



P R I S M

Nursery



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Message from the Head of School

Dear Parents,

Over the past few weeks, our school held a series of assemblies exploring an important theme: how love for one's own country can coexist with a genuine, open-minded outlook toward the wider world.

Students took part in structured debates, presenting reasoned arguments on both sides of questions like "Can national pride and global cooperation go hand in hand?" The discussions were moderated to keep them respectful and balanced, ensuring students learned to think critically rather than simply take sides.

Our aim wasn't to tell students what to believe, but to help them listen well, argue fairly, and hold complex ideas with maturity – skills that will serve them well beyond the classroom.

In the month of August, as we celebrated our 80th Independence Day with national pride and patriotic fervour, we deliberated that core values such as gratitude, respect, integrity, perseverance and empathy do not stop at political borders between nations. Students very cogently argued that the problems of Climate change, worldwide pandemics, pollution and other global issues had to be resolved with a global mindset.



However, they weighed the importance of national identity and cultural dignity as the first step towards 'Vasudhaiva Kutumbakam'.

The two day TGSMUN further added to sustained deliberations on negotiated peace as a critical need for the present and the future.

We encourage you to keep the conversations going at home. Let us together nurture open-minded, caring and balanced citizens.

Thank you

Sudeshna Chatterjee
Head of School



Message from the PYP Academic Head

Dear Parents,

Greetings from the PYP team at Gaudium.

As we begin the 2026–27 academic year, our focus continues to be on creating meaningful learning experiences that develop curiosity, thinking, agency, and a love for learning. We began the year by strengthening our teachers' understanding of the PYP and are now bringing these approaches into everyday classroom practice and support every child's growth.

Teacher Induction Sessions

This year too, from 25th May to 10th June, our teachers participated in focused PYP induction sessions covering key elements of the programme.

The sessions included topics like **Inquiry, Differentiation, Bloom's Taxonomy, Agency, Action, international-mindedness, Approaches to Learning, Concept-based learning, Language learning, Assessment, Classroom management, and the updated PYP theme descriptors.**

These sessions focused on helping teachers create learning experiences where students can ask questions, think critically, make connections, collaborate, reflect, and take greater ownership of their learning.



PYP Pedagogy and Inquiry Based Learning

Inquiry-based learning continues to be an important focus in our classrooms.

Students are encouraged to build on their prior knowledge, ask questions, investigate ideas, explore different perspectives, and make connections with the world around them.

Teachers are creating opportunities for students to question, explore, discuss, apply, and reflect, helping them develop important thinking, communication, research, social, and self-management skills.

Our aim is to nurture learners who are confident to ask questions and curious to explore.



Message from the PYP Academic Head

Pedagogy of Differentiation and Multiple Intelligences

Teachers are also focusing on differentiated lesson planning to respond to students' different strengths, interests, readiness levels, and learning needs.

Learning experiences are planned using varied approaches linked to Multiple Intelligences, including language, logical thinking, visual learning, movement, music, collaboration, reflection, and exploration. This provides students with different ways to engage with learning and demonstrate their understanding, while allowing teachers to provide appropriate challenge and support.

Experiential Learning

At The Gaudium School, learning is also extended beyond the classroom through meaningful experiential learning opportunities.

Field trips and visits are planned to places such as Birla Planetarium, Birla Science Centre, Eicher Showroom, an ice cream factory, and many other learning spaces, providing students with opportunities to observe, question, explore, and connect classroom concepts with real-life experiences. These experiences help students see how their learning connects with the world around them.

Professional Learning and Collaboration

Our teachers continue to engage in professional learning beyond the school. Our Leadership Team members participated in the IB Pan-India Coordinators Meet in Mumbai, attending sessions focused on IB methodologies and sharing practices with educators from across India.

Looking ahead, teachers will also participate in events such as IB Mathan and the Math Enclave, providing further opportunities to deepen their teaching practices and learn from the wider IB community.

