



# P R I S M

Grade 1  
August 2026



# 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 Associate coordinator

**Dear Parents,**

Greetings from The Gaudium School!

As our students settle into the new academic year, each day brings fresh opportunities to wonder, explore and discover. We look forward to nurturing their natural curiosity and empowering them to grow as confident, capable and enthusiastic learners.

Where Curiosity Leads, Learning  
Flourishes...

At The Gaudium School, we believe that children are naturally curious, capable and eager to make sense of the world around them. This belief is at the heart of the IB Primary Years Programme (PYP) and shapes the way we approach teaching and learning. We see children as active participants in their learning, with the ability to ask questions, explore ideas, make connections and construct meaning from their experiences.

Inquiry takes many forms, thoughtfully designed to meet the developmental needs of our learners. For our youngest children, learning begins through play, sensory experiences, stories, conversations and simple observations.



They are encouraged to ask questions, explore, make connections, collaborate, reflect and communicate their evolving understandings with increasing confidence and agency

Inquiry also provides opportunities for children to develop essential Approaches to Learning (ATL) skills. Through everyday experiences, students strengthen their thinking, communication, research, social and self-management skills. They learn to listen to different perspectives, share their ideas, work collaboratively, reflect on their experiences and use their discoveries to deepen their understanding.



# Message from Associate coordinator

Our teachers play an important role as facilitators of learning. Through purposeful questions, thoughtful observations, meaningful resources and appropriate scaffolding, they create an environment where children feel encouraged to explore and take increasing ownership of their learning. Inquiry is not about children learning without guidance; it is about creating the right balance between teacher support and student agency, allowing children's questions, interests and discoveries to shape their learning journey.

At The Gaudium School, we celebrate the questions children bring to their learning. We encourage families to do the same—by listening to their questions, encouraging curiosity, discussing different possibilities and giving children opportunities to explore their ideas beyond the classroom.

Because when children are given the space to wonder, they begin to question; when they question, they begin to explore; when they explore, they develop understanding; and when they understand, they begin to see possibilities for action—this is the spirit of inquiry we nurture through the IB PYP.

**D.V Alankritha Crystal**  
**IB PYP Associate coordinator**  
**Nanakramguda campus**



# Professional Development Highlights



Throughout the month of August, teachers engaged in meaningful professional development sessions that encourage reflection, collaboration and continued growth in their practice. Alongside professional learning, we also celebrated teacher well-being and the spirit of friendship through special Friendship Day initiatives, creating opportunities for teachers to connect, appreciate one another and strengthen the sense of community within the school.

# School Philosophy- Five Developmental Pillars

## Mindfulness and Well-being

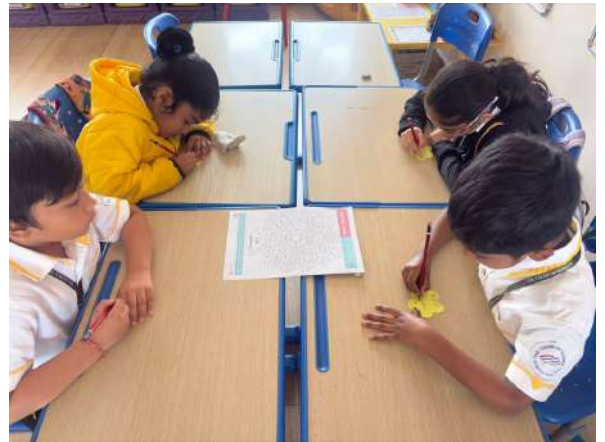
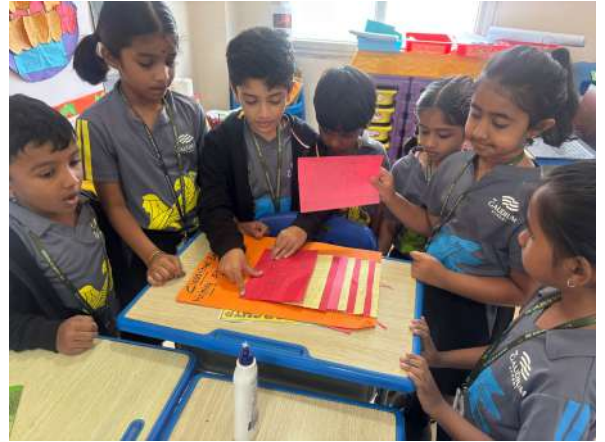
This month, students explored the importance of physical health, personal hygiene, and emotional well-being through fun and interactive activities. They learned the steps of proper handwashing—using water to clean their hands, applying soap, rubbing thoroughly, rinsing, and drying—and participated in a Handwashing Relay Race, Toothbrushing Model Demonstration, Healthy Habits Bingo, and created a Hygiene Routine Chart. During the emotional well-being sessions, students practised Flower Breathing to feel calm, happy, and positive. They also participated in a Kindness Circle, where they shared kind acts they had done or planned to do, and a Compliment Circle, where they gave positive compliments to their classmates. These experiences helped students develop healthy daily routines, understand the importance of cleanliness, and practise simple ways to care for their physical and emotional well-being.



