



P R I S M

Grade 3
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



School Philosophy- Five Developmental Pillars



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:

Students explored the importance of gratitude and mindful breathing as part of their Mindfulness and Well-being session. They shared whom they are thankful for and explained why these people are special to them. This activity encouraged students to recognise the positive people and experiences in their lives and helped them develop a sense of appreciation.

Students then practiced simple breathing exercises, including Hissing Breath and Flower Breathing. Through these activities, they focused on taking slow, mindful breaths and becoming aware of how their breathing made their bodies feel. The exercises helped students practise calmness, relaxation, focus, emotional awareness, and self-regulation. They learned that mindful breathing can be used as a simple strategy to manage feelings, settle the mind, and create a sense of well-being.



School Philosophy- Five Developmental Pillars

Core value:

This month, students explored empathy, kindness, and respectful communication through engaging activities. Through Empathy Theatre, they acted out everyday situations and learned to include, support, and encourage others. With Empathy Bingo, students practised simple acts of kindness such as helping, listening, sharing, and saying thank you. They also discussed respectful ways to resolve disagreements through Conflict Solution Cards. The month concluded with an Empathy Flower, where students celebrated each act of empathy they practised. These experiences helped them understand that small, thoughtful actions can make a big difference.



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.

As part of Novel reading , 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, and Grade 3 students presented a “Then and Now” skit, demonstrating 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:

During August, Grade 3 students participated in a range 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, reflect on students' learning progress, and discuss their strengths and areas for growth. Through International Friendship Day, students explored the importance of friendship, respect, empathy, and positive relationships.

During the Bonalu Special Assembly, students learned about the cultural significance of the festival and developed an appreciation for local traditions and heritage. The Independence Day celebration helped students understand the contributions of freedom fighters and reflect on the values of freedom, courage, unity, and responsibility. On World Humanitarian Day, students explored empathy, compassion, and the importance of contributing positively to the community. National Sports Day provided opportunities for students to participate in physical activities and develop teamwork, perseverance, discipline, and sportsmanship. These experiences encouraged students to communicate, collaborate, make connections, and reflect on their learning, while nurturing IB Learner Profile attributes such as Caring, Communicators, Open-minded, Balanced, and Principled.



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

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea:

The structure of Earth and its atmosphere influences natural events and human activities.

Lines of Inquiry:

- The structure and characteristics of Earth's layers and atmosphere
- The connection between Earth's layers and atmosphere with natural events
- The impact of earth and atmospheric changes on human activities/ The impact of human activities on earth and atmospheric changes."

Specified Concepts:

Form

Connection

Causation

Additional Concepts:

Natural disasters

Geography

Maps

Safety

UOI-Students completed their end-of-unit assessment by selecting one natural disaster to investigate. They explored its causes and effects, discussed safety measures to follow during and after the disaster,

and explained how Earth's layers or the atmosphere are connected to the disaster. Students also supported their learning with examples, diagrams, and illustrations.

TD Math:

Students also made meaningful connections with data and graphs by examining information about natural disasters that have occurred around the world. They interpreted the data and were able to represent it accurately using bar graphs, helping them compare the frequency and occurrence of different natural disasters. This activity strengthened their understanding of how data can be presented visually and supported their ability to analyse and communicate information.

TD Language :Students were able to write informative texts about natural disasters, demonstrating their understanding of the causes, effects, and impacts of different natural disasters. They organized relevant information clearly and included important safety tips to explain how people can stay safe during and after a disaster. Students also made connections between natural disasters and Earth's layers or the atmosphere, using examples, diagrams, and illustrations to support and enhance their explanations. This task allowed students to develop their research, communication, and scientific writing skills while deepening their understanding of natural disasters.



Learning and Teaching- Month Review

Unit of Inquiry:**Transdisciplinary Theme:**

Sharing the planet

Central Idea:

Living things adapt to survive in their environment

Lines of Inquiry:

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

Specified Concepts:

Form

Function

Perspective

Additional Concepts:

Adaptation

Evolution

Survival

UOI:

Students began their learning journey with an engaging provocation, where they listened to a story and watched Ice Age. These experiences encouraged them to think about how animals survive and adapt to their environments, leading them to identify the concept of adaptation.

Students shared their prior understanding of the term and discussed what adaptation means in the context of animals and their habitats.

They then conducted research on their chosen animals, using a variety of resources such as videos, books, and online sources to gather information. Through their research, students explored different types of adaptations, including structural, behavioural, and physiological adaptations. They developed their understanding by identifying specific adaptations that help animals survive in their environments.

As a culminating activity, students sorted and classified animals according to the different types of adaptations they possess. This hands-on learning experience helped students make connections between an animal's characteristics, its behaviour, and its ability to survive and thrive in its environment.

