THE GAUDIUM SCHOOL
Sculpting happy minds



PRISM

Grade 3

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

October Edition

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Message from the Head of School

Dear Parents and The Gaudium Community,

I am delighted to share with you some of the encouraging highlights of the report issued on Foundational Standards of The Gaudium School by **NEASC** (The New England Association of Schools & Colleges) which '*partners with schools to co-create the future of education through purposeful accreditation focused on high-quality learning for all students*'. Set up in 1885, NEASC serves institutions in over 90 countries.

The Visitors noted that The Gaudium School's vision, mission, and guiding statements are '*widely understood across the community, articulating a clear learning purpose through its pathways and commitment to holistic development. The school demonstrates a shared operational definition of learning that has overarching impacts that shape the learning in the school. Five core developmental pillars help to drive the mission at the school, and the intention of the "Happy Minds Model" is to embed social-emotional wellbeing into learning design, instruction, and school culture'.*

In offering a comprehensive co-curricular sports program as part of its learning opportunities, '*the school cultivates a joyful educational setting for learning.*



Students actively nurture growth outside the classroom alongside their academic journey'.

'The shared understanding of the school's vision for learning is visibly displayed throughout the campus'.
It was heartening that the report read 'Conversations with parents and students indicated that *the strong extra-curricular programs are a part of the reason the school was chosen.* These programs complement the three academic pathways that are offered: the Central Board of Secondary Education (CBSE); the International Baccalaureate (IB); and Cambridge Assessment International Education (CAIE), allowing students and families to choose a curriculum that best aligns with their aspirations and learning needs.

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Message from the Head of School

It was reported that '*The school demonstrates a clear forward-looking vision of learning, and this is evident in its development of a new space exploration program, a dedicated space lab area, art integration, plans for a new design room, and their visiting masterclasses.*'
Academic policies of The Gaudium School 'emphasize inclusion, equity, academic integrity, and continuous improvement for learning.'

The report further stated ' The conversations and documentation show there is a clear structured admissions process, successful onboarding for families, and student support policies that ensure inclusion in learning across all school sections'.

'The Gaudium School creates a holistic learning community that is dedicated to advancing student safety and supporting physical, social, and emotional wellbeing within, and around, their premises. Comprehensive policies and effective procedures ensure a secure learning environment campus wide. Necessary onboarding processes prepare all staff in child protection practices, and community stakeholders consistently express feeling valued, supported, and secure'.

The Visitors very kindly acknowledged the entire Gaudium School community for the very welcoming and hospitable manner throughout the visit. In their words, '**The Gaudium School is a community that actively lives its mission of joyful holistic education' and 'the committed leadership, staff, and students who are dedicated to continually improving learning**' ahead of its accreditation process and the adoption of the ACE transformative framework.

Source: NEASC Foundation Standards Report, 27th October, 2026

While October, the month of festivities comes to a close, we wish our dear parents, students and staff members the blessings of the season of light and the removal of all the darkness from our lives.

Sudeshna Chatterjee
Head of School

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Message from the Grade Level Lead

Exploring Our New Transdisciplinary Theme Through the Elements of the PYP

Learning Beyond Boundaries: Connecting Learning Through the PYP

In the IB Primary Years Programme (PYP), learning goes beyond individual subjects. Transdisciplinary learning encourages students to make meaningful connections across different areas of knowledge and relate their learning to the world around them. Our new transdisciplinary theme provides opportunities for students to explore, question, investigate and discover through real-life experiences. Through this inquiry, the elements of the PYP support meaningful and purposeful learning experiences, helping students develop knowledge, deepen understanding, strengthen skills and apply their learning in everyday life.

Knowledge – What do we want students to know?

Students develop knowledge and understanding by exploring the central idea, investigating different perspectives and making connections across subject areas.



They build new understandings by connecting their prior knowledge with new discoveries and experiences.

Concepts – What do we want students to understand?

Through Specified concepts such as Form, Function, Causation, Change, Connection, Perspective and Responsibility, students develop deeper conceptual understanding. They move beyond simply remembering information to exploring reasons, identifying relationships, recognising patterns and viewing situations from different perspectives.

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Message from the Grade Level Lead

Approaches to Learning (ATL Skills) – What do we want students to be able to do?

The inquiry process encourages students to develop essential skills, including thinking, communication, research, social and self-management skills. Through collaborative activities, discussions, investigations and reflections, students become more confident, independent and effective learners.

The Learner Profile – The PYP Vision in Action

The IB Learner Profile represents the vision of the PYP in action. Throughout the inquiry, students have opportunities to demonstrate attributes such as being Inquirers, Thinkers, Communicators, Open-minded and Caring. By putting these attributes into practice, students develop a deeper understanding of themselves and others and learn to make thoughtful and responsible choices.

Action – How do we want students to act?

Learning becomes meaningful when students apply their understanding to real-life situations. Through thoughtful decisions, responsible choices and meaningful initiatives, students demonstrate how their learning can make a positive difference in their surroundings and the wider community.

Bringing It All Together

The elements of the PYP are interconnected and support a holistic approach to learning. Together, they create meaningful inquiry experiences in which students develop knowledge, deepen conceptual understanding, strengthen their skills and apply their learning through purposeful action. The Learner Profile brings the vision of the PYP to life as students demonstrate these attributes in their learning and interactions.