# School Philosophy- Five Developmental Pillars

## Core value

This month, students explored empathy, emotions, and kindness through fun and meaningful activities. They identified feelings through the “How Would You Feel?” activity and shared ways to support others. Through “We Care for Each Other” artwork, kindness compliments, and buddy activities, students practised helping, sharing, listening, including others, and using kind words. These experiences helped students understand feelings, appreciate others, and build a caring classroom community.



# School Philosophy- Five Developmental Pillars

## Holistic Excellence

As part of Holistic Excellence, students participated in meaningful Humanitarian Day activities that helped them understand the importance of kindness, empathy, caring for others, and contributing to the community. Through engaging activities, students explored how small acts of compassion can make a positive difference in the lives of others. The Life Skills sessions encouraged students to develop independence and responsibility through age-appropriate practical tasks. Students practised taking care of their belongings, organising materials, and completing everyday tasks with confidence. Students also explored their creativity through a hands-on Pottery experience. They worked with clay, experimented with shapes and textures, and created their own forms. The activity encouraged fine-motor development, creativity, patience, and self-expression while providing a joyful sensory learning experience.

As part of ORT (Oxford Reading Tree), students strengthened their reading skills through engaging stories and activities. They practised recognising familiar words, developing vocabulary, building comprehension, and expressing their ideas while responding to the stories. These experiences nurtured a love for reading and supported students in becoming confident and independent readers.



# School Philosophy- Five Developmental Pillars

## Global Leadership

August provided meaningful opportunities for our PYP learners to develop empathy through leadership and action. Students actively participated in assemblies as presenters, performers, and helpers, strengthening their confidence, communication, and sense of responsibility. The Grade 1 students led the Independence Day assembly, Grade 2 students showcased their creativity and understanding through a Character Parade on the topic “My Country, My Pride”, showcasing the achievements of famous personalities, and Grade 3 students presented a skit in how India has changed over time, demonstrating digitalization, collaboration, expression, and leadership. Through these experiences, students developed their communication, social, self-management, and thinking skills while demonstrating the IB Learner Profile attributes of being Caring, Communicators, Principled, Thinkers, and Open-minded.



# School Philosophy- Five Developmental Pillars

## Stakeholder Engagement

Students participated in a variety of meaningful experiences that strengthened their connections with the school, home, and wider community. The Teacher Parent Conference provided an opportunity for teachers and parents to collaborate and reflect on students' learning, strengths, and areas for growth. Through International Friendship Day, students explored the values of friendship, kindness, sharing, and caring. The Bonalu Special Assembly helped students appreciate local culture, traditions, and heritage. During Independence Day, students learned about freedom fighters and connected with the values of courage, freedom, unity, and responsibility. World Humanitarian Day encouraged students to explore empathy, compassion, and simple ways of helping others. National Sports Day provided opportunities to develop teamwork, perseverance, sportsmanship, and an understanding of physical well-being. These experiences nurtured students as Caring, Communicators, Open-minded, Balanced, and Principled learners.



# Global Leadership - National Sports Day

A special assembly was conducted to celebrate National Sports Day, highlighting the importance of sports, fitness, teamwork, and sportsmanship. The assembly also honoured the remarkable contributions and legacy of hockey legend **Major Dhyan Chand**, inspiring our young learners to embrace the spirit of sports.



# Global Leadership - National Sports Day



# Global Leadership – National Sports Day



It was a great honour and privilege to have Mr. Anup Kumar Yama, a celebrated Indian roller skater and sports personality, as our distinguished Chief Guest.