Our Focus Ahead

As we move through the year, our focus will remain on creating classrooms where students can question, explore, connect, create, reflect, and take action.

With the continued support of our parents, we look forward to nurturing confident, curious, and compassionate learners who are prepared to make a meaningful difference in the world.

Kapil Mehrotra
PYP Academic Head



Professional Development

Self-grooming:

In an IB School, educators are expected to model the values and attributes reflected in the IB Learner Profile, including being Principled, Caring, Communicators, Open-minded, Reflective and Balanced. This professional development programme on Self-grooming aimed to support teachers in developing a confident and authentic professional presence. The programme emphasised that grooming is not about conforming to a particular appearance, but about self-awareness, personal well-being, cultural sensitivity, professionalism and positive role modelling.

Self-Grooming:

Understanding personal grooming, hygiene, professional appearance, authenticity, and cultural inclusivity.

Professional Attire: Choosing comfortable, appropriate and well-presented clothing while respecting school expectations and individual diversity.

Hygiene & Well-being: Building healthy routines for personal hygiene, nutrition, sleep, hydration, exercise and stress management.



Body Language:

Developing confident posture, positive facial expressions, effective eye contact, gestures, active listening and a welcoming classroom presence.

Communication & Etiquette:

Strengthening professional greetings, voice modulation, respectful interactions and digital etiquette with students, parents and colleagues.

Reflective Practice: Encouraging participants to reflect on how their appearance, behaviour and professional presence influence confidence, relationships and classroom impact.

School Philosophy – Five Developmental Pillars

Mindfulness and Well-being

Our Mindfulness and Well-being programme supports students' emotional, social, and physical development. This month, students practised Tree Pose to develop balance, focus, and calmness. They also explored feelings and emotions and engaged in self-awareness activities, learning more about themselves and how they feel. These experiences helped students build emotional awareness, confidence, and positive well-being habits.



Global leadership

As part of our Global Leadership learning, students explored the importance of goal setting and reflected on something they would like to learn, improve, or achieve. Through meaningful discussions, they shared their short-term goals and listened to the goals of their peers. Students were encouraged to think about “What do I want to achieve?” and “What can I do to reach my goal?” They then planned simple strategies to help them move towards their goals, such as practising regularly, asking for help, trying again when something feels difficult, and staying positive.

This experience helped students understand that achieving a goal takes planning, perseverance, responsibility, and reflection. By sharing their ideas and strategies, students began to see themselves as capable and responsible learners who can take ownership of their learning and make purposeful choices. Through this experience, our young leaders are learning that every big achievement begins with a small goal and a plan to take the first step!



School Philosophy – Five Developmental Pillars

Holistic Excellence

Our young learners celebrated Independence Day that aimed to help our young learners to appreciate the dedication and service of country's brave soldiers while also fostering awareness of a clean and green India. They also participated in a meaningful Life Skills session on 'Getting Ready for School.' Through hands-on experiences, they developed essential self-help skills for independent living and organising their belongings.



These skills were reinforced consistently at home and at school through the 21-Day Life Skills Tracker, nurturing independence, confidence, responsibility, and fine motor skills. Students who successfully completed and returned their trackers were recognised during the assembly and awarded medals in appreciation of their commitment and progress, encouraging them to continue practising independence in their daily routines.

School Philosophy – Five Developmental Pillars

Stakeholder engagement

Stakeholders play a vital role in students' learning journey, especially the parents. From the parent community, Ms. Esambattu Durga, mother of Sidharth and Jitendra Vishnolia and Poonam Saini, parents of Jaithvik planned and executed the guest sessions where they shared their childhood experiences with our Nursery students creating an interactive environment through which the students explored outdoor play in olden days.



These sessions provided authentic opportunities for our learners to connect with the parent community and explore how play can foster communication, creativity, collaboration and social interaction. This interactive guest session deepened the students' understanding of play then and now and the students were able to make meaningful connections between their own experiences of play and play in olden days.

