



P R I S M

PP1
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

Physical well-being:

Students explored the importance of maintaining a healthy body and practicing good hygiene through fun and interactive activities. They discussed the steps of proper handwashing: Step 1 – Wet hands, Step 2 – Apply soap, Step 3 – Rub hands thoroughly, Step 4 – Rinse hands, and Step 5 – Dry or wipe hands with a towel. They also participated in a Handwashing Relay Race, Toothbrushing Model Demonstration, Healthy Habits Bingo, and created a Hygiene Routine Chart. These experiences helped students understand how proper hygiene prevented the spread of germs and supported overall health. They developed healthy daily routines, practiced effective handwashing and toothbrushing techniques, and recognized the importance of cleanliness for personal well-being.

emotional well being : During the emotional wellbeing session, children identified and expressed their feelings by choosing an emotion card or emoji and sharing how they felt. They also participated in emotion charades, where they acted out different emotions, while their peers guessed and discussed the feelings being portrayed.



School Philosophy- Five Developmental Pillars

Core value - Empathy

Students explored emotions, empathy, kindness, and care through engaging activities. They suggested kind solutions during Puppet Talk, expressed their feelings through journals, cared for plants, and became Emotion Detectives by identifying and understanding different emotions. These experiences helped students develop self-awareness, empathy, kindness, and compassion, while learning to understand and care for themselves, others, and nature.



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 was a month of empathy, kindness, and leadership for our Early Years learners. Students participated enthusiastically in assemblies through songs, actions, performances, and simple presentations, building confidence and a sense of belonging. They especially enjoyed participating in the Independence Day parade and class assemblies, where they demonstrated enthusiasm, cooperation, and pride in being part of the school community. Through these experiences, students developed their communication, social, and self-management skills while demonstrating the IB Learner Profile attributes of being Caring, Communicators, Principled, and Balanced.



School Philosophy- Five Developmental Pillars

Stakeholder Engagement

During August, PP1 students participated in a range of engaging and age-appropriate experiences that connected them with their peers, school community, and the wider world. On **International Friendship Day**, students created Friendship Badges and explored the values of friendship, kindness, and caring. Through the **Bonalu Special Assembly**, students experienced and appreciated local culture and traditions.

As part of the Independence Day celebration, students dressed up as freedom fighters and learned about their contributions to India's freedom. This experience helped students make connections with the ideas of freedom, courage, unity, and responsibility in an age-appropriate way. On **World Humanitarian Day**, students explored simple ways of helping and caring for others. **National Sports Day** provided opportunities to participate in physical activities, develop teamwork, and understand the importance of being active and healthy.

Mystery Reader As part of our **stakeholder engagement**, parents joined us as special guest readers, making storytime an exciting and interactive experience. Student listened, explored, predicted, and shared their ideas, while building a joyful connection between **home and school** through stories.



Learning and Teaching- Month Review

Unit of Inquiry

Transdisciplinary Theme:

How we express ourselves

Central Idea:

Our experiences, thoughts and feelings influence the way in which we express ourselves

Lines of Inquiry:

- Exploring different emotions
- Role of emotions in expressing ourselves
- Understanding our own and other's emotions

Specified Concepts:

Form

Function

Perspective

Unit of Inquiry

As we progressed further in our unit on emotions, students explored and expressed different emotions through engaging experiences such as the Emotion Booklet, Emotion Meter, Mystery Box of Feelings, Puppet Talk, Emotion Role Play, Colour Monster activities, and storytelling. They participated enthusiastically in discussions, role plays, and hands-on activities, developing an understanding of different feelings and how they can express them.

As they approached the conclusion of the unit, students participated in an End-of-Unit Assessment, where they demonstrated their understanding of emotions through drawing, choosing pictures, role play, and sharing their ideas. They identified different emotions, connected feelings to their experiences, explored ways to express and manage emotions, and shared simple ways to support their friends. These experiences helped students develop their emotional vocabulary, communication, empathy, and social skills, while strengthening their understanding of their own thoughts and feelings.