He had started his skating journey at the age of four and had dedicated his life to excellence in the sport. His remarkable achievements included two bronze medals at the 2010 Asian Games in Guangzhou, China, along with several medals at the Asian and World Championships. He had also won numerous National Championship titles across various skating disciplines. In recognition of his outstanding achievements and contribution to sports, he had been honoured with the prestigious Arjuna Award in 2015 by the Government of India. His inspiring journey reflected the values of dedication, discipline, perseverance and passion for excellence, inspiring our young students to pursue their dreams with determination and confidence. It was truly a memorable and proud occasion to have him with us.



# Learning and Teaching- Month Review

**Transdisciplinary Theme:**

Where we are in Place and Time

**Central Idea:**

Homes around the world are influenced by various factors

**Lines of Inquiry:**

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

**Concepts:**

Form

Change

Causation

**Additional Concepts:**

Geography

Shapes

Environment

**Learner Profile:**

Knowledgeable

Caring

Reflective

**Unit of Inquiry:**

Our Grade 1 learners began their inquiry into the transdisciplinary theme Where We Are in Place and Time through the central idea, "Homes around the world are influenced by various factors."

Students explored the difference between a house and a home and inquired into different types of homes through stories, discussions, visual explorations, sorting, comparing, and hands-on experiences. They investigated the materials, shapes, and structures of homes and explored how homes have changed from the past to the present by sequencing them on a timeline and identifying changes in materials, technology, facilities, and ways of living. Students also discussed how people's needs, lifestyles, resources, and technology influence homes.

Through these experiences, students developed Linguistic, Visual-Spatial, Logical, and Interpersonal Intelligences, while strengthening Communication, Thinking, Research, and Social ATL skills. They demonstrated the IB Learner Profile attributes of being Inquirers, Thinkers, Communicators, Open-minded, and Caring.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Students inquired into and applied their understanding of consonant blends, Magic E, pronouns, singular and plural nouns, cause and effect, and paragraph writing through hands-on learning experiences. Through word sorting, phonics games, sentence construction, collaborative reading, and interactive writing, they strengthened their ability to decode, communicate, and construct meaning. Using the reading strategies Predict and Connect, learners anticipated ideas and related texts to their own experiences. They also connected their language learning to the Homes Unit of Inquiry by describing different types of homes, materials, shapes, and changes over time. These experiences strengthened Communication, Thinking, Research, and Self-management ATL skills, while nurturing the IB Learner Profile attributes of Inquirers, Thinkers, Communicators, and Risk-takers.

## **Transdisciplinary Math:**

Students deepened their understanding of number bonds, odd and even numbers, and 2D shapes through hands-on, collaborative learning experiences. They explored number bonds by partitioning whole numbers into smaller parts and recombining them to form a whole, using concrete materials, visual representations, and number bond mats.

Students identified and classified odd and even numbers through counting, grouping, sorting, and connecting numbers with their representations. They also explored 2D shapes by identifying, describing, sorting, and comparing them based on attributes such as sides and vertices. Through their connection with the Homes unit, learners observed how shapes and patterns are incorporated into home structures, including windows, doors, roofs, and decorative designs. These learning experiences strengthened Thinking, Communication, Research, and Self-management ATL skills while encouraging learners to develop as Inquirers, Thinkers, Communicators, and Risk-takers.

## **Music:**

Students revisited songs of their choice, melody and were introduced to pitch - low/high. They practiced vocal exercises using different scales and vowel sounds to strengthen their singing technique. Students were also introduced to Staff Notation - Treble clef. They were introduced to new songs - Small World, Happiness and school prayer. Students will demonstrate Communication Skills and Thinking Skills. Attributes of learner profile - Communicators, thinkers, risk takers and inquirers.



# Learning and Teaching- Month Review

## **P.E:**

Students participated in discussions on how they learned best, activated their prior knowledge, engaged in a provocation, and explored the athletics events Shuttle Run and Zigzag Run. They practiced changing direction, moving with speed and control, maintaining balance, and following movement pathways while developing agility and coordination. Through these learning experiences, students developed ATL Communication Skills by listening to instructions, sharing ideas, and encouraging their peers, Social Skills by cooperating, taking turns, and supporting one another, and Self-Management Skills by demonstrating focus, perseverance, and body control during the activities. They also demonstrated the IB Learner Profile attributes of Risk-Takers by confidently attempting new movement challenges, Communicators by interacting respectfully with others, and Balanced by understanding the importance of physical activity for a healthy lifestyle.