Through this approach, we nurture curious, responsible and lifelong learners who understand that learning extends beyond the classroom and connects meaningfully with the world around them.

Grade 3
Grade Level Lead
Ms. Praveena

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School Philosophy – 5 Developmental Pillars

Mindfulness and Well Being:

Students actively participated in mindfulness activities, including **Starfish Breathing, Volcano Breathing, Mindful Walking, Mindful Migration, and the Wonder Pose**, to enhance emotional regulation, concentration, and overall well-being. Through real-life scenarios, they identified different emotions and explored strategies to manage them positively. They further engaged in **Rose and Thorn Mindfulness**, reflecting on positive experiences and challenges while developing gratitude, resilience, empathy, self-control, and mindful decision-making.

The School Counsellors conducted an engaging and interactive session on **physical and mental health**, encouraging students to share their understanding of both and recognise their importance in maintaining overall well-being. As part of a reflective activity, students wrote down two worries they wished to let go of this year and placed them in a **Worry Jar**, symbolising their intention to release worries and embrace a positive mindset.







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School Philosophy – 5 Developmental Pillars

Core Value :

As part of our **Core Value – Gratitude**, students took the lead in conducting a meaningful and engaging assembly that highlighted the importance of appreciating the people, experiences, and opportunities that enrich our lives. Through thoughtful reflections, inspiring messages, and interactive presentations, they explored how expressing gratitude can foster kindness, empathy, positivity, and stronger relationships.

The assembly encouraged everyone to recognise the value of simple acts of kindness, acknowledge the contributions of others, and develop a grateful mindset. Students beautifully conveyed the message that **gratitude is not just about saying "thank you," but also about showing appreciation through our words and actions**, inspiring everyone to practise gratitude in their everyday lives.





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Holistic Development

As part of their **holistic development**, students enthusiastically participated in the **Farmer's Market**, engaging in enriching, hands-on experiences that reflected the **IB philosophy of experiential learning, student agency, and inquiry-based learning**. In alignment with **The Gaudium School's philosophy of nurturing Happy Minds**, the initiative offered authentic opportunities to develop essential life skills beyond the classroom. Students explored the significance of **healthy eating, sustainable practices, and supporting local farmers and communities**, cultivating environmental awareness, responsible habits, and an appreciation for sustainable living.







The experience further strengthened students' **communication, social, thinking, and self-management skills**, encouraging collaboration, creativity, critical thinking, and informed decision-making. Through their active participation, students demonstrated the **IB Learner Profile attributes of Inquirers, Communicators, Caring, and Principled**, while making meaningful connections between their learning and everyday life. The initiative fostered **independence, empathy, and social responsibility**, reinforcing the school's commitment to nurturing **confident, compassionate, and responsible global citizens**.

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Learning, Leading & Celebrating













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School Philosophy – 5 Developmental Pillars

Stakeholder Engagement:

This month provided meaningful opportunities to strengthen our school community through active **parental involvement and collaborative learning experiences**. As part of our ongoing **Unit of Inquiry on Migration**, parents were invited to conduct an engaging guest lecture, sharing their knowledge, experiences, and perspectives on the **reasons for migration**.

The session enriched students' understanding of the various push and pull factors that influence human migration and encouraged them to make meaningful connections between classroom learning and real-world experiences. In alignment with the **IB philosophy of fostering strong home-school partnerships**, this initiative promoted inquiry, critical thinking, and student engagement while celebrating the valuable role of parents as partners in the learning journey.

Global Leadership

As part of our **Global Leadership initiative**, students demonstrated leadership, curiosity, and initiative by extending their learning beyond the classroom through meaningful real-world interactions.In connection with **Migration**, students conducted surveys and interviewed family members and individuals from diverse backgrounds to explore the **reasons for migration and the challenges experienced by migrants**. These interactions provided valuable firsthand insights into personal migration experiences, enabling students to make authentic connections between their classroom inquiries and real-life situations.

Through this student-led initiative, learners strengthened their **research, communication, critical thinking, and interpersonal skills** while developing empathy, cultural awareness, and respect for diverse perspectives. By actively listening, asking thoughtful questions, and reflecting on individual experiences, students demonstrated the attributes of being **Inquirers, Caring individuals, Open-minded learners, and Principled Communicators**. This enriching experience fostered a deeper understanding of human migration and nurtured a growing sense of **global citizenship, social responsibility, and appreciation for the diverse experiences that shape our interconnected world**.

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Every Journey Tells a Story – Exploring Migration Through Guest Lectures

Stakeholder Engagement – Inspiring Migration Journeys

As part of their inquiry into **"Migration is a response to challenges, risks, and opportunities,"** students had the privilege of engaging in enriching guest lectures facilitated by our valued stakeholders—**S. Yarram Reddy, Ms. Bhakti Shah, Ms. Pratibha, Ms. Ruchi, Mr. Amit Agarwal, Ms. Aksa, Mr. Shadab, and Ms. Alekya Banuri.** Through their personal migration journeys, the guest speakers shared meaningful experiences, highlighting the diverse reasons for migration, challenges encountered, opportunities explored, and adjustments involved in adapting to new environments.

