



P R I S M

Grade PP2



IB CONTINUUM
CONTINUUM DE L'IB
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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 **Personal Grooming** and Well-being Session was organised for teachers to support them in enhancing their professional presence, communication skills, and self-confidence. The session focused on responding to diverse situations with poise, building positive and effective interactions with parents, managing stress, and maintaining a healthy balance between mental and physical well-being.



This session encouraged educators to prioritise self-care and well-being while building confidence, positivity, and emotional resilience. It highlighted the importance of maintaining a professional, approachable, and positive presence, contributing to a healthy and supportive school environment.

School Philosophy – Five Developmental Pillars

Mindfulness and Well-being

Students and teachers engaged in a series of mindfulness activities. The practices included square breathing, balloon breathing, rock-a-bye breathing, pinwheel breathing, mindful walking, sensory awareness, tree pose, and several other age-appropriate mindfulness activities. These practices helped children develop calmness, self-awareness, emotional regulation, and focused attention, while equipping them with simple strategies to manage emotions.



By thoughtfully integrating mindfulness into daily routines, GAUDIUM continues to foster a positive, balanced, and caring learning environment where every individual can thrive. We strive to welcome happy faces and healthy bodies back to school every day, nurturing well-being alongside learning.

School Philosophy – Five Developmental Pillars

Stakeholder Engagement:

Teachers brought empathy to life through an engaging role play, helping our little learners discover how kindness, sharing, helping, listening, and using gentle words can nurture and strengthen relationships within a community. Through the skit, students explored and identified simple responsibilities that contribute to happy and healthy relationships. As always, the experience concluded with thoughtful reflections, allowing learners to share their insights and connect the learning to their everyday lives, making the role play a meaningful and memorable learning experience.



Students participated in an engaging guest talk on 'Safe and Unsafe Touch', facilitated by a member of our Inclusive Learning and Development (ILD) team. The session helped learners understand how to recognise and respond safely to different situations and relationships, while identifying trusted adults and understanding the importance of safe and respectful relationships. Through meaningful discussions, students explored how safe relationships help us feel secure and a sense of belonging, and learned simple strategies for what to do and whom to approach when something makes them feel uncomfortable or unsafe.



School Philosophy – Five Developmental Pillars

Core Value:

This month, our focus was on the core value **Empathy**, helping our young learners understand and appreciate the feelings, needs, and perspectives of others. Through everyday interactions and meaningful experiences, students were encouraged to demonstrate kindness, compassion, care, and understanding towards themselves, others, and the environment. Through role plays, library story sessions, and real-life connections, they explored the importance of being empathetic and how small acts of understanding and kindness can make a positive difference in the lives of others.



During class discussions and assemblies, our learners brought empathy to life by confidently sharing their understanding through stories, thoughtful presentations, and meaningful reflections. Through hands-on experiences, they explored ways to extend kindness and compassion towards people, animals, and Mother Nature. These enriching moments nurtured gentle hearts and thoughtful minds, inspiring our young learners to make empathetic choices each day and grow into caring, responsible, and compassionate members of our school community.

School Philosophy – Five Developmental Pillars

Holistic Excellence:

As part of **Friendship Day**, learners explored the importance of friendship, kindness, sharing, caring, and respectful interactions with their peers. Through meaningful experiences and collaborative activities, they strengthened their social-emotional skills, communication, empathy, and sense of belonging within the learning community. These experiences encourage learners to build positive relationships, make thoughtful choices, and develop greater awareness of themselves and others. Such real-life connections supported their holistic development, nurturing them as independent, caring, respectful, and responsible individuals while fostering their social, emotional, physical, and cognitive growth.

Global Leadership:

Continuing their leadership journey, our young learners demonstrated growing confidence and agency as they took ownership of the **Independence Day Assembly**. Through collaborative performances, purposeful rehearsals, and shared responsibilities, they actively demonstrated the IB Learner Profile attributes of being *communicators*, *risk-takers*, and *caring learners*. The experience provided meaningful opportunities for students to exercise student agency, make choices, collaborate with peers, and take responsibility for their learning and performance. As they stepped into leadership roles, they strengthened their confidence, voice, and sense of responsibility, embracing themselves as capable and empowered members of our learning community.



School Philosophy – Five Developmental Pillars



Learning and Teaching – This Month

Unit of Inquiry:

How the world works

Central Idea:

Earth's natural cycles influence the activities of living things.

Lines of inquiry:

- Natural cycles and its patterns
- Ways people respond to Earth's natural cycle
- Impact of change in natural cycles on living things

Specified Concepts:

Change

Connection

Causation

Attributes of Learner Profile:

Cycles and patterns,

Adaptation, Time

Unit of Inquiry:

After wrapping up the previous unit, 'Who We Are,' our young inquirers embarked on a new inquiry into how Earth's natural cycles shape and influence the lives of living things. Through engaging activities, stories, discussions, and hands-on experiences, they explored patterns such as day and night, changing seasons, and weather, making meaningful connections to the world around them.