School Philosophy – Five Developmental Pillars

Core value

As part of our Core Value of the Month, Empathy, our Early Years students explored what it means to understand and care about others' feelings. Through discussions, students learned how we can show empathy in our daily lives at home, at school, and in our community. They explored simple ways of demonstrating empathy, such as listening, helping, sharing, comforting, and using kind words. They also participated in engaging activities such as 'Kind Hands, Walk in Someone's Shoes, and Feelings Circle.' These learning engagements encouraged students to understand different perspectives and recognise how others may feel in different situations. The activities helped students understand that even small acts of kindness can make someone feel valued, cared for, and included.

Through discussions and reflections, students shared their own experiences of showing empathy and receiving kindness from others. It was wonderful to see our young learners developing the ability to recognise feelings, respond with care, and build positive relationships.



Learning and Teaching – This Month

Unit of Inquiry:

How we Express Ourselves

Central Idea:

Play Facilitates expression, feelings, ideas and new understandings.

Lines of inquiry:

- Purpose of Play
- Imagination and creativity in Play
- Different ways people experience and enjoy play

Specified Concepts:

Function

Connection

Perspective

Attributes of Learner Profile:

Risk takers

Communicators

Caring

Unit of Inquiry

Students inquired into different types of play and explored them through pretend play, free play, water play, sensory walks, parachute play, and play with manipulatives. They were introduced to the second line of inquiry—imaginative play and different roles in play—through various role-play engagements.

During the field trip to the playscape, students explored a variety of play experiences and creative activities, further connecting to the second line of inquiry. They also attended guest sessions by parents, who shared how play has evolved from the olden days to the present and how children continue to engage in and enjoy different forms of play over time. They were then introduced to the third line of inquiry—different ways people experience and enjoy play—by exploring how play varies across countries and cultures, including differences in toys, games, and ways of playing.

Transdisciplinary Language:

Students learned the sounds of the letters 's', 'a', and 't' through engaging multisensory activities such as sand and water tracing, clay modelling, and cut-and-paste activities. They developed their vocabulary and phonetic awareness through Jolly Phonics, while connecting the sounds with familiar objects and words. They also practised letter formation through storytelling, picture discussions, and ORT books. These hands-on and interactive experiences helped students build confidence in recognising letter sounds, forming letters correctly, and developing their early phonics and language skills in a joyful and meaningful ways.



Learning and Teaching – This Month

Transdisciplinary Math:

During the month of August, students strengthened their pre-writing and early mathematical skills through a variety of engaging, multisensory learning experiences. They reinforced the formation of left curves, right curves, left and right slanting lines using tactile and sensory materials, helping them develop better pencil control, hand-eye coordination, and fine motor skills.

Students were also introduced to the numbers 1, 2, 3, 4, and 5 through hands-on engagements that made learning meaningful and enjoyable. They explored numbers using sensory trays, tactile materials, loose parts, clay, and interactive number games. These experiences supported their understanding of number identification, number formation, and one-to-one correspondence. Through various playful activities, students practised tracing and forming numbers 1–5, counting objects, matching quantities to numerals, and identifying numbers in their surroundings. The use of concrete and sensory materials encouraged students to explore numbers at their own pace while developing their number sense, counting skills, visual recognition, and fine motor control.

These experiential learning opportunities helped students build confidence in working with numbers and laid a strong foundation for their early mathematical understanding.

Music

Students learned to sing the song "In the Jungle"(Wimoweh) as our little learners sung along to the lively guitar accompaniment. They discovered the joyful swing rhythm through playful clapping, actions, and movement, turning every beat into an adventure. The musical experience nurtured rhythm, coordination, listening skills, and confidence in a fun and engaging way.

Dance

This month, Nursery students continued to explore 'Creative Movement' through action songs, rhythm activities, and movement games. They learned to move in different directions, respond to changes in music, and express themselves confidently while developing coordination, balance, and spatial awareness in a playful environment. Also, they were introduced to 8-count patterns (1–2–3–4–5–6–7–8) to develop rhythm, timing, body awareness, and movement coordination through fun and engaging activities.