These authentic interactions provided students with valuable real-world perspectives, deepening their understanding of migration and its emotional, social, and cultural dimensions. The sessions fostered **empathy, open-mindedness, intercultural understanding, and critical thinking**, while encouraging students to make meaningful connections between their classroom inquiry and lived experiences. This collaborative engagement beautifully reflected the **IB PYP philosophy of inquiry-based learning and strong school-community partnerships.**







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Every Journey Tells a Story – Exploring Migration Through Guest Lectures













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Learning and Teaching - This Month

Unit of Inquiry
Transdisciplinary Theme
Where We Are in Place and Time

Central idea
Migration is a response to challenges, risks, and opportunities

Lines of inquiry:

- Reasons for migration
- Migration throughout history and its consequences
- Ways people experience and interpret migration

Specified concepts:

- Causation
- Change
- Connection

Additional concepts:

- Migration
- Narrative
- Pattern,
- Identity

Students embarked on an enriching journey of inquiry as they explored their new **Unit of Inquiry on Migration**. The unit commenced with a thought-provoking provocation featuring a video depicting Unhei's migration experience, encouraging students to reflect on the emotions, challenges, and adjustments associated with relocating to a new environment.

Through the **Think-Pair-Share** strategy, students exchanged perspectives, shared personal experiences, and established meaningful connections with real-life situations. They collaboratively unpacked the **Central Idea and Transdisciplinary Theme Descriptor**, activated their prior knowledge through mind-mapping activities, and explored the concept of migration and its connection to human experiences. Students also established essential agreements and reflected on the significance of demonstrating the **Learner Profile attributes of being Open-minded, Risk-takers, and Reflective** throughout their inquiry journey.

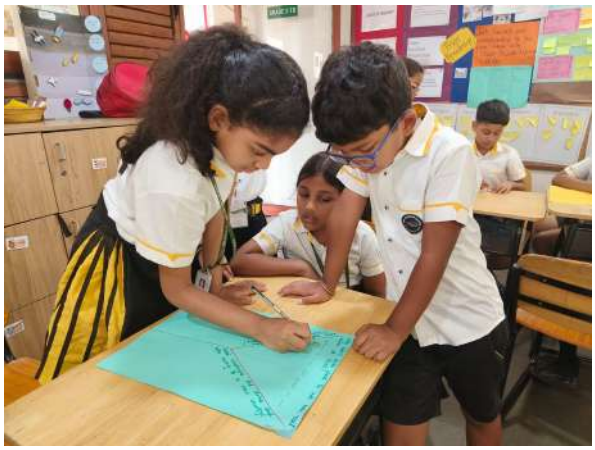
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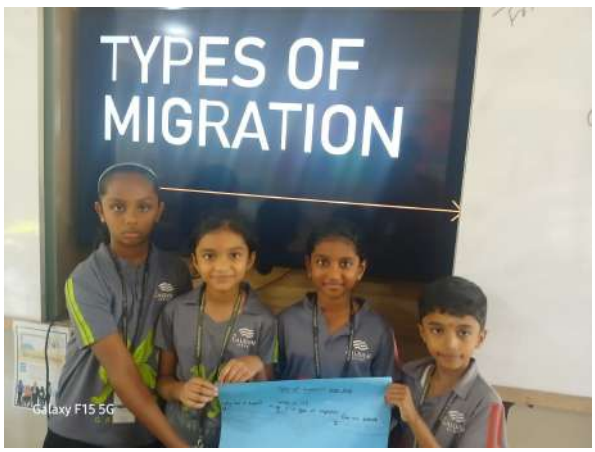
Learning Engagement : Migration

As the inquiry progressed, students delved deeper into the **reasons for migration**, developing a comprehensive understanding of **push and pull factors** and examining how challenges, risks, and opportunities influence people's decisions to relocate. An insightful **guest lecture facilitated by a parent** further enriched their conceptual understanding by offering authentic perspectives and valuable real-world insights. Through engaging discussions, scenario-based activities, and collaborative learning experiences, students investigated the **different types of migration**, including internal, international, rural-to-urban, and seasonal migration. They analysed various situations, identified the underlying reasons for migration, and explored how migration patterns differ across geographical and social contexts.

Extending their inquiry, students explored the concepts of **history and the past**, understanding how historical evidence helps trace human migration and its impact on communities, cultures, and identities over time. These learning experiences strengthened their **critical thinking, communication, research, and social skills**, while fostering empathy, curiosity, and an appreciation of diverse perspectives.

Students developed a deeper understanding of how **migration connects people, places, and experiences** in response to challenges, risks, and opportunities.