As they delved into the first line of inquiry, learners investigated the nature of natural cycles and how patterns are observed in the world around us. By noticing, identifying, and connecting these patterns to real-life experiences, they developed a deeper understanding of the interconnectedness of people, plants, animals, and their environment.

Students observed changes in weather, activities, and patterns of life, developing an understanding of the concept of change. Through the story *The Ant and the Grasshopper*, they recognised the transition from summer to winter and explored how the characters responded differently to the changing seasons. They reflected on their understanding through journal entries, which led to unpacking the central idea and co-constructing the unit's essential agreement. This further guided their exploration of the first line of inquiry.

Transdisciplinary Language:

Students continued exploring Groups 4 and 5 of Jolly Phonics, CVC words, sight words, and tricky words. They practised blending and engaged in reading and writing simple sentences, while continuing with ORT books to strengthen their reading skills.



Learning and Teaching – This Month

Transdisciplinary Math:

Students were introduced to numbers from 100–200, number names from 1–10, missing numbers, ascending and descending order, and the concepts of greater than and lesser than. These concepts were reinforced through hands-on quantification corners designed for students.

Art:

Students explored secondary colours through stories, artworks, and hands-on experiences. They viewed a story on Get Epic and shared their observations before creating drawings using a secondary colour of their choice. They observed the National Flag, identified its colours, and recalled how orange and green are created by mixing primary colours. Through hands-on and online colour-mixing activities, they experimented with combining primary colours to create secondary colours and reinforced their understanding through interactive quizzes. Students also observed colourful Rakhi and flower designs, identified primary and secondary colours, and created their own colourful Rakhi designs.

As part of the assessment, they used an online tool to identify primary colours and mix them to create the required secondary colours, while co-constructing criteria related to identifying primary colours, creating secondary colours, and applying colours effectively in their artwork.

Drama:

Students explored the concept of action and reaction through drama using voice, facial expressions, and body movements. They worked in pairs to perform simple activities, responding to each other's actions and building short interactive sequences. Students also experimented with using different body parts to “speak” dialogues, enhancing their creativity and developing expressive performance styles.

Music:

Students are learning the “It’s a beautiful day” song with actions and expressions. Through this inspiring song, children are developing perseverance, confidence, and a positive attitude while learning that mistakes are part of the learning process. The activity also strengthens language, rhythm, listening skills, and self-expression through music and movement.



Learning and Teaching – This Month

Dance:

In August, our PP2 students joyfully celebrated the spirit of Independence Day through a creative movement dance performance. Dancing to the patriotic songs “Suno Gaur Se Duniya Walo,” “Chak De India” and “Maa Tujhe Salaam,” students are expressing patriotism, unity, and pride while building confidence through movement. Students are developing rhythm and musical awareness by practising 8-count movement sequences (1-2-3-4-5-6-7-8). Through regular rehearsals, they are strengthening coordination, body control, spatial awareness, teamwork, and confidence while performing in synchronized group formations.

P.E:

This month, students inquired into the skills of running, jumping, and hopping. They understood the benefits of on-the-spot jumps, forward jumps, and lateral jumps, and also explored the benefits of hopping. Throughout the sessions, they developed awareness of the correct body posture during running, high knee action, and jumping, focusing on keeping the head aligned with eyes forward, maintaining a straight spine, relaxed shoulders, and proper arm and leg coordination.

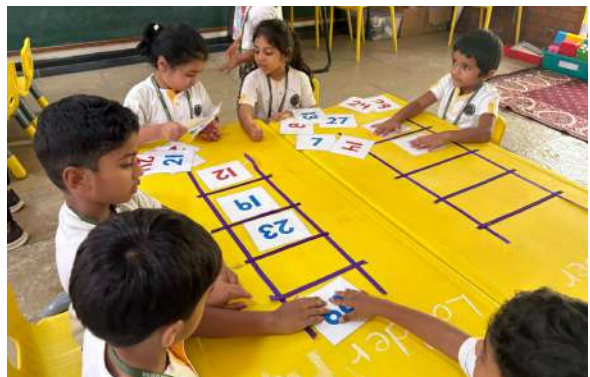


Learning and Teaching - This Month

Students concluded their first unit through hands-on activities, deepening their understanding of relationships and connections. They transitioned into the next unit with curiosity, sparked by a thought-provoking provocation that inspired action.



Learning and Teaching - This Month



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



Learning and Teaching - This Month



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

Library

Students engaged deeply in library sessions through experiential learning, exploring freedom and historical connections through a shadow play and understanding relationships and emotions through an interactive puppet show.



