership of their learning while developing as confident communicators, collaborative performers, and creative thinkers.

Dance:

Students are being introduced to the basic level of Contemporary Dance, exploring fundamental movements, body coordination, balance, posture, flexibility, and simple floor movements. They are learning to understand body control, musicality, and the connection between movements while developing confidence and awareness in their performance.

Visual Arts

Students explored Still life painting 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.

PE:

Students explored basketball shooting techniques and practised applying the correct form and technique to improve their accuracy and control. They also learned about key basketball fouls and violations, developing an understanding of the rules and fair play.



Learning and Teaching – This Month

Through friendly matches, students had opportunities to apply and demonstrate their skills in dribbling, passing, and shooting in authentic game situations. These experiences encouraged teamwork, communication, sportsmanship, and confidence, while helping students reflect on and refine their performance.

Drama:

Grade 5 students entered the first phase of rehearsals for their production, *Rewinding Summer: A Time-Travel Tale*. The play followed a group of children who accidentally travelled through time and encountered fascinating characters from different historical periods, including renowned Telugu theatre pioneers Bellari Raghava and Dharmavaram Rama Krishnamacharyulu.

Throughout the rehearsal process, students brought the production to life by working with props, set pieces, costumes, lighting, and sound while developing their characterisation, stage presence, and theatre skills. In addition to their on-stage roles, students also took on backstage responsibilities such as stage management, lighting, sound design, and prop management, gaining first-hand experience of the collaborative nature of a complete theatre production.

The learning journey culminated in a collaborative performance that brought together the Theatre, Dance, and Music departments, celebrating students' creativity, teamwork, confidence, and the diverse talents they developed throughout the experience.



Learning and Teaching – This Month

Space Lab:

Rocket Station DIY Kit

Students explored the fascinating world of space travel by learning about the fundamentals of rocket science. Through practical, hands-on activities, they investigated how rockets launch by exploring concepts such as elastic energy, gravity, and weight. These experiences helped them connect scientific principles with real-world space missions and develop a deeper understanding of how rockets overcome forces to achieve flight.

Telescope

Students explored the history and development of the telescope, learning about Galileo's pioneering telescope design and his significant astronomical discoveries. They compared the Earth-centric and Sun-centric models of the Solar System and reflected on how scientific observations and evidence contributed to changing people's understanding of the universe.

Aerospace Glider

Through the Aerospace Glider activity, students investigated the principles of aerodynamics and flight dynamics. They explored how different materials and design choices influenced the performance of an aircraft. The hands-on experience encouraged students to apply scientific thinking, develop STEM skills, and nurture their curiosity about aviation and aerospace engineering.



Space on Wheels

Space on Wheels: Bringing the Universe to Us!



Provocation for the Unit Force

From Tug to Throw: Unleashing the Power of Force!



Different Types of Forces

FORCE IS EVERYWHERE – Can You Spot It?”



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Field trip to Eicher Showroom

Look, Explore, Connect: Simple Machines Beyond the Classroom!



Guinness World Challenge -Taekwondo

Our School, Our Spirit, Our World Record!



Learning and Teaching – Month Ahead

Unit of Inquiry

Transdisciplinary Theme:

Theme : How the World Works

Central Idea:

People can apply their understanding of forces to create simple and complex machines.

Lines of inquiry

- Types of forces
- How machines function
- The impact of machines on our world.

Specified concepts:

Form, Function, Perspective

Additional concepts:

Force , Motion and design

The inquiry will extend to exploring the impact of machines on our world, encouraging students to consider how machines influence people's daily lives and communities. Students will conduct an authentic survey by selecting a person from their community and exploring how machines have made aspects of their daily routine easier, more efficient, or, in some cases, more challenging. They will connect these findings to their own experiences and perspectives.

Students will analyse the information collected through the survey using Data Handling skills, selecting an appropriate type of graph to represent their findings visually. This will support them in interpreting data, identifying patterns, and communicating their conclusions effectively.

The inquiry will then connect with Design Thinking, where students will engage with the different stages of the process to explore problems and develop meaningful solutions. Using the Head, Heart, Hand reflective routine, students will respond to a passage about the impact of machines by considering the mechanical functions and ideas presented (Head), reflecting on the ethical and emotional implications (Heart), and proposing creative and practical solutions (Hand).

As the unit progresses towards its conclusion, students will demonstrate learner agency by actively participating in the co-construction of the end-of-unit assessment, including contributing ideas for the assessment tool and success criteria. This will provide opportunities for students to take ownership of how they demonstrate their understanding.



Learning and Teaching – Month Ahead

The learning journey will culminate in a final reflection, allowing students to synthesise their conceptual understanding, revisit their learning experiences, and evaluate the strategies and processes that supported their inquiry.

The planned learning engagements will be balanced with the Term 1 assessments scheduled from 21 September to 30 September 2026, providing students with opportunities to consolidate their learning and prepare confidently for the assessment period.

Transdisciplinary Language:

Students will strengthen this transdisciplinary connection by exploring how scientific concepts related to Forces and Machines can be communicated effectively through structured and sequential procedural writing.

In their language lessons, students will identify and apply prepositions, prepositional phrases, verbs, adverbs, and adverbial phrases to enhance clarity, precision, and detail in their procedural texts.

They will explore how these grammatical features support the communication of clear instructions, describe actions accurately, and explain processes in a logical sequence.

By integrating their language learning with scientific concepts, students will develop both linguistic and conceptual understanding. They will have opportunities to apply their learning in authentic contexts, strengthening their writing skills while thinking critically about how language can communicate ideas, processes, and understanding effectively in real-world situations.