Transdisciplinary Language:

Students were introduced to the letters Tt, li, Pp, and Nn through engaging Jolly Phonics stories, jingles, actions, flashcards, and hands-on multisensory activities. They explored the sounds of each letter, practised identifying words beginning with the respective sounds, and strengthened their letter recognition and formation. They practised forming the letters in their notebooks and were introduced to two-letter blending, reading simple words such as as, at, it, in, and is by combining individual sounds.



Learning and Teaching- Month Review

Learners also developed their vocabulary related to emotions and feelings, using words to express and describe how they feel. These experiences helped build their early phonics, blending, vocabulary, and confidence in language development.

Transdisciplinary Math:

Students were introduced to numbers 0 and 10–15 through engaging methods such as visual presentations, storytelling, number cards, and hands-on activities. They practised number sequencing, numeral formation and matching numerals with quantities using manipulatives and bundling activities. Students also explored and created simple patterns using shapes, letters, and colours strengthening their understanding of sequencing and numerical relationships. These multisensory learning experiences supported the development of foundational numeracy skills, logical thinking, and number sense in a meaningful way.

Pottery:

Students had a joyful experience exploring pottery with clay. They enjoyed shaping and molding it into creative forms, expressing their ideas with excitement. The activity boosted their fine motor skills, spatial awareness, and confidence.

It was a fun and enriching hands-on session.

Visual Arts :

The students continued their inquiry into colours and its importance. They have identified colours of the flag and their importance. They have also inquired the importance colours in our daily life and our traditions like Rakhi, Janmashtami festivals by creating artworks related to them and colouring them. They have co-constructed the assessment task and criteria to show their learning of colours. The students were then assessed by their peers on the co-constructed criteria. The students are introduced to the next element of art line.

Physical Education (P.E) :

During August, students developed their locomotor skills by practising jogging in different directions and exploring a variety of movement patterns through engaging activities. They identified similarities and differences between different jogging speeds and movements. These experiences helped learners develop Thinking Skills through observing and comparing movements and Self-management Skills through controlling their body movements and following instructions.



Learning and Teaching- Month Review

Students also explored wellness and made connections between movement, wellness, and their emotions through the TTD connection. Learners demonstrated the Inquirer profile by exploring different ways of moving and the Caring profile by supporting, encouraging, and respecting their peers during movement activities.

Music :

Students introduced themselves and shared their prior knowledge. They were introduced to low/high, soft/loud sounds. They explored musical instruments through videos and also were introduced to emotions - happy, sad emotions through rhymes; New rhymes- you are my sunshine, one little finger, found a peanut, 5 little ducks. They demonstrated Communication Skills and Thinking Skills.

Attributes of learner profile -

Communicators, risk takers and Reflectors

Dance:

Students explored happy and angry emotions through dance and movement. They practised body movements such as hand pushes, finger points, overhead lifts, side lifts, leg taps, knee lifts, jump combinations, and simple foot patterns to express different feelings and ideas.

As Communicators, they confidently used movement to share their emotions and connect with others through dance.

Drama:

Students explored **expressions, emotions, and body movements** through playful drama activities. They experimented with facial expressions, gestures, and simple movements to communicate different feelings and ideas. Through action games, music, and imaginative play, learners developed confidence in expressing themselves and responding to others. They also practised participating in group activities and following simple instructions. These experiences supported their **communication, social, and self-management skills** while encouraging them to become **confident, caring, and risk-taking learners**.



Learning and Teaching- Month Review

Emotion booklet:

Students created their Emotion Booklet by drawing real-life experiences to different emotions. They shared their feelings and explored healthy ways to express them, developing self-awareness, emotional vocabulary, and communication skills.



Learning and Teaching- Month Review UOI

Colour monster mystery box:

Students explored emotions through the Colour Monster Mystery Box. They identified different Colour Monster characters and connected each colour with an emotion, sharing personal experiences related to those feelings. The activity helped develop their emotional vocabulary, self-awareness, communication, and understanding of different emotions.



Learning and Teaching - Month Review- UOI

Role Play - emotions:

Students participated in role-play activities where they acted out different emotional situations and explored how people may feel and respond in various circumstances. They practised identifying emotions, expressing their feelings, and using caring and empathetic responses towards others. The activity strengthened their communication, social, and self-management skills while building confidence in expressing themselves.