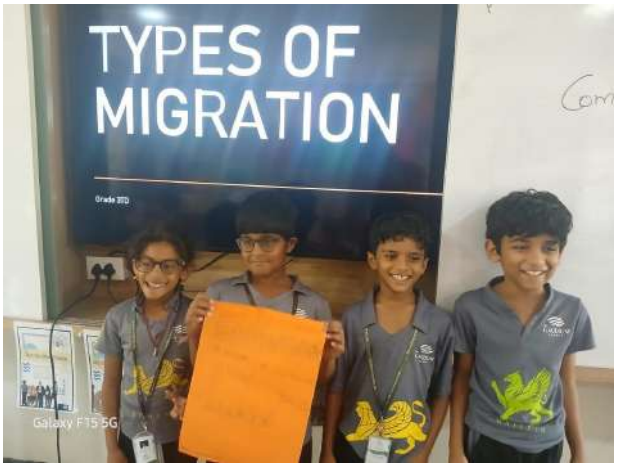




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Exploring and Presenting Types of Migration









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Learning and Teaching - This Month

Transdisciplinary Language:

Students strengthened their **language and literacy skills** through meaningful connections with their **Unit of Inquiry on Migration**. They explored emotional vocabulary by identifying and describing the feelings experienced by people and birds before, during, and after migration. Through discussions, observations, and aural comprehension activities, students explored the reasons behind migration while developing empathy, listening skills, and an appreciation of diverse perspectives.

Building on their understanding of **the past and history of migration**, students were introduced to the **Simple Past and Past Continuous Tenses**, connecting grammatical concepts with historical events. Through reading, role play and sentence construction, they developed their ability to sequence events, express ideas coherently, and communicate effectively. These experiences further enhanced their **reading, writing, speaking, and listening skills**, while fostering creativity, critical thinking, and confidence.

Transdisciplinary Mathematics:

Students deepened their **mathematical understanding** through an engaging exploration of **number patterns, increasing and decreasing sequences, and term-to-term rules**. Through interactive activities involving number sequences, pattern identification, and missing-term challenges, they developed their ability to recognise numerical relationships, formulate rules, and predict subsequent terms. Establishing meaningful connections with **Migration**, students explored how patterns can be observed in the seasonal movements of birds and animals, recognising the role of repetition, sequence, and change in migration.

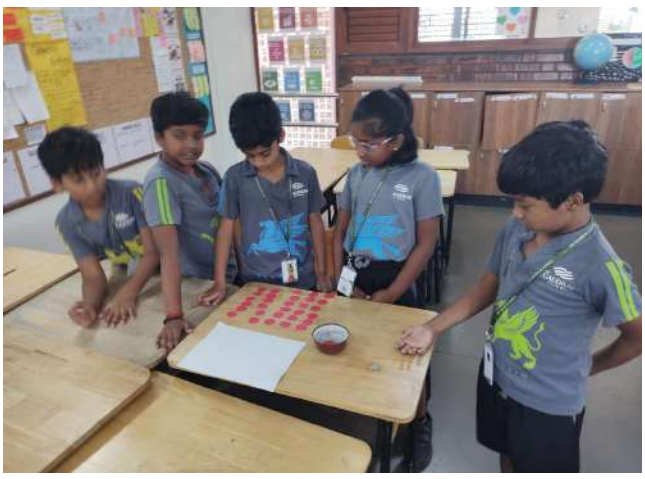
Extending their learning, students strengthened their **multiplication skills** through hands-on activities, repeated addition, and real-life word problems. They applied appropriate strategies, explained their mathematical reasoning, and verified their solutions. These purposeful learning experiences nurtured **mathematical fluency, logical reasoning, critical thinking, and problem-solving skills**, fostering confidence and independence as mathematical thinkers.

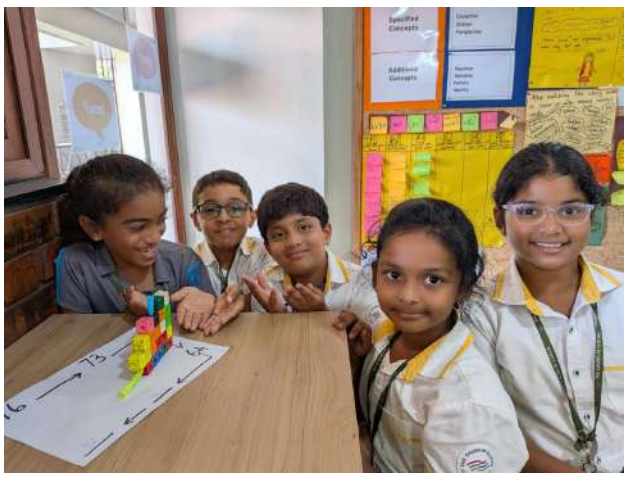
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Exploring Patterns Through Inquiry













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Chronicles of Migration: Weaving Tenses and Emotions







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Voices of Migration: Exploring Tenses Through Real Stories and Meaningful Connections







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Learning Engagement on Past Continuous Tense







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Learning and Teaching - This Month

Hindi:

Students actively engaged with the story "सत्य का पथ," exploring the values of truthfulness and honesty while enhancing their Hindi language skills. They identified क्रिया शब्द (action words) from the story and applied their understanding by constructing simple sentences through interactive activities. These meaningful learning experiences strengthened their vocabulary, reading comprehension, sentence formation, and overall language proficiency, while reinforcing the importance of honesty in everyday life.