Math:

They will deepen their understanding by classifying different types of numbers, including prime, composite, twin primes, and co-primes. This classification will encourage students to look beyond basic computation and analyse the unique properties and relationships between numbers.



Learning and Teaching – Month Ahead

The unit will progress towards hands-on experiences focused on breaking down numbers into their factors. Students will explore prime factorisation using two visual strategies—the factor tree and the ladder method—and compare how each method can be used effectively.

Students will also apply and compare different strategies to find the Lowest Common Multiple (LCM), selecting appropriate methods based on the numbers involved. Through these experiences, they will develop mathematical reasoning, strategic thinking, flexibility, and confidence in choosing efficient problem-solving approaches.

Language 2:

Telugu:

Students will be introduced to Karta, Karma, and Kriya, developing their understanding of sentence structure and the roles of words within a sentence. They will also explore Nirmala Bommalu, enhancing their observation, vocabulary, and creative expression. Through engaging and interactive activities, students will strengthen their communication skills and apply their learning in meaningful contexts.

Hindi:

Students will inquire into types of adjectives (विशेषण) and verbs (क्रिया) through story-based and engaging activities. They will explore their usage through picture exploration, word classification, language games, and creative sentence construction. In connection with Hindi Diwas on 14 September, students will explore the importance of Hindi as a language of communication, expression, and cultural connection, fostering appreciation for the language. These experiences will strengthen their language, communication, and thinking skills.

French:

Students will learn Definite and Indefinite Articles. They will revise the definite articles (*le, la, l', les*) and indefinite articles (*un, une, des*). Through reading, writing, listening, and speaking activities, students will practise using the correct articles with nouns and applying them accurately in simple French sentences.

Spanish:

Students will continue practising -AR and -ER ending verbs, focusing on conjugation and simple sentence formation. They will also revise numbers, food vocabulary, and other previously learned topics.



Learning and Teaching – Month Ahead

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.

Hindi:

Students will be introduced to the Hindi वर्ण प, फ, ब, भ, म, य, र, ल, व, श, ष, स, and ह. They will learn to recognise, pronounce, and write these वर्ण accurately through guided practice and engaging learning experiences

Interactive activities, flashcards, picture-based vocabulary, and word-building exercises will make the learning process meaningful and enjoyable.

Students will expand their Hindi vocabulary by forming simple words using the newly introduced वर्ण and applying them in familiar contexts.

Through repeated practice and creative activities, students will strengthen their reading and writing skills, build accuracy in letter formation and pronunciation, and develop greater confidence in using Hindi.

ICT:

The students will continue their ICT journey by exploring computer networks, with a focus on WAN (Wide Area Network) and MAN (Metropolitan Area Network). Through inquiry-based discussions, real-life examples, and collaborative activities, they will discover how these networks connect devices across larger areas and support communication and sharing of information. They will have opportunities to connect their learning with familiar examples from their everyday lives.

Alongside their theory learning, students will further develop their Microsoft Word skills by exploring Mail Merge. They will learn how to create a main document, prepare a recipient list, insert merge fields, and generate personalized documents for multiple recipients. Through this hands-on activity, students will understand how technology can make communication more efficient, organised, and personalised.



Learning and Teaching – Month Ahead

Music:

Students will present A Million Dreams in groups as part of their musical assessment, demonstrating their understanding of pitch, rhythm, melody, dynamics, expression and ensemble skills.

Students will also begin exploring their first Carnatic classical rāga, developing an awareness of its melodic characteristics and musical identity. Through guided listening, they will observe, identify and respond to musical elements, expressing their understanding through drawings, creative responses and reflections.

These experiences will encourage students to develop active listening, musical vocabulary, creativity and thoughtful responses to music.

Dance:

Students will continue practicing and refining their Contemporary Dance movements, focusing on improving technique, coordination, flow, and expression. They will also begin learning Freestyle Dance, providing opportunities to explore creativity, individuality, musical interpretation, and freedom of movement.

Visual Arts:

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 Still life drawing using colour pencils. they will observe everyday objects and use colour pencil techniques such as layering , blending, shading, and tonal variation to create depth, texture, and realistic effects.

PE:

Students will begin their inquiry into athletics. They will explore long-distance races, long jump, and shot put. Students will learn about the basic rules and techniques and will have opportunities to practise and apply their learning through various activities.



Learning and Teaching – Month Ahead

Drama:

Students will present their play *Time Travelers: Saving Tomorrow*, bringing together their learning in theatre through a dynamic performance. Following the performance, students will engage in reflective discussions to understand how different performance spaces impact the audience experience. They will explore how actor movement, positioning, and audience interaction change when shifting from a proscenium stage to thrust, arena, and black box spaces. To deepen this understanding, students will re-perform selected scenes in these varied performance settings, experimenting with space, direction, and engagement. This hands-on approach allows students to experience how staging choices influence storytelling. Through performing and reflecting, students will develop a deeper understanding of performance spaces, enhance their stage awareness, and strengthen their ability to communicate effectively with an audience.

Space Lab:

Students will continue their journey into **aerospace and space science** by exploring the **control surfaces of an aircraft** and investigating how they enable pilots to control an aeroplane's movement. They will then apply their understanding by **building and testing an Aerospace Glider DIY Kit**, observing how design influences flight and performance. Students will also begin exploring the **Solar System and telescopes**, broadening their understanding of aviation, space exploration, and the wider universe.



Coming Up Next

Date	Day	Event	Grade
01st & 02nd September 2026	Tuesday & Wednesday	SLC & Theatre Day	Grade 5
05th September 2026	Saturday	Teacher's Day	Whole School
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	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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