



P R I S M

Grade PP1



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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

A Professional Development (PD) session was conducted for educators focusing on self-grooming, professional presence, and executive presence. The session provided practical strategies to build confidence, credibility, and trust with students and parents. Teachers reflected on how their communication, attitude, and positive presence can strengthen relationships, encourage student engagement, and create a respectful and supportive learning environment.



The session focused on empowering educators to nurture their well-being, strengthen self-confidence, and develop a positive and resilient mindset. It emphasized the value of self-care, emotional balance, and maintaining a warm, professional, and approachable , fostering a positive and supportive atmosphere within the school community.

School Philosophy – Five Developmental Pillars

Mindfulness and Well-being

Students and teachers participated in a variety of mindfulness practices designed to promote relaxation, awareness, and focus. The activities included starfish breathing, balloon breathing, Wonder Pose, mindful walking, sensory exploration, Tree Pose, Mandala Art, and the Five Senses Countdown, along with other age-appropriate mindfulness exercises. These practices supported students in developing self-awareness, emotional balance, concentration, and calmness while introducing simple strategies to manage emotions, stay grounded, and cope with everyday stress.



By incorporating mindfulness practices into everyday routines, GAUDIUM promotes a calm, supportive, and nurturing environment that encourages both personal growth and learning. The focus remains on helping students and educators begin each day with positivity, confidence, and a sense of well-being, creating a healthy and joyful school community.

School Philosophy – Five Developmental Pillars

Stakeholder Engagement:

We believe in nurturing meaningful partnerships among the school, families, and the wider community to foster the holistic development of every child. As part of our enriching learning experiences, guest artists performed a non-verbal, emotive performance full of expressions and a complete melodramatic dance performance, creating awareness of the power of emotions and, providing children with an opportunity to explore and express different emotions through facial expressions, gestures, and body movements.



The interactive experience stimulated curiosity, encouraged thoughtful reflection, and strengthened children's communication, social interaction, and self-expression skills. Such collaborative experiences contribute to creating joyful, engaging, and authentic learning experiences for our young learners.



School Philosophy – Five Developmental Pillars

Core Value:

Our five core values—Respect, Empathy, Integrity, Perseverance, and Gratitude—serve as guiding principles that help our learners develop a strong ethical foundation while creating harmony between their inner feelings and the world around them. These values nurture happiness, well-being, and holistic personal development.



This month, we placed special emphasis on the core value of Empathy. Through engaging role-plays, picture books, and collaborative discussions, children explored ways to identify, acknowledge, and understand the emotions of others. They discovered how simple gestures of kindness, attentive listening, and extending a helping hand can positively influence someone's day. These meaningful experiences are supporting our learners in developing compassion, sensitivity, and stronger, more nurturing relationships with those around them.

School Philosophy – Five Developmental Pillars

Holistic Excellence:

Holistic excellence supports the overall development of a child by nurturing their intellectual, emotional, social, and physical growth, helping them become confident and well-rounded individuals. On August 5th, students had the exciting opportunity to attend a captivating magic show performed by a renowned magician. The experience enabled them to connect with and relate to a variety of emotions and expressions. The engaging session sparked joy, wonder, and curiosity,



Global Leadership:

Our students enthusiastically participated in the Independence Day Special Assembly, proudly celebrating the spirit of patriotism and national pride. As part of the Global Leadership Programme, they collaboratively developed a set of essential agreements centred around respect, responsibility, and collaboration. Through this process, students were encouraged to take ownership of their choices and actions while understanding the importance of working together. The experience also reflected the key values of global leadership, such as appreciating diverse perspectives, making responsible decisions, and contributing positively to both their local and global communities.



Learning and Teaching – This Month

Unit of Inquiry:

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

Attributes of Learner Profile:

Communicator, Open-minded & Balanced

Unit of Inquiry:

As part of the theme “How We Express Ourselves,” students explored the unit “Emotions” through engaging and experiential learning experiences. They discovered that emotions can be expressed through facial expressions, body movements, gestures, words, music, and drama. During the Finding Out stage of the inquiry cycle, students participated in a Guest Talk integrated with Dance, where they identified and expressed different emotions through movement and body language.

The learning continued through “Guess the Action – Charades,” where students used actions and gestures to express emotions, observe their peers, and share their ideas.

Students also explored emotions through an exciting Magic Show, which encouraged them to observe, predict, question, and reflect. These experiences helped students develop emotional awareness, communication, empathy, collaboration, observation, and self-expression skills, making their learning joyful and meaningful.