Telugu:

Students explored **"ట" ఒత్తు** through the engaging Telugu గేయం **"చెట్టు,"** strengthening their understanding of Telugu letter combinations and sounds. Through rhythmic recitation, pronunciation practice, picture-based activities, word formation, and writing exercises, they developed the ability to identify, read, and write words containing **"ట" ఒత్తు**. These interactive learning experiences enriched their vocabulary, enhanced reading fluency, improved pronunciation and writing skills, and fostered greater confidence and appreciation for the Telugu language.

French:

Students reinforced their understanding of **Les Articles Indéfinis (Indefinite Articles)** by exploring the appropriate use of **un, une, and des** with masculine, feminine, and plural nouns. Through engaging reading, writing, listening, speaking, and interactive activities, they practised applying these articles in simple French sentences. These meaningful learning experiences strengthened their grammatical accuracy, vocabulary, sentence formation, and overall confidence in communicating in French.

Spanish:

Students continued to expand their Spanish vocabulary by exploring clothing and weather-related expressions. Through engaging speaking, reading, writing, games, and interactive activities, they practised identifying clothing items and describing different weather conditions. These learning experiences strengthened their vocabulary, communication skills, pronunciation, and confidence in using Spanish in everyday contexts.

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Learning and Teaching - This Month

Drama:

Students explored the exciting world of **improvisation**. They experimented with creating and responding to situations spontaneously, bringing characters to life through expressive voice, purposeful movement, and meaningful dialogue. Both individual and collaborative performances encouraged students to think on their feet, listen actively, make thoughtful choices, and express emotions with confidence and creativity. These experiences helped them strengthen their communication, collaboration, and performance skills while discovering the joy of storytelling through drama.

Visual Art:

Our young artists continue to explore their creativity through exciting art activities, developing their imagination and artistic skills.students explored the colourful portrait style of Pablo Picasso, the great,Cubist artist, and created monochromatic landscapes using warm and cool colour schemes. They also worked on creative, eco-friendly, and budget-friendly art products for the Farmers' Market event.

Dance:

Exploring Folk Dance: Celebrating Rhythm, Culture, and Expression

Students explored the vibrant world of **folk dance**, developing their sense of rhythm, coordination, balance, and body control through engaging movement-based activities.

They practised fundamental footwork, hand gestures, claps, turns, and rhythmic patterns while experimenting with different levels, directions, energy, and tempo. Through collaborative dance sequences and formations, including lines, circles, pairs, and V-formations, students strengthened their **spatial awareness, teamwork, creativity, and self-expression**. These enriching experiences also fostered **cultural appreciation**, enabling students to recognise the meaningful connections between folk dance, traditions, celebrations, and diverse communities.

ICT:

Learners explored the Internet, its uses, connection requirements, and key terms such as websites, browsers, search engines, links, and URLs. They discussed its advantages and disadvantages and reflected on safe, responsible, and purposeful Internet use. Interactive discussions and activities helped develop their research, communication, thinking, and self-management skills, encouraging them to become Inquirers, Thinkers, Communicators, and Principled digital citizens.

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Learning and Teaching - This Month

Well-being:

Students participated in meaningful **well-being sessions on Perspectives**, exploring how individuals perceive and experience situations differently. Through reflective discussions and interactive activities, they developed an appreciation for diverse viewpoints, active listening, and respect for others. These experiences nurtured **empathy, open-mindedness, mutual understanding, and positive peer relationships**.

Building on this learning, students are currently exploring the theme of **Gratitude**, recognising the importance of appreciating people, experiences, and everyday moments. Through thoughtful reflections and discussions, they are developing a sense of thankfulness, a positive mindset, and stronger interpersonal connections, contributing to their overall emotional and social well-being.

Music:

learners ventured into an exciting rhythmic and vocal inquiry inspired by the classic favorite, "In the Jungle" ("The Lion Sleeps Tonight").Through this engaging piece, learners explored how the fundamental elements of music—specifically contrasting dynamics (Forte and Piano) and varied rhythmic patterns—bring a playful, wild setting to life.Through this engaging piece, learners explored how the fundamental elements of music—specifically contrasting dynamics (Forte and Piano) and varied rhythmic patterns—bring a playful, wild setting to life.

Acting as creative risk-takers and attentive communicators, learners experimented with vocal textures by layering catchy vocal ostinatos ("wimoweh" chants) over steady body percussion grooves. They focused on dynamic control, shifting smoothly from quiet, atmospheric jungle whispers to vibrant, projected chorus lines. These collaborative engagements strengthened their internal sense of pulse and active listening skills as they worked together to keep multi-part layers synchronized.

Additional language Hindi:

Students strengthened their foundational Hindi language skills by exploring and practising **हिंदी वर्णमाला** , including क, ख, ग, घ, च, छ, ज, झ, ट, ठ, ड, ढ, त, थ, द, ध, न, प, फ, ब, भ, म, य, र, ल, व, श, ष, स, ह, क्ष, त्र, and ज्ञ. Through **engaging flashcards, picture-based vocabulary activities, interactive games, and creative writing exercises**, students enhanced their ability to recognise, pronounce, and write Hindi वर्ण accurately.

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Learning and Teaching - This Month

They further enriched their vocabulary by identifying familiar objects and forming simple words using the letters learned. These purposeful learning experiences fostered **phonetic awareness, vocabulary development, reading readiness, and effective communication skills**, while nurturing confidence and enthusiasm for learning Hindi.