Safe and Unsafe Touch



Students engaged in a guest session by a member of the Inclusive Learning and Development (ILD) team, building awareness of safe and unsafe touch through videos, discussions, and interactive Q&A, while developing an understanding of safe choices and trusted adults.

Friendship Day Celebration



Students joyfully celebrated Friendship Day with their school friends, including children from our NNK branch. Through creating friendship bands, cards and sharing cherished memories, they nurtured connections, kindness, and a sense of belonging, filling the celebration with laughter, giggles, and joyful moments to treasure.



Magic Show



Our PP2 students enthusiastically participated in a magical show, sparking their curiosity and imagination as they explored the wonder of magic through an engaging and joyful experience.

Independence Day Celebration



Students celebrated Independence Day through a special assembly, taking ownership of the celebration and participating with enthusiasm, pride, and a strong sense of belonging.

Action



Students took meaningful action throughout and at the end of the unit by creating friendship bands and cards, practising “magic words” with a smile, and documenting their learning through data, making meaningful transdisciplinary connections.



Free Play



Students integrated their learning through meaningful connections while nurturing their joy, creativity, and agency through free play, allowing their inner child to blossom.



Life Skills



Students were rewarded for successfully completing a 21-day challenge following their Life Skills session, demonstrating ownership, commitment, perseverance, and global leadership skills throughout the journey.



Learning and Teaching –Month Ahead

Unit of Inquiry:

How the world works

Central Idea: Earth's natural cycles influence the activities of living things.

Lines of inquiry:

Natural cycles and its patterns

Ways people respond to Earth's natural cycle

Impact of change in natural cycles on living things

Specified Concepts:

Change

Connection

Causation

Attributes of Learner Profile:

Cycles and patterns,

Adaptation, Time

Unit of Inquiry:

Students will further inquire into the second and third lines of inquiry—ways people respond to Earth's natural cycles and the impact of disrupted or changing natural cycles on living things. Through stories, discussions, hands-on experiences, and collaborative learning engagements, they will explore how natural cycles such as day and night, seasons, and weather influence people, plants, animals, and communities.

They will investigate how living things adapt and how communities respond to change, while developing the key concepts of change, connection, causation, cycles and patterns, adaptation, and time.

Transdisciplinary Language:

Students will continue to develop their communication skills through sentence construction, punctuation, Group 5 Jolly Phonics, and ORT reading. Through picture talks and viewing experiences, they will observe, interpret, communicate ideas, and construct meaningful sentences, strengthening their comprehension, vocabulary, and ability to express their thinking.

Transdisciplinary Math:

Students will extend their mathematical understanding by exploring numbers from 200–300, 2D shapes, skip counting, and patterns. These learning engagements will strengthen their ability to identify, connect, and interpret mathematical patterns, while making meaningful connections to the current unit, *How the World Works*.



Learning and Teaching –Month Ahead

Art:

Students explored different types of lines through artworks, visuals, and hands-on drawing experiences. They identified standing, sleeping, slanting, straight, zigzag, dotted, and curved lines and connected them with examples from their daily lives. They observed artworks to identify the lines used and created their own artwork using lines of their choice.

Music:

Our students are joyfully learning the song “It’s a Small World,” accompanied by guitar. Through the song, they are developing their sense of rhythm, melody, and musical expression. They are also practising vocal exercises and solfège in the Major scale up to the 5th note: Do, Re, Mi, Fa, So.

These exercises are helping them improve pitch awareness, vocal control, and listening skills. The students are enjoying their musical journey with enthusiasm and growing confidence!

Dance:

In September, our PP2 students will explore Creative Movement and Dance through music, rhythm, and expressive movement activities.

Students will be encouraged to create their own movements and movement combinations, developing creativity, musicality, coordination, spatial awareness, and body control. Through individual and group activities, they will also strengthen confidence, collaboration, and independence while expressing themselves through movement.

Drama:

Students will explore the story of The Lion and the Mouse through group performances. They will practice simple dialogues, understand entry and exit on stage, and use appropriate body language to portray characters. Working collaboratively in groups, students will perform the story with minimal guidance, building confidence, independence, and expressive skills in drama.

P.E:

This month, students will inquire into:

- The skills of hopping, throwing and catching
- They will also explore and understand the benefits of hopping.
- They will also explore and understand the benefits of over hand throw and under arm throw.
- They will also explore and understand the benefits of low catch.



Coming Up Next

Date	Day	Event	Grade
02-09-2026	Friday	Guest Talk	PP2
03-09-2026	Thursday	D.E.A.R Drop Everything And Read	Early Years
04-09-2026	Thursday	Class Assembly	PP2
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
24-09-2026	Thursday	Class Assembly	PP2
25-09-2026	Friday	Ganesh Immersion Holiday	Early Years



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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