Transdisciplinary Language:

Our young learners embarked on an exciting phonics journey, exploring the first set of sounds li, Pp, Nn and the second set Cc, Kk in both uppercase and lowercase through Jolly Phonics. Through lively stories, songs, flashcards, and images, they explored letter sounds, identified related objects, and practised correct letter formation. They also enjoyed sorting and matching objects by their beginning sounds, strengthening their phonemic awareness and making meaningful real-life connections. The children were introduced to simple blending and formed words such as as, at, sat, pin, and tip, making their phonics learning engaging and enjoyable.



Learning and Teaching – This Month

Adding to their learning adventure, the children were introduced to the ORT books featuring the Robinson family. Through these stories, they are expanding their vocabulary, building confidence, and developing a love for reading. This joyful exploration of letters, sounds, and words has sparked curiosity and enthusiasm, laying a strong foundation for their journey as budding readers.

Transdisciplinary Math:

Students engaged in playful, hands-on mathematical experiences that strengthened their early numeracy skills and built on prior knowledge. Through counting games, songs, hopscotch, number hunts, matching, sorting, and sensory activities, they developed number recognition, counting, sequencing, one-to-one correspondence, and number sense while exploring numbers 0–9, including the concept of zero. Through Tens and Ones, students explored place value and bundling, discovering that 10 ones make 1 ten. Using concrete materials, they represented numbers such as 10, 20, 30, 40, and 50, developing an understanding of how numbers are composed.

Students were also introduced to pictographs through the class survey “How Are We Feeling Today?” They sorted, counted, compared, and represented responses using pictures, developing early skills in data collection, representation, and interpretation.

Art:

Students explored colours and lines through a variety of engaging art experiences. They observed the National Flag and identified its colours before creating their own flag artwork or drawings using a colour of their choice. They explored colourful Rakhi and flower designs, identified colours, and created their own Rakhi designs. They also observed objects related to different colours and used two chosen colours to create artwork inspired by Janmashtami and Onam. As part of the assessment, students created artwork using three colours of their choice and shared their creations with peers, explaining their colour choices. They were also introduced to the element of line through artworks and explored drawing standing, sleeping, and slanting lines in different ways, sharing their observations and creations with peers.



Learning and Teaching – This Month

Dance:

Students enthusiastically prepared for the Independence Day celebration through a patriotic dance medley featuring: Suno Gaur Se Duniya Walo; Chak De India and Maa Tujhe Salaam. Through dance, students are expressing patriotism, joy, and teamwork while developing confidence and stage presence. They are also exploring 8-count musical patterns (1-2-3-4-5-6-7-8) to strengthen rhythm, timing, coordination, and spatial awareness. As they practise simple choreography and group formations, students continue to build musicality, movement control, and collaborative skills in an engaging and joyful learning environment.

Drama:

Students performed The Lion and the Mouse using simple props and masks, enhancing their understanding of characters and expressions. They then explored the story of The Rabbit and the Tortoise by enacting it, focusing on movement, actions, and storytelling through drama.

PE:

Students inquired into the skills of running and jumping.

- They understood the benefits of zig-zag running and shuttle run.
- They understood the benefits of on-the-spot jump.

They developed awareness of the correct body posture while running—

- Head aligned and eyes forward
- Straight spine
- Relaxed shoulders
- They practiced arm and leg coordination.

Music:

Students are learning the If You are Happy and You Know It; song with facial expressions and actions while the teacher plays the guitar. Children explore different emotions such as happy, sad, surprised, and excited by matching their facial expressions and movements to the song. This activity develops emotional awareness, language, listening skills, confidence, and self-expression in a fun and engaging way.



Learning and Teaching - This Month UOI



Students explored different emotions through cards, puppets, stories, and role-play. They identified feelings such as happy, sad, upset, angry, and scared, notice facial expressions, and shared how they feel. Students also learn simple ways to manage their emotions, solve problems kindly, and show empathy towards others.

Learning and Teaching - This Month



Students engaged enthusiastically with their surroundings, making meaningful connections through their learning experiences.

Learning and Teaching - This Month

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Place Value Outdoor Engagement

Students enjoyed an engaging **outdoor place value learning experience**, exploring the concept in a natural setting using recycled and reusable manipulatives. Through hands-on exploration, they represented **tens and ones**, strengthened their understanding of place value, and connected mathematical learning with their surroundings.



Action: Emotion Rescue Corner



Students explored the **Emotion Rescue Corner** as a safe and calming space whenever they felt angry, sad, or scared. They were encouraged to pause, relax, and choose a favourite calming object to help them feel better. Once they felt ready, they returned to the classroom with a sense of calm and confidence.

Free Play



Students were excited to discover the **outdoor station setup**, with different play areas arranged on the grass, around the classroom spaces, and in familiar surroundings. Each station offered a variety of favourite toys and play materials, encouraging students to explore, interact, and enjoy play in different ways. After the experience, students shared their reflections, describing what they enjoyed and how the different spaces influenced their play.