## **Dance:**

Students explored movement and shapes through Indo-Western dance.

They created movements to various tempo and practised body movements such as jumps, turns, claps, stretches, slides, marches, spins, step-touch, grapevine steps, hand gestures, and poses, while using different dance elements to communicate ideas and feelings. As Communicators, they worked collaboratively and confidently shared their learning through dance and movement.

## **Drama:**

In August, Grade 1 learners explored drama through expressions, movement, role play, and characterisation. They experimented with facial expressions, body movements, gestures, and voice to communicate different emotions and create simple characters. Through individual and group activities, learners developed confidence in expressing themselves and responding to others. They also practised working collaboratively and presenting short dramatic situations. These experiences strengthened their communication, social, thinking, and self-management skills while encouraging them to become confident, communicators, and risk-takers. The learning connected with the transdisciplinary theme by exploring different ways people express their ideas and feelings.



# Learning and Teaching- Month Review

## ART:

Grade 1 students explored art as a means of expressing ideas and celebrating significant occasions. They discussed the significance of India's Independence Day and created a variety of themed artworks and crafts using colour, shape, pattern and creative techniques. Students also explored the concepts of communication and perspective through the unit *How We Organise Ourselves*. Inspired by Vincent van Gogh's expressive style, they experimented with lines, colours and brushstrokes to explore how artists can communicate feelings, ideas and different viewpoints through visual art.

## Second language- Spanish :

During this month, the children engaged in a variety of enriching activities like different greetings and well-wishes, which helped them practice social interactions. The lessons included exploring a colorful array of fruits and vegetables, allowing them to discover new tastes and textures. Additionally, the children practiced sentences associated with the days of the week. The classroom became a lively environment filled with discussions about familiar objects, as they identified and described various classroom items.

Reinforcement of foundational concepts was key; the students revisited the alphabet, numbers, and colors through fun and interactive exercises. They not only solidified their grasp of these essential skills but also revisited the days of the week, ensuring a comprehensive understanding of the basics in a dynamic setting.

## Second language Telugu:

Students strengthened their Telugu language skills through a range of engaging learning experiences. They learned **ga, gha, inya, and achhulu from vu to ruu**, practised **Telugu numbers 1-10 orally**, and learned the **"Nanna" poem**. They also practised the letters in their copybooks and participated in fun Telugu rhymes and interactive language activities, which supported their **reading, writing, pronunciation, fluency, and vocabulary development**.

## Second language Hindi:-

During the month of August, students explored the 'च वर्ग' (च, छ, ज, झ, ञ) through engaging stories, picture cards, phonics activities, and hands-on learning experiences.



# Learning and Teaching- Month Review

They developed their reading and writing skills by recognising letter sounds, forming words, and using new vocabulary in meaningful contexts. Students also recited the poems “मछली जल की रानी है” and “हाथी राजा बहुत बड़े”, using actions and rhythm to build confidence and expression. Through these learning engagements, students strengthened their communication skills, vocabulary, reading, and writing abilities.

## **Second language French-**

This month, students have learned the names of fruits and vegetables in French, expanding their vocabulary and ability to identify common food items. They have also learned French salutations and practiced using them in everyday communication. To further develop their listening and comprehension skills, an audio-based activity on salutations was conducted, where students listened carefully and identified or responded to the greetings they heard.

## **Compulsory Hindi:**

During August, learners reinforced their previous learning through engaging revision activities and developed their Hindi language skills by exploring vegetable names, simple questioning words such as “क्या?”, “कौन?”, and “कहाँ?”, and short stories.

Through songs, rhymes, storytelling, picture talks, games, and guided conversations, they strengthened their listening and speaking skills, expanded their vocabulary, improved pronunciation, responded to simple questions, and expressed their ideas using familiar Hindi words and phrases.

## **Compulsory Telugu:**

During August, learners extended their language development by exploring vegetable names, simple questioning words, and short stories. Through songs, storytelling, picture cards, games, and interactive discussions, they strengthened their listening and speaking skills, built everyday vocabulary, followed simple instructions, responded to basic questions, and communicated confidently using familiar Telugu words and phrases.