Learning and Teaching – This Month

Art

Students explored colours and creative printing techniques through a variety of engaging art experiences. They created artworks using three colours of their choice and shared their creations with peers, explaining their colour choices. They explored stamping using everyday objects such as bottle caps and plastic cups, as well as finger and hand printing with paints and homemade haldi paste to create flowers, trees, balloons, peacocks, and caterpillars. Students also observed the National Flag and identified its colours before creating their own flag artwork or drawings. They explored colourful Rakhi and flower designs and created their own designs using colours of their choice.

PE

This month, students inquired into the skills of running and jumping.

- Students understood the benefits of on-the-spot running, straight run, and zig-zag running.
- They understood the benefits of the on-the-spot jump.

They developed awareness of the correct body posture while running

- Head aligned and eyes forward
- Straight spine
- Relaxed shoulders
- Arm and leg coordination

Drama

Students explored emotions and facial expressions through the story of 'The Lion and the Mouse' and enacted it in groups. They focused on expressing feelings, understanding characters, and performing together collaboratively, while also learning basic drama terms such as role play, character, dialogue, and audience. They also explored the story of The Rabbit and the Tortoise through enactment, applying these concepts in their performances.



Learning and Teaching -This Month



Students explored the skills of running and jumping, learning different running patterns, the benefits of jumping, and the importance of correct posture, coordination, and body awareness during physical activities.



Learning and Teaching -This Month



Students were exploring transdisciplinary connection with PE (Physical Education) during which they inquired different kinds of outdoor play such as parachute play, ball balancing and throw the ball to the target.

Learning and Teaching - This Month



Students were engaged in learning of letters through tactile tracing engagement, colouring ,tear and pasting.

Learning and Teaching - This Month



Students were engaged in fun learning of numbers through various engagements such as pom poms counting, sand tracing, count and say the number.

Learning and Teaching - This Month



Our little learners enjoyed an exciting puppet storytelling session where they were introduced to a variety of animals. Through colourful puppets, playful sounds, and an engaging story, children explored animals, their names, movements, and sounds. The activity encouraged imagination, listening skills, language development, and joyful participation while making learning fun and memorable.



Learning and Teaching - This Month



Nursery students are developing rhythm, coordination, balance, and spatial awareness through creative movement, action songs, movement games, and fun 8-count patterns.

Learning and Teaching - This Month



Jungle Rhythms: Singing, Movement & Musical Fun

Students joyfully learning 'In the Jungle (Wimoweh)' through lively singing, guitar accompaniment, clapping, actions, and movement while developing rhythm, coordination, listening skills, and confidence.



Learning and Teaching - This Month



Learning Through Drama: Exploring Emotions and Stories

Students explored emotions, facial expressions, and character development through the stories *The Lion and the Mouse* and *The Rabbit and the Tortoise*, bringing them to life through collaborative role play while learning drama concepts such as character, dialogue, audience, and performance.



Learning and Teaching - This Month



Students explored colours and creative printing techniques through engaging art experiences, expressing their ideas through colourful artworks inspired by nature, the National Flag.



Life Skills



This month, our young learners strengthened essential self-help and independence skills through hands-on “Getting Ready for School” activities and a 21-Day Life Skills Tracker, with their progress celebrated through assembly recognition and medals.



Independence Day Special Assembly



The Early Years celebrated Independence Day with a special assembly featuring engaging dance, music, and a lively skit.

Field Trip - Playscape



Our students enjoyed an exciting field trip to the Playscape, where they had the opportunity to explore and play a variety of games and activities. From indoor games to fun water activities and sensory play with pebbles, the experience was filled with joy, exploration, and learning. It was a wonderful day of fun, friendship, and discovery!

Magic Show



Our students enjoyed a wonderful magic show filled with fascinating tricks, exciting illusions, and unforgettable moments. Their excitement and enthusiastic participation made the event truly special, sparking their imagination and leaving them with joyful memories..