Students visited Kothwalguda as part of their experiential learning to deepen their understanding of animal adaptations. Through observation and exploration, they made real-world connections to their learning. The experience supported the development of ATL skills such as research, communication, social, and self-management skills, while nurturing the Learner Profile attributes of being Inquirers, Thinkers, Communicators, and Caring.



Learning and Teaching- Month Review

TD Math :

In Mathematics, students explored skip counting and patterns as part of their stand-alone learning. They identified number patterns, practised skip counting using different intervals, and developed their ability to recognise and continue sequences.

As a connection to their unit of inquiry, students also explored temperature. They learned how temperature is measured and represented, and made connections between temperature and different environments and weather conditions. Through these activities, students strengthened their number sense while applying mathematical understanding to real-world contexts.

TD Language:

In Language, students began by exploring adjectives and how they can be used to describe animals in greater detail. They identified and discussed different adjectives and practised using them to create vivid and informative descriptions of animals.

Students also participated in an engaging Mystery Box activity, where they used descriptive words to identify and describe objects based on their observations.

Through this hands-on experience, they developed a better understanding of how adjectives add detail and help make writing more interesting and expressive. They listened carefully to a variety of clues describing an animal's appearance, behaviour, and characteristics and used these clues to identify and guess the animal.

They then applied their learning by using appropriate adjectives in their own animal descriptions, strengthening their vocabulary, sentence construction, and descriptive writing skills.

Hindi:

During the month of **August**, students reinforced their understanding of संयुक्त व्यंजन through interactive reading, writing, and word-building activities. They expanded their vocabulary and sentence construction skills through the lessons “खुशियाँ लाया प्रभात” and “बलवान कौन”. They also learned ‘र’ के रूप and practised using them in words and sentences. Students strengthened their reading comprehension by identifying new words and using them in meaningful sentences. They also enthusiastically recited the poem “मम्मी की रोटी गोल-गोल”, developing confidence, rhythm, pronunciation, and expressive speaking skills.



Learning and Teaching- Month Review

Telugu :

Students will be introduced to Cha and ja Vattulu through engaging Telugu poems. They will practise reading and writing Samyukta (combined) words and simple sentences. The Resource Book activities will be completed and reviewed. Guided practice will strengthen reading fluency, handwriting, and pronunciation. Interactive language activities will help improve vocabulary and sentence formation. These learning experiences will build confidence and encourage a love for the Telugu language.

French :

This month, students were introduced to French articles and practised using common expressions with the verbs avoir and être in simple sentences. They also learned number names from 1 to 60 in French, strengthening their vocabulary and confidence in using numbers. Additionally, students explored professions in French in detail and developed an understanding of the differences between masculine and feminine forms of professions, enhancing their awareness of gender agreement and vocabulary usage.

Spanish :

The children engaged in a variety of learning activities focused on expanding their language and mathematical skills.

They explored sentences that incorporated colors and described different articles of clothing. Additionally, they worked with numbers ranging from 21 to 50, enhancing their numerical understanding. The lessons included the use of adjectives to describe people, allowing them to express themselves more vividly. To reinforce their foundational knowledge, the children revisited the alphabet and practiced counting numbers from 1 to 20. They also delved into geography by learning about the capitals and currencies of Spanish-speaking countries. Furthermore, they studied ordinal numbers, helping them understand sequences and order in both language and everyday contexts.

Visual Art:

During August, Grade 3 students explored the significance of India's Independence Day through a variety of artworks and crafts, experimenting with colour, composition and mixed media. Building on their previous explorations of **form, function and perspective**, students then explored how different materials can be combined to communicate ideas through **robot making**.



Learning and Teaching- Month Review

Using cardboard, corrugated sheets and other media, they constructed 2D robot designs while creating and layering textures to add visual and tactile interest. Through this hands-on process, students considered how their choice of materials, textures and forms could strengthen the function and communication of their designs. This exploration encouraged creativity, experimentation and thoughtful use of multiple media.

Music:

Students were introduced to Harmony. They practiced vocal exercises using different scales to strengthen their singing technique. They were introduced to new songs - Top of the world , Heal the World and Wonderful World. Students will demonstrate Communication Skills and Thinking Skills. Attributes of learner profile - Communicators, thinkers, risk takers and inquirers.

PE:

During this month, students explored the fundamentals of the 4 × 100 m relay, focusing on sprinting technique, baton exchange, teamwork, and communication. They practiced starting, accelerating, running, passing and receiving the baton, and finishing through skill-based activities, partner practice, and relay games.

Students reflected on their performance, identified areas for improvement, and used feedback to improve their relay skills. They developed ATL Thinking Skills by analysing movement and applying strategies to improve performance. They also demonstrated the Learner Profile attributes of Reflective and Communicators by evaluating their progress, giving feedback, and sharing their learning experiences.