# Learning and Teaching - Pottery

Students moulded clay by rolling, pressing and shaping it to make mud homes. They used their imagination and creativity to design and build their own mud homes. This activity helped develop fine motor skills, hand-eye coordination and concentration. Students also developed patience, teamwork and confidence while working with clay.



# Learning and Teaching - UOI

Students explored different types of homes and the materials used to build them. They discussed how homes meet people's needs and are connected to the environment. Students observed and compared mud homes, apartments, huts and modern houses. The activity developed observation, communication, thinking and collaboration skills.



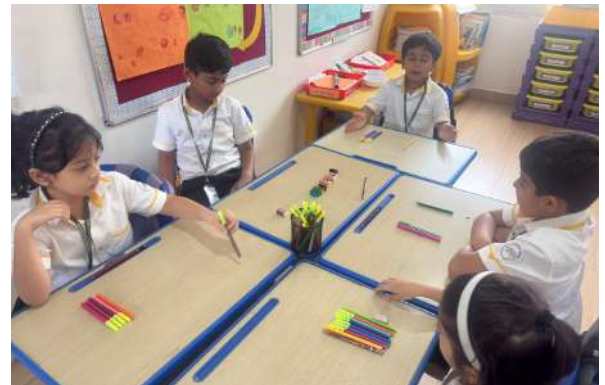
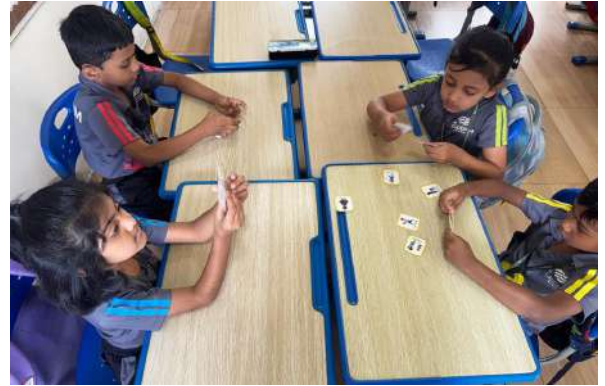
# Learning and Teaching - Math

Students matched numbers as odd or even and explained how they knew. They identified different 2D shapes and described their features. Students used different shapes to design and make their own homes. The activities developed sorting, observation, reasoning, creativity and problem-solving skills.



# Learning and Teaching - Language

Students worked collaboratively to identify cause-and-effect relationships by matching picture and clue cards. They also explored singular and plural words using different classroom objects and pictures. The activities developed reading, comprehension, vocabulary, grammar and reasoning skills. Students also strengthened their communication, teamwork and ability to explain their thinking.



# Learning and Teaching - Music

Students participated in music and singing activities with enthusiasm and confidence. They explored rhythm, beat and different sounds through songs and actions. The activities developed listening, coordination, memory and expression skills. Students also strengthened their confidence, creativity and teamwork while enjoying music.



# Learning and Teaching - Drama

Students participated in role-play and drama activities based on familiar situations and stories. They used facial expressions, body movements and dialogue to express different characters. The activities developed communication, creativity, confidence and expression skills. Students also strengthened their teamwork, listening and imagination through drama.



# Learning and Teaching - Dance

Students practice dance using different movements and actions. They followed the tempo, rhythm and beat of the music while expressing themselves through movement. The activities developed body coordination, balance, listening and motor skills. Students also built confidence, creativity and teamwork while enjoying dance.



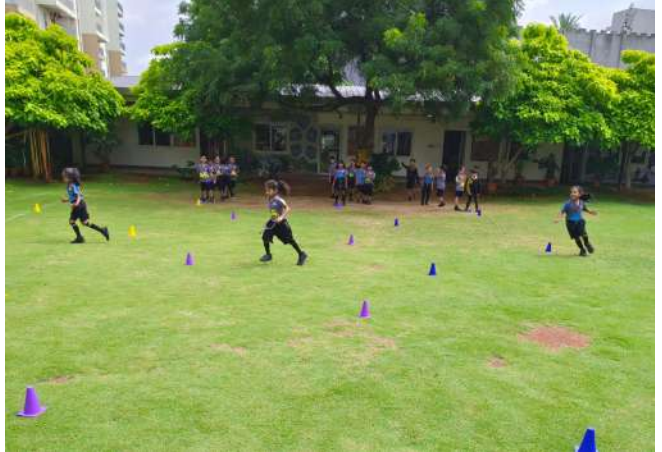
# Learning and Teaching - Art

Students explored art through different perspectives, using colours, shapes and creative ideas. They created their own artwork and shared how they saw and understood the topic differently. The activity developed observation, creativity, fine motor and visual expression skills. Students also developed confidence and respect for different perspectives and ideas.