Additional language Telugu:
Students reinforced their understanding of **Telugu vowels and consonants (అ-న), number names (1-20), and colour names** through engaging and interactive activities. They further expanded their numeracy vocabulary by being introduced orally to the number names **30, 40, and 50**. Through picture-based exploration, students identified animal names in Telugu and connected them with their English equivalents, enriching their vocabulary and language comprehension.

Additionally, students explored the consonants of the **ట వర్గం**, practising accurate pronunciation and associating letter sounds with familiar picture-based vocabulary. Interactive videos, visual prompts, discussions, and oral exercises made learning enjoyable and meaningful. These experiences strengthened students' **listening, speaking, reading, and writing skills**, fostering greater confidence and enthusiasm for learning Telugu.

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Learning and Teaching - This Month

PE:

Building Strength, Agility, and Coordination

Students explored the exciting world of **field events**, developing an understanding of how they differ from track events. With a focus on the **standing broad jump**, students learned its fundamental rules and techniques, including the starting stance, arm swing, knee bend, powerful take-off, body positioning during flight, and safe landing. Through engaging jumping activities and skill-based challenges, they enhanced their **leg strength, balance, coordination, agility, and muscular power**. Students also participated in recreational games that fostered **teamwork, sportsmanship, confidence, and active participation**, promoting physical fitness and a positive attitude towards healthy living.



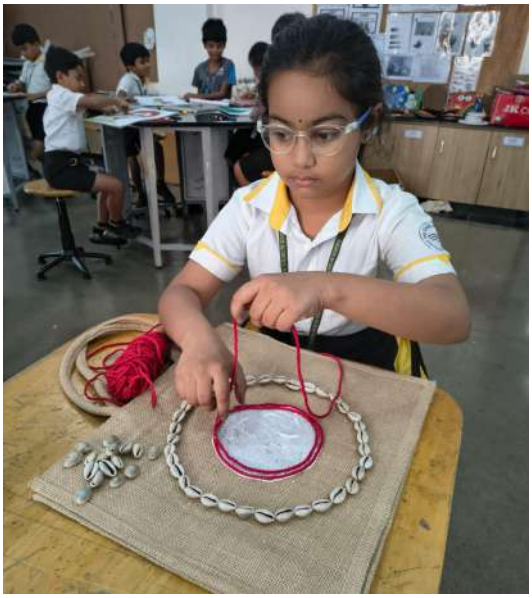


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Art – From Imagination to Creation!








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Learning and Teaching - Month Ahead

Unit of Inquiry
Transdisciplinary Theme
Where We Are in Place and Time

Central idea
Migration is a response to challenges, risks, and opportunities

Lines of inquiry:

- Reasons for migration
- Migration throughout history and its consequences
- Ways people experience and interpret migration

Specified concepts:

- Causation
- Change
- Connection

Additional concepts:

- Migration
- Narrative
- Pattern,
- Identity

Exploring Migration Through History and Human Experiences

In the month ahead, students will extend their inquiry under the transdisciplinary theme **"Where We Are in Place and Time,"** exploring migration throughout history and its influence on societies, cultures, and communities.

Through research, historical investigations, map-based activities, and collaborative discussions, they will examine migration patterns and their consequences across different time periods.

Students will also explore **diverse migration experiences and perspectives** through personal narratives, interviews, and reflective activities, gaining insights into the challenges, opportunities, and emotions associated with migration. These inquiry-based experiences will foster **critical thinking, empathy, research, communication, and intercultural understanding**, encouraging students to appreciate diverse perspectives and human experiences.

Transdisciplinary Math:

Students will continue to strengthen their understanding of **multiplication, multiplication facts, and its properties** through engaging, hands-on, and inquiry-based learning experiences. Using concrete manipulatives, arrays, equal grouping, repeated addition, number lines, and interactive learning stations, students will develop conceptual understanding and mathematical fluency.

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Learning and Teaching - Month Ahead

Through collaborative challenges, multiplication games, and real-life problem-solving activities, they will explore different strategies, identify mathematical relationships, and apply their learning with confidence.

Integrating Mathematics with their **Unit of Inquiry on Migration**, students will also develop essential **map-reading and location skills** through interactive mapping activities. They will explore directions, symbols, map keys, and geographical locations while identifying and tracing migration routes on maps. These interdisciplinary learning experiences will enhance students' **spatial awareness, logical reasoning, critical thinking, and problem-solving skills**, enabling them to make meaningful connections between mathematical concepts and real-world patterns of human movement.

Transdisciplinary Language:

Students will explore **"డ" ఒత్తు** through the Telugu గేయం **"బుడ్డోడు," "త" ఒత్తు** through **"బత్తాయిపండు ,"** and **"ద" ఒత్తు** through **"ఎద్దుల బండి."** Through rhythmic recitation, pronunciation practice, picture-based activities, word formation, and writing exercises, they will develop their ability to identify, read, and write words containing these ఒత్తులు.

These interactive learning experiences will enrich their vocabulary, enhance reading fluency, strengthen pronunciation and writing skills, and foster confidence, creativity, and enthusiasm for learning Telugu.