Drama :

During August, Grade 3 learners explored movement and expression through drama. They experimented with body movements, facial expressions, gestures, and use of space to communicate ideas and emotions. Learners participated in group activities, freeze frames, and short dramatic presentations that encouraged them to work collaboratively and express meaning through performance. They developed their communication, social, thinking, and self-management skills while becoming more confident performers. The learning also encouraged the Learner Profile attributes of being communicators, open-minded, confident, and risk-takers.



Learning and Teaching- Month Review

Dance:

Students explored the form and style of Hip Hop dance by learning movements such as bounce, groove, body rolls, waves, and freezes. Through research and critical thinking, they investigated what made Hip Hop unique and discovered how different body postures and movements communicated ideas and feelings. As Thinkers, students created and performed short dance sequences and used movement as a way to express themselves creatively.

Additional Hindi :

Students learned letter formation and explored different poems related to seasons and engaging stories. They developed their language skills through listening, speaking, reading, and writing activities.

Additional Telugu:

Students learned letter formation and explored different poems related to seasons and engaging stories. They developed their language skills through listening, speaking, reading, and writing activities.

ICT:

Students were introduced to the concept of the Internet and its uses. They explored the different components required for an Internet connection. Students discussed how these components help them access and use the Internet. They also shared examples of how the Internet is useful in their daily lives.



Learning and Teaching

Learners understanding how animals adapt in a different environment,



Learning and Teaching



Learning and Teaching

Grade 3 students connected their learning about adaptation to their field trip to Kothwalguda, where they observed how plants, animals, and people adapt to their surroundings and changing environmental conditions.



Learning and Teaching

Students explore how animals adapt in different seasons through school tour.

Students matching the adaptations with the animal.



Learning and Teaching

Students doing the finger print pattern and skip counting.

Students using adjectives while describing and object.



Learning and Teaching

Students enjoyed exploring origami and cardboard art by folding, cutting, shaping, and creating different forms. They experimented with materials and techniques, expressed their creativity, and developed their fine motor skills while creating their artwork.



Learning and Teaching

Students discovered the joy of learning languages through playful poems, exploring new words, sounds, and expressions.



Learning and Teaching



Students watched a video to understand the concept and rules of a relay race. They then participated in a relay race activity, applying what they had learned from the video.

Students learned about the elements of drama, focusing on space and place.

Friendship Day Celebrations

Students enjoyed making friendship bands for their friends on friendship day.



Independence Day Celebrations

Students showcased how India has changed over time, comparing life, culture, technology, and society in the past with how they are today.



National Sports Day



On the occasion of National Sports Day, students enthusiastically participated in a march-past, torch relay, skit, Taekwondo drill, and gymnastics performance. The activities helped students develop teamwork, discipline, confidence, coordination, and sportsmanship.

Gymquinn Competition

Students during the Gymquinn competition 2026.



Action taken by Students

Grade 3 students connected their learning about natural disasters and rescue teams to real-life situations through a skit. By portraying affected people and rescue workers, they demonstrated disaster preparedness, safety, teamwork, empathy, and community responsibility. Their skit promoted awareness by sharing safety messages and encouraging preparedness during natural disasters.



Learning and Teaching- Month Ahead

Unit of Inquiry:**Transdisciplinary Theme:**

Sharing the planet

Central Idea:

Living things adapt to survive in their environment

Lines of Inquiry:

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

Specified Concepts:

Form

Function

Perspective

Additional Concepts:

Adaptation

Evolution

Survival

UOI:

Students will further explore plant and human adaptations, developing an understanding of how adaptations occur over time and the processes that lead to them.

They will also explore different perspectives on balancing human needs with the survival and well-being of other species, encouraging them to think critically about our relationship with the natural world and the choices we make to support a sustainable future.

TD Lang :

Students will further develop their understanding of report writing, learning how to organise information clearly and present factual details in a structured format. They will focus on using appropriate language, headings, and supporting details to create informative and well-organised reports.

TD Math :

Students will learn about data handling and explore how data can be collected, organised, represented, and interpreted. They will apply these skills to their learning about adaptations, using data to identify patterns, make comparisons, and draw meaningful conclusions about how living things adapt to their environments.



Learning and Teaching- Month Ahead

Hindi :

Students will explore संज्ञा (Noun) and सर्वनाम (Pronoun) through engaging and meaningful activities. They will strengthen their understanding of एकवचन और बहुवचन (Singular and Plural) using familiar examples. Through the story "गिरगिट का रंग बदलना", learners will develop their reading, comprehension, and communication skills. The story will be connected with the transdisciplinary theme "Sharing the Planet", encouraging learners to think about animals and their adaptation to the environment. Students will make connections between language learning and the world around them. These experiences will nurture communication, thinking, and social skills .