Learning and Teaching – Month Review- UOI

Emotion meter:

Students used the Emotion Meter to identify and communicate how they were feeling. They shared their emotions with their peers and developed an understanding that feelings can change throughout the day. This activity supported their self-awareness, communication, emotional vocabulary, and confidence in expressing their feelings.



Learning and Teaching - Month Review-UOI

Mystery Reader:

We were delighted this month to welcome parents into our classroom as Mystery Readers! Students enjoyed listening to engaging stories and participating in interactive discussions. Through the stories, they explored emotions, empathy, and caring responses, while sharing their thoughts, feelings, and personal connections. The experience strengthened their listening, communication, emotional vocabulary, and social skills.



Learning and Teaching - Month Review

TD Language

Students explored the letters Tt, li, Pp, and Nn through Jolly Phonics jingles, actions, stories, and hands-on multisensory activities. They practised letter formation, identified initial sounds, and engaged in fun activities to strengthen their phonics, vocabulary, and early writing skills.



Learning and Teaching - Month Review-TD Math



Students explored numbers 10–15 through hands-on activities, counting, matching, and number formation. They also explored patterns using manipulatives and enjoyed a nature walk, where they observed and identified patterns in their surroundings. These engaging experiences strengthened their number sense, sequencing, pattern recognition, and early mathematical thinking.

Learning and Teaching - Visual Arts

Students experimented with different colours, patterns, and art materials while creating their own designs. These hands-on experiences supported their creativity, fine motor skills, collaboration, and self-expression.



Learning and Teaching - Dance



Students explored emotion through dance, using different movements such as nods, shakes, hand swings, knee lifts, claps, rolls, and body postures. They expressed different feelings through movement, developing body awareness, coordination, creativity, and self-expression.

Learning and Teaching - Drama



Students created characters with their hands and participated in role play using gestures, facial expressions, and body movements.

Learning and Teaching - Music

Students engaged in music through singing, rhymes, rhythm, and movement. They explored high/low and soft/loud sounds, musical instruments, and emotions through engaging musical activities. These experiences supported their listening skills, coordination, confidence, creativity, and self-expression.



Learning and Teaching - PE



Students developed their locomotor skills by practising jogging in different directions and exploring a variety of movement patterns through engaging activities. They observed and compared different jogging speeds and movements, developing their Thinking and Self-management Skills. Students also made connections between movement, wellness, and emotions through TD connections. They demonstrated the Inquirer profile by exploring different ways of moving and Caring by supporting, encouraging, and respecting their peers during physical activities.

Learning and Teaching - Reading

Students enjoyed listening to and exploring stories through interactive read-aloud sessions and group storytelling. They shared their ideas, responded to questions, and made connections with the stories, developing their listening, comprehension, vocabulary, and communication skills.



Holistic Excellence - Pottery

Students enjoyed a hands-on pottery session, exploring clay through shaping, pressing, and creating different designs. The activity encouraged creativity, fine motor skills, hand-eye coordination, and confidence while enjoying a fun and engaging experience.



Holistic Excellence - Life Skills

Life skills - Students actively developed practical daily skills through a variety of engaging, hands-on learning experiences like buttoning, lacing, blanket folding.



Holistic Excellence - ORT

Students explored Oxford Reading Tree (ORT) stories through engaging picture-based activities. They listened to stories, observed the characters and pictures, and shared their ideas about what was happening in the story. They enjoyed role-playing the characters, using simple expressions and actions to bring the story to life. This activity supported listening, communication, vocabulary, imagination, and social skills while developing a joyful interest in stories and books.



Stakeholder engagement- Independence Day



Students enthusiastically participated in the Independence Day celebration by dressing up as their favourite personalities, showcasing confidence, creativity, and respect for national values.

Holistic excellence – Friendship Day



Students celebrated Friendship Day by coming together with their friends and sharing joyful moments. They explored the importance of friendship, kindness, caring, and helping one another, while developing their social skills and sense of belonging.

Holistic excellence - Celebrating Bonalu



Students celebrated Bonalu by learning about the festival and experiencing its vibrant cultural traditions. They enjoyed coming together as a group and developed an appreciation for culture, traditions, and community celebrations.

Global Leadership – World Humanitarian Day



Students celebrated World Humanitarian Day by creating a Kindness Tree and sharing simple acts of kindness they can practise in their classroom and community. The activity encouraged caring, empathy, helping others, and working together.