Unit of Inquiry

Transdisciplinary Theme

How We Express Ourselves

Central idea

Media is a powerful way to express ourselves

Lines of inquiry:

- Ways media is created and used to share messages
- Media connects people and ideas around the world
- Ways people interpret and respond to media

Specified concepts:

- Function
- Connection
- Perspective

Additional concepts:

- Technology
- Purpose
- Audience
- Message
- Design

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Learning and Teaching - Month Ahead

In the months ahead, students will be exploring the Unit of Inquiry under the transdisciplinary theme How We Express Ourselves, with the central idea — "Media is a powerful way to express ourselves." As a provocation, they will unpack the word media using the Visible Thinking Routine – I See, I Think, I Wonder, to share their prior knowledge and questions about different forms of media around them.

Students will inquire into how media is created and used to share messages, how media connects people and ideas globally, and how people interpret and respond to media. Through connections with Social Science, they will explore human systems, economic activities, and the role of technology in shaping media design, purpose, audience, and message. This unit will inspire students to think critically and communicate responsibly in a media-rich world.

Transdisciplinary Math:

Students will continue to strengthen their understanding of **multiplication**, exploring multiplication facts, properties, and strategies through engaging, hands-on activities and the **Concrete–Pictorial–Abstract (CPA) approach**.Through interactive games, collaborative tasks, and real-life word problems, they will develop **mathematical fluency, logical reasoning, and problem-solving skills**.

Extending their learning, students will explore **calendars**, developing an understanding of days, weeks, months, and years. Through interactive activities and real-life scenarios, they will practise **reading and interpreting calendars, identifying important dates, and calculating durations between events**, strengthening their **logical reasoning, problem-solving skills, and mathematical confidence**.

Transdisciplinary Language

Students will explore persuasive texts and informal letter writing, strengthening their ability to communicate ideas effectively and express opinions with confidence. Through engaging reading, discussions, and writing activities, they will identify the key features of persuasive texts, including strong arguments, supporting reasons, persuasive vocabulary, and concluding statements. They will also develop their understanding of informal letter writing, focusing on its structure, appropriate tone, greetings, body, and closing. Through meaningful writing tasks and real-life contexts, students will enhance their critical thinking, creativity, communication skills, and ability to organise and express ideas clearly and purposefully.

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Learning and Teaching - Month Ahead

Additional language Hindi:

Students will strengthen their **Hindi literacy skills** by exploring **two-letter and three-letter Hindi words** through engaging picture-based activities, flashcards, word-building exercises, and interactive games. They will practise recognising, reading, pronouncing, and writing simple words while matching them with corresponding pictures. These meaningful learning experiences will enrich their **vocabulary, enhance language proficiency, and build confidence in reading, writing, and speaking Hindi**, making learning enjoyable and interactive.

Dance:

- Learners are preparing for the **Annual Day** by practising **Semi-Classical and different Folk Dance forms**.
- They are learning **basic steps, hand movements, expressions, formations, and rhythmic patterns**.
- Learners are developing **coordination, teamwork, confidence, and stage presence** through regular practice.
- Through dance, they are exploring **culture, traditions, patterns, and creative expression**.

French:

Students will explore **Les Articles Définis (Definite Articles)**, developing an understanding of the appropriate use of **le, la, l', and les** with masculine, feminine, singular, and plural nouns. Through engaging reading, writing, listening, speaking, and interactive activities, they will practise identifying nouns and applying the correct definite articles in simple French sentences. These meaningful learning experiences will enhance their grammatical accuracy, vocabulary, sentence formation, and confidence in communicating effectively in French.

Spanish:

Students will explore vocabulary related to school subjects and learn ordinal numbers in Spanish. They will practise identifying different subjects and using ordinal numbers in simple sentences through interactive activities and speaking and writing exercises.

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Learning and Teaching - Month Ahead

Hindi:

Through the engaging story "मूल्यवान वस्तु," students will explore the importance of time and its value in everyday life. They will identify and understand विशेषण शब्द (adjectives) from the story and apply their learning by constructing meaningful sentences through interactive activities. These enriching learning experiences will enhance their vocabulary, reading comprehension, sentence formation, and overall Hindi language proficiency, while fostering an appreciation for the value of time.

Telugu:

Students will be introduced to "ట" ఒత్తు through the Telugu lesson "చెట్టు" and "డ" ఒత్తు through the lesson "బుడ్డోడు" Through guided reading, pronunciation practice, word-building, and writing activities, students will explore how these ఒత్తులు are formed and used in words. They will engage in picture-based learning, interactive discussions, vocabulary exploration, and contextual reading and writing to strengthen their understanding and application of "ట" ఒత్తు and "డ" ఒత్తు. These learning experiences will support students in developing their phonological awareness, vocabulary, spelling, reading fluency, and confidence in using Telugu in meaningful contexts, making language learning engaging and purposeful.

Additional language Telugu:

Students will reinforce their understanding of **Telugu vowels (అ–ఃఁ), consonants (క–ణ), number names (1–50), colour names, and animal names** through engaging, picture-based activities. They will further expand their vocabulary by exploring **vegetable names in Telugu** and identifying their English equivalents, strengthening their language comprehension and word recognition.