Guest Talk



Students enthusiastically engaged in the **guest session led by the Drama and Dance facilitators**. Through mime and movement, the drama facilitator demonstrated how emotions can be expressed without words, while the dance facilitator introduced different facial expressions and body movements to help students recognise and communicate feelings. The engaging experience encouraged students to explore emotions through **expression, movement, and creativity**.



Library



Students explored the **library sessions** and listened to a variety of engaging stories centred around emotions. Through the stories, they identified different feelings, connected with the characters' experiences, and reflected on how emotions can be expressed and managed.

Life Skill



This month, our young learners participated in a meaningful Life Skills session on “Getting Ready for School.” Through hands-on experiences, they developed essential self-help skills such as packing their school bags, zipping jackets, wearing shoes and socks, buttoning and unbuttoning, 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.

EY Story Telling



Students had an enjoyable time listening to the **"Goldilocks and the Three Bears"** story and enthusiastically revisited the story during the session. They recalled the characters, events, and sequence of the story while sharing their thoughts and reflections.

Magic Show



Our PP1 students joyfully participated in an exciting magic show, where they explored the wonders of magic, curiosity, and imagination through a fun and engaging experience.

Independence Day Celebration



Students joyfully celebrated Independence Day through a special assembly, actively participating in the festivities and expressing a sense of pride, unity, and belonging.

Learning and Teaching –Month Ahead

Unit of Inquiry:

Who we are

Central Idea:

Our senses help us to explore the world around us

Lines of inquiry:

- Sense organs and their purposes
- Way we use senses to connect to the world around us
- Actions that impact the functioning of our sense organs

Specified Concepts:

Function

Perspective

Causation

Attributes of Learner Profile:

Inquirer,

Caring,

Communicators

Unit of Inquiry:

Students will engage with the second Unit of Inquiry, “Who We Are,” by exploring how our senses help us perceive, understand, and connect with the world around us.

Through inquiry-based learning engagements, students will explore and investigate the functions of different sense organs, how we use our senses to interact with our environment, and how our choices and actions contribute to their well-being.

Students will make real-life connections, share their perspectives, and reflect on their learning, developing the Learner Profile attributes of Inquirers, Communicators, and Caring.

Transdisciplinary Language:

Students will explore the remaining second set of Jolly Phonics sounds—Ee, Hh, Rr, Mm, and Dd through engaging phonics activities, sound blending, and simple word formation. They will practise identifying beginning sounds, matching them with objects, and developing correct letter formation through tracing. Through stories, jingles, picture talks, and sound games, students will enrich their vocabulary and build confidence in recognising, blending, and using letter sounds.

Transdisciplinary Math:

In the coming month, students will be introduced to numbers 11–20 through engaging, hands-on place value activities. Using manipulatives, counters, and bundles, they will explore how numbers are made up of tens and ones. Through grouping and bundling activities, students will discover that 10 ones make 1 ten and represent numbers from 11–20. These experiences will strengthen their number recognition, counting, place value understanding, and mathematical confidence.



Learning and Teaching –Month Ahead

Dance:

Students will continue exploring Creative Movement through music, rhythm, and guided movement activities. They will practise responding to musical cues, following simple movement sequences, and exploring different ways of moving individually and with their peers. Through engaging movement activities, students will develop rhythm, coordination, spatial awareness, body control, and confidence, while also encouraging creativity, self-expression, and teamwork.

Music:

Students will be learning the song “Down by the Jungle,” accompanied by guitar. They are developing their rhythm, listening skills, and confidence through this engaging musical experience. The children are also practising solfège in the Major scale up to the 5th note: Do, Re, Mi, Fa, So. These vocal exercises help them develop pitch awareness and strengthen their singing skills. It is delightful to see them enjoying music while learning and expressing themselves with enthusiasm.

Drama:

Students will create hand puppets of characters from the stories and explore puppet theatre.

They will use their puppets to perform simple scenes, focusing on voice, movement, and storytelling, while building creativity and confidence in expressing ideas through puppetry.

P.E:

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.

Art:

Students explored straight, slanting, zigzag, dotted, and curved lines through visuals and artworks, connecting them with examples from their daily lives. They compared artworks featuring straight and curved lines, identified their similarities and differences, and created their own artwork using curved lines.



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
11-09-2026	Thursday	Class Assembly	PP2
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
4th Week	Monday to Friday	Adventure Park as per the schedule	Early Years
23-09-2026	Wednesday	Class Assembly	PP1
25-09-2026	Friday	Ganesh Immersion Holiday	Early Years
30-09-2026	Wednesday	Guest Talk	PP1



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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