# Learning and Teaching - PE

Students participated in physical activities and movement games that encourage active participation. They practised running, jumping, balancing and throwing while following instructions. The activities developed coordination, agility, balance and gross motor skills. Students also strengthened their teamwork, confidence and sportsmanship.



# Action taken by Students



# Learning and Teaching- Month Ahead

**Transdisciplinary Theme:**

Where we are in Place and Time

**Central Idea:**

Homes around the world are influenced by various factors

**Lines of Inquiry:**

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

**Concepts:**

Form

Change

Causation

**Additional Concepts:**

Geography

Shapes

Environment

**Learner Profile:**

Knowledgeable

Caring

Reflective

**Unit of Inquiry:**

Students will continue their inquiry into Where We Are in Place and Time by exploring how environmental factors influence the structure, design, materials, and location of homes.

Through hands-on experiences, a field trip, and a guest talk, they will investigate how climate, weather, landforms, natural resources, and geographical conditions shape homes to meet people's needs. These experiences will strengthen Communication, Thinking, Research, and Social ATL Skills while encouraging learners to be Inquirers, Thinkers, Communicators, Open-minded, and Caring.

**Transdisciplinary Language:**

Students will explore bossy, diphthongs, adjectives, and picture description through engaging phonics and literacy experiences. They will apply these skills while reading, spelling, constructing sentences, and describing pictures using appropriate vocabulary. Picture-based activities will help learners identify key details and organise their ideas into meaningful oral and written descriptions, developing Communication, Thinking, Self-management, and Research ATL Skills and encouraging them to be Inquirers, Thinkers, Communicators, and Risk-takers.



# Learning and Teaching- Month Ahead

## **Transdisciplinary Math:**

Students will explore 3D shapes and addition through engaging, hands-on learning experiences. They will identify, describe, sort, and compare 3D shapes based on their attributes, such as faces, edges, and vertices, and make connections to objects and structures found in their everyday environment. Learners will develop their understanding of addition by combining quantities, using concrete materials, visual representations, number sentences, and real-life problem-solving situations.

## **Drama:**

During September, Grade 1 learners will explore the transdisciplinary theme "How We Express Ourselves" through drama. They will investigate how movement, facial expressions, gestures, voice, and role play can be used to communicate thoughts, feelings, and ideas. Learners will participate in creative drama activities, improvisations, and short performances that will encourage them to express themselves confidently. Through individual and collaborative experiences, they will develop their communication, social, thinking, and self-management skills while strengthening the Learner Profile attributes of being confident, communicators, and risk-takers.

## **Music:**

Students will share their reflection of learning, pitch - low/high. They will practice vocal exercises using different scales and vowel sounds to strengthen their singing technique. Students will practice Staff Notation - Treble clef. They will also practice songs - Small World, together we can change the world and school prayer. Students will demonstrate Communication Skills and Thinking Skills. Attributes of learner profile - Communicators, Thinkers, Risk takers and Inquirers.

## **PE:**

Students will explore and develop their throwing, catching, and jumping skills through fun and engaging physical activities. They will build their knowledge by learning basic movement techniques, demonstrate caring by sharing equipment, taking turns, encouraging their peers, and following safety rules, and become reflective by thinking about their performance and identifying areas for improvement. through Thinking Skills, students will observe, make decisions, and solve simple movement challenges, while Self-Management Skills will support them in developing balance, coordination, body control, spatial awareness, and the ability to follow instructions safely



# Learning and Teaching- Month Ahead

## **Well-being:**

Students will explore the importance of healthy eating through fun and engaging activities. They will build a healthy plate using paper cut-outs, participate in a healthy vs. junk food sorting game, and create a rainbow food collage. These activities will help students identify healthy foods, understand the importance of a balanced diet and make healthier food choices in their daily lives.