Free Play



Students enthusiastically participated in a fun-filled unstructured free-play engagements, enjoying with peers while exploring, interacting, and developing their creativity and social skills.

Guest Talk



Our interactive guest session gave learners an authentic opportunity to connect with their community and discover how play fosters communication, creativity, collaboration, and social interaction while exploring how play has evolved from the past to the present.



Learning and Teaching – Month Ahead

Unit of Inquiry

Central Idea:

Family relationships contribute to our identity

Lines of inquiry:

- Family and its characteristics
- Responsibilities within the family
- Ways families influence our identity

Specified Concepts

Form

Responsibility

Causation

Attributes of Learner Profile

Open-minded

Caring

Unit of Inquiry

In this unit, students will explore how families are an important part of who we are. They will discover that every family is unique, with its own characteristics, traditions, values, and ways of showing care and support. Through discussions and learning experiences, students will develop an appreciation for the different kinds of families in our community.

Transdisciplinary Language

In the coming month, our Nursery learners will begin their phonics journey by exploring the letter names and letter sounds /p/, /i/, /n/.

They will learn to identify and produce the correct letter sounds through Jolly phonics songs, stories, rhymes, and interactive phonics activities. They will develop sound recognition by matching objects and pictures that begin with the sounds /p/, /i/, and /n/, alongside learners will continue their phonics journey by revisiting the letter names and letter sounds /s/, /a/, and /t/. Learners will engage in multisensory experiences such as tracing letters, sensory writing, play-based activities, and letter hunts to reinforce their learning.

Transdisciplinary Math

In the upcoming month, our Nursery learners will be introduced to the numbers 4, 5, 6, 7, and 8 through engaging, hands-on learning experiences. They will explore number formation using a multisensory approach, including tracing, finger painting, clay, loose parts, and sensory trays. They will develop an understanding of quantification by counting, matching, sorting, and identifying groups of 4, 5, 6, 7, and 8 objects. Through play-based engagements, the students will strengthen one-to-one correspondence, observation, and fine motor skills while building confidence with number concepts.



Learning and Teaching – Month Ahead

Art

Students will explore vegetable printing using potato, lemon, ladyfinger, and other vegetable cuttings to create colourful impressions. They will also create artwork inspired by their surroundings, choosing from fingerprinting, hand printing, or vegetable printing and will share their creative work with peers.

PE

Students will inquire into the skills of jumping and throwing.

- They will explore and understand the benefits of forward jump using 6-inch hurdles and ladder drills.
- They will explore and understand the benefits of overhand throwing.

Drama

Students will explore a wider range of emotions through stories and drama activities. They will engage in role play, expression exercises, and group performances to better understand and portray different feelings using voice, facial expressions, and body language.

Music

Students will learn the song “Walking in the Jungle”, accompanied by guitar. They are developing their sense of rhythm, melody, and musical expression through this fun song. The children are also exploring vocal exercises using the Major scale: Do, Re, Mi, Fa, So. These exercises help strengthen their voices and develop pitch awareness.

Dance

In September, our Nursery students will continue exploring the joyful world of Creative Movement through music, action songs, and playful movement activities. They will explore different ways of moving their bodies, respond to musical cues, and participate in fun movement games that encourage curiosity and self-expression. Through these playful experiences, students will continue developing body awareness, coordination, balance, listening skills, and confidence, while learning to enjoy and express themselves through movement.



Coming Up Next

Date	Day	Event	Grade
03-09-2026	Thursday	D.E.A.R Drop Everything And Read	Early Years
08-09-2026	Tuesday	International Literacy Day	Early Years
14-09-2026	Monday	Vinayaka Chavithi Holiday	Early Years
15-09-2026	Tuesday	International Dot Day	Early Years
21-09-2026	Monday	International Day of Peace	Early Years
23-09-2026	Wednesday	Adventure Park	Nursery
25-09-2026	Friday	Ganesh Immersion Holiday	Early Years
29-09-2026	Tuesday	Guest Talk	Nursery



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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