Global Leadership - National Sports Day



Our young learners celebrated National Sports Day with great enthusiasm and team spirit. Through fun-filled sports activities, they explored the joy of movement, teamwork, and healthy competition. The celebration encouraged our little champions to stay active, work together, and embrace the spirit of sportsmanship.

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.



Action taken by Students



Our learners connected their everyday experiences with classroom learning. They explored different emotions through play, expressions, movement, and role play, sharing how they feel and learning simple ways to express and manage their feelings.

Learning and Teaching- Month Ahead

Unit of Inquiry

Transdisciplinary Theme:

Who we are

Central Idea:

Our senses help us to learn and grow

Lines of Inquiry:

1. Sense organs and their purposes
2. Way we use senses to connect to the world around us
3. Taking care of sense organs

Specified Concepts:

Function

Connection

Responsibility

Unit of Inquiry

Our students will commence with their second Unit of Inquiry under the transdisciplinary theme “Who We Are,” focusing on developing an understanding of our five senses and how they help us explore the world around us. Through this unit, students will explore the five sense organs—eyes, ears, nose, tongue, and skin—and discover how each one helps us see, hear, smell, taste, and feel. Through engaging and learning experiences, students will have opportunities to observe, explore, question, and share their ideas.

The unit will be introduced through sensory, hands-on experiences, interactive activities, and storytelling, encouraging students use their senses to investigate their surroundings. These experiences will help students build curiosity, develop sensory awareness, and understand the importance of their senses in their everyday lives.

TD Language:

Students will be introduced to the Group 2 letters Hh and Ee through Jolly Phonics sounds, stories, songs, flashcards, and engaging sensory learning experiences. They explored the letter sounds and practised recognising and forming the letters through various hands-on activities. Students will be introduced to blending two- and three-letter words using sounds from the first group of Jolly Phonics, along with familiar sight words. They will also practise letter formation to develop their early writing and fine motor skills.

TD Math:

Students will be introduced to numbers up to 30 through engaging, hands-on activities. They will practise sequencing numbers from 1 to 20 and explore backward counting from 10 to 1 using number lines, movement, and number games.



Learning and Teaching- Month Ahead

Students will also identify the number that comes before and after a given number from 1 to 10, using number lines and interactive activities to strengthen their number sense, sequencing, and counting skills.

Visual Arts:

Students will continue their inquiry about lines, identifying and using different types of lines in the artwork and express their feelings using lines. The students will be then assessed on their learning of the lines.

Music:

Students will share their reflection of learning the low/high, soft/loud sounds. They will explore musical instruments through videos and will also practice emotions - happy, sad emotions through Rhymes. They will demonstrate Communication Skills and Thinking Skills. Attributes of learner profile - Communicators, risk takers and Reflectors.

Dance :

Students will explore how Body, Space, Time, Shape and Energy can be used to express emotions through dance.

They will practise hand-leg coordination, clapping, arm swings, knee lifts, jumps, stomping, big hand movements, body shaking and simple floor movements, while exploring fast and slow tempos and freeze poses. As Communicators, Open-minded and Balanced learners, they will express their ideas, appreciate different expressions and develop body control and spatial awareness.

Drama:

During September, PP1 learners will continue exploring expressions, emotions, movement, and imaginative play through drama. They will use their faces, bodies, gestures, and voices to communicate different feelings, characters, and simple situations. Through storytelling, action games, role play, and music-based activities, learners will develop their confidence and ability to express themselves creatively. They will also practise listening, responding to cues, and working with their peers. These experiences will strengthen their communication, social, thinking, and self-management skills while encouraging them to become confident, caring, and risk-taking learners.



Learning and Teaching- Month Ahead

PE:

Students will develop their running skills through 20-metre straight running and zigzag running activities. They will explore different ways of moving while developing coordination, balance, agility and body control. Through these activities, learners will strengthen their Self-management Skills by following instructions, managing their movements, and participating safely. They will develop Thinking Skills by observing, comparing, and adapting their movements as they explore different running patterns. Learners will demonstrate the Inquirer profile by exploring different ways of running and the Caring profile by encouraging, supporting and respecting their peers during physical activities.



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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