Telugu :

Students learned Ta, Dha, and Othu Padalu through reading and writing activities. Numbers 1-30 were practised through oral and written activities. Telugu poems were revised with rhythm and expression, and the Resource Book was completed with guided practice. Through Communication Skills, students expressed their ideas clearly through reading and speaking. Students actively participated in word-building, number practice, and poem revision.

They developed confidence in reading and writing Telugu words and sentences. Learning Outcome: Students demonstrated improved vocabulary, reading fluency, and writing skills through meaningful language activities.

French :

In the coming months, students will learn verb negation in French and understand how to form simple negative sentences. They will also be introduced to the irregular verbs aller and venir and practise using them in meaningful sentences. Alongside this, students will learn country names in French, enabling them to talk about different countries and destinations. They will also be introduced to partitive articles (du, de la, de l', des) and explore their usage in simple contexts.

Spanish :

In next month, children will explore the essential Spanish verbs "ser" and "tener," gaining a solid understanding of their usage. They will also engage with AR verbs, enhancing their vocabulary and verb conjugation skills. Additionally, students will learn to identify and use numbers ranging from 51 to 80. The class will include reinforcement activities focused on the alphabet, ensuring that each child becomes more confident in their letter recognition.



Learning and Teaching- Month Ahead

Furthermore, they will delve into ordinal numbers to understand the sequence and ranking, and they will discuss various professions, broadening their knowledge of different job roles in Spanish. This comprehensive approach will provide a well-rounded language learning experience.

Art :

In September, Grade 3 students will explore the concept of Causation through mask-making. They will investigate how masks can be created for different purposes and how artistic choices such as shape, colour, texture and materials can influence their meaning and function. Through designing and constructing their own masks, students will consider how ideas, purposes and cultural influences can shape the choices artists make and the outcomes they create.

Music

Students will share their reflection of learning Harmony. They will practice vocal exercises using different scales to strengthen their singing technique. They will also practice songs – Top of the world , Heal the World and Wonderful World.Students will demonstrate Communication Skills and Thinking Skills.Attributes of learner profile – Communicators, thinkers, risk takers and inquirers.

PE :

During this month, students will explore the standing broad jump, focusing on how different body parts function together to improve performance, balance, coordination, and safe landing. They will practise the key phases of the jump through demonstrations, skill-based activities, and movement challenges.

Students will observe their performance, identify areas for improvement, and use feedback to refine their technique. They will develop ATL Thinking Skills by analysing movement and understanding the function of the arms, legs, and feet during take-off and landing. They will demonstrate the Learner Profile attributes of Reflective and Communicators by evaluating their progress, sharing feedback, and discussing their learning experiences.

ICT:

Students will be introduced to different types of Internet connections and explore Internet browsing through inquiry-based learning.They will learn about the concepts of files and folders and understand their purpose.Students will also be introduced to Microsoft Word and explore its basic features.



Learning and Teaching- Month Ahead

Drama :

During September, Grade 3 learners will explore the transdisciplinary theme “Where We Are in Place and Time” through drama. They will investigate how place, time, culture, and experiences can be represented through dramatic forms. Learners will explore characters and situations from different places and time periods using movement, voice, gestures, expressions, and role play. Through improvisations, storytelling, and group performances, they will develop their understanding of how drama can communicate the experiences of people across different contexts. The learning will strengthen their communication, social, thinking, and self-management skills, while encouraging them to be open-minded, communicators, confident, and risk-takers.

Dance:

Students will continue exploring Hip Hop and Freestyle Dance. They will investigate Form, Function and Perspective by exploring body shapes, energy, levels, directions, pathways, rhythm and tempo. Students will experiment with different movement qualities, practise partner and group activities, and explore how different dancers can interpret the same movement in different ways. They will also create a short Hip Hop choreography using freestyle, formations, unison, repetition and call-and-response.

As Inquirers, Risk-takers and Caring learners, students will explore new ideas, take creative risks, collaborate respectfully and support their peers. They will develop Creative Thinking and Communication Skills – Literacy by creating, performing, explaining and sharing feedback using dance vocabulary.

Additional Hindi:

Students will listen to a variety of new and engaging stories and develop their listening and comprehension skills. They will learn and practise correct letter formation through guided writing activities. Students will also explore different stories, characters, and events, encouraging them to express their ideas, build vocabulary, and develop confidence in speaking and communicating. Through stories, rhymes, and interactive language activities, students will strengthen their early literacy and language skills.

Additional Telugu:

Students will also explore different stories, characters, and events, encouraging them to express their ideas, build vocabulary, and develop confidence in speaking and communicating. Through stories, rhymes, and interactive language activities, students will strengthen their early literacy and language skills.



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	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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