## **Art:**

In September, Grade 1 students will deepen their understanding of shape by exploring both geometric and organic shapes and identifying their characteristics in the world around them. They will also investigate space, with a focus on positive and negative space, through engaging drawing and composition activities. These explorations will help students understand how shapes and the spaces around them work together to create balanced and meaningful artworks.

## **Dance:**

In the coming month, students will explore Freestyle dance with a focus on tempo, rhythm, speed and body movements. They will experiment with slow, medium and fast tempos, explore how speed and rhythm influence their body, shape, space and energy, and create their own movement phrases.

Through these experiences, students will develop Creative Thinking and Self-management skills while demonstrating the Knowledgeable, Caring and Reflective learner profiles by using dance vocabulary, respecting peers' ideas and reflecting on their learning.

## **Second language Spanish :**

In this class, children will engage in learning fundamental sentences related to various foods that are available to them during different times of the day. They will explore the vocabulary associated with these foods, deepening their understanding and expanding their language skills. Additionally, the lesson will cover numbers from 21 to 40, allowing students to practice their counting and numerical recognition. To reinforce their knowledge, there will be activities focused on the alphabet as well as identifying and naming different fruits and vegetables, ensuring a well-rounded approach to their learning experience.

## **Second language Hindi :**

In September, Students will explore the ट वर्ग—ट, ठ, ड, ढ and ण—through engaging reading and writing activities. They will practise identifying, recognising, and forming these Hindi letters with confidence.



# Learning and Teaching- Month Ahead

Students will enjoy learning the poems “चिड़ियाघर की सैर” and “मेरा घर है सबसे प्यारा” through joyful recitation and expression. Through these poems, learners will build vocabulary and strengthen their listening and speaking skills.

They will connect the poems with their own experiences and the world around them. Interactive activities will encourage learners to participate, communicate, and express their ideas.

## **Second language French:**

In the coming month, students will learn the days of the week and months of the year in French, developing their vocabulary and ability to use these terms in simple sentences and everyday contexts. During the third week, students will also be introduced to colours in French through engaging, interactive, and activity-based learning experiences.

## **Second language Telugu :**

Students will continue developing their Telugu language skills by learning cha, chha, ja, jha, ini letters, and achhulu (e, ee, i). They will practise reading and writing through guided activities and engage in picture description to strengthen observation and speaking skills. Students will revise familiar poems, including the “Good Habits” poem, while strengthening their listening, speaking, reading, and writing skills through interactive language experiences.

These experiences will further develop Communication, Thinking, and Self-management ATL Skills, while encouraging learners to become Communicators, Thinkers, and Principled learners.

## **Compulsory Telugu:**

In September, learners will explore animal names and develop their language skills through animal-themed storytelling and poems. Through picture cards, songs, rhymes, storytelling, role play, and interactive conversations, they will expand their Telugu vocabulary, practise listening and speaking, improve pronunciation, respond to simple questions, and express their ideas using familiar Telugu words and phrases

## **Compulsory Hindi:**

In September, learners will inquire into animal names, animal-related stories, and poems through a range of engaging and meaningful learning experiences. Through picture talks, storytelling, rhymes, role play, and guided conversations, they will develop their communication skills, expand their Hindi vocabulary, and make connections between language and the world around them.



# Coming Up Next

| Date           | Day       | Event                      | Grade        |
|----------------|-----------|----------------------------|--------------|
| 7th September  | Monday    | Field trip                 | Grade 2      |
| 7th September  | Monday    | Story telling session      | Grade 1      |
| 8th September  | Tuesday   | International Literacy Day | Whole school |
| 9th September  | Wednesday | Theatre Day                | Grade 3      |
| 11th September | Friday    | Theatre Day                | Grade 2      |
| 14th September | Monday    | Holiday - Ganesh Chaturthi | Whole school |
| 15th September | Tuesday   | International Dot Day      | Whole school |
| 17th September | Thursday  | Guest talk                 | PP2          |
| 18th September | Friday    | Field trip                 | PP1          |
| 21st September | Monday    | International day of peace | Whole school |
| 22nd September | Tuesday   | Guest talk                 | Nursery      |
| 25th September | Friday    | Holiday - Ganesh Immersion | Whole school |
| 29th September | Tuesday   | Field trip                 | Grade 1      |



# Social Media Links

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



# Editorial Board

Chief Editor

Sapna Mehrotra, Center Head