Additionally, students will be introduced to the consonants of the **త వర్గం and** ప **వర్గం**, focusing on accurate pronunciation and connecting letter sounds with meaningful vocabulary through visual associations. Interactive videos, picture-based discussions, and oral practice will create enriching learning experiences, fostering confidence and strengthening students' **listening, speaking, reading, and writing skills** in Telugu.

PE:

Developing Strength, Precision, and Coordination

Students will further explore **field events** through an engaging introduction to the **medicine ball throw**, developing an understanding of its fundamental rules, techniques, and safety guidelines.

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Learning and Teaching - Month Ahead

They will practise essential skills, including the correct stance, grip, ball placement, and release, through structured throwing activities designed to enhance **muscular strength, coordination, balance, and control**. Students will also measure and record their throwing distances, encouraging **self-assessment, goal-setting, and reflection on personal progress**. Recreational games and collaborative challenges will further foster **teamwork, sportsmanship, confidence, and a positive attitude towards physical fitness**.

ICT:

During the upcoming ICT sessions, learners will explore MS Word features by creating tables, entering information, adjusting rows and columns, and inserting, resizing, and positioning pictures. They will learn to combine text and images to create clear, attractive, and well-organised documents. Hands-on activities will strengthen their digital literacy, creativity, critical thinking, communication, and self-management skills while encouraging them to become Knowledgeable, Thinkers, Communicators, and Principled digital citizens.

Visual Art

In the month of November, students will explore paper collage art, experimenting with different colours, shapes, and textures to create beautiful compositions while developing their creativity and artistic expression.

Well-being:

Students will explore the theme of **Kindness**, focusing on compassion, respectful communication, and inclusivity in their everyday interactions. Through meaningful discussions, reflective activities, and real-life scenarios, they will discover how small acts of kindness can positively impact others. These experiences will nurture **empathy, thoughtfulness, and positive relationships**, fostering a caring and inclusive school community where everyone feels valued, respected, and supported.

Music:

During November, Grade 3 learners will expand their musical horizon by discovering how harmony, texture, and expressive storytelling unite in ensemble performance. Learners will examine how layering complementary vocal lines and diverse instrumental timbres can transform simple melodies into rich, multi-dimensional musical experiences.

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Learning and Teaching - Month Ahead

Stepping forward as reflective and cooperative communicators, learners will explore partner songs, two-part vocal rounds, and melodic ostinatos. Utilizing classroom percussion—such as boomwhackers, xylophones, and hand-drums—they will practice maintaining independent musical parts while actively listening to blend with their peers, refining both their pitch accuracy and rhythmic discipline.

To conclude the month, learners will collaborate in small ensembles to arrange and share their own layered musical sequences. Through guided self-assessment and peer reflection, they will use targeted musical vocabulary to articulate how balance and texture create unity, celebrating their ongoing growth as versatile young musicians.

Drama:

Students will embark on their **Annual Day rehearsals**. They will begin exploring their roles, understanding their characters, learning dialogues, and working together to bring the production to life. Through regular rehearsals, students will develop stage presence, voice modulation, movement, timing, and ensemble skills. As they collaborate towards a shared performance, they will practise responsibility, perseverance, and teamwork, learning that every contribution plays an important part in creating a memorable theatrical experience.

From spontaneous ideas to a shared stage, our young performers will continue to discover their voices, embrace creativity, and shine together!

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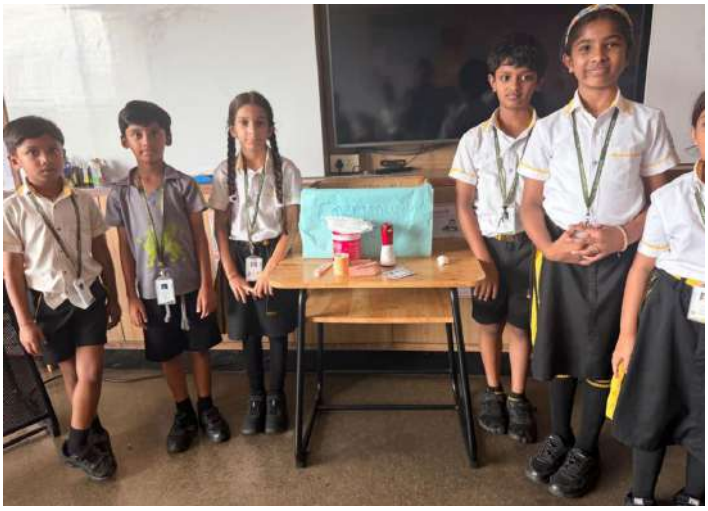
Action Begins with Us!

Empowering Young Minds: Disaster Awareness and Preparedness

Unit 1:

As part of their inquiry under the transdisciplinary theme **"How the World Works,"** students explored **Earth and Atmosphere**, developing an understanding of natural disasters and the importance of preparedness. Through interactive discussions, expert interactions, and collaborative learning experiences, students designed and assembled a **Classroom Emergency Disaster Management Kit**, identifying essential supplies and understanding their importance during emergencies. This meaningful, hands-on initiative strengthened their **critical thinking, collaboration, problem-solving, resilience, and sense of responsibility**, empowering them to make informed decisions and contribute towards safer, more prepared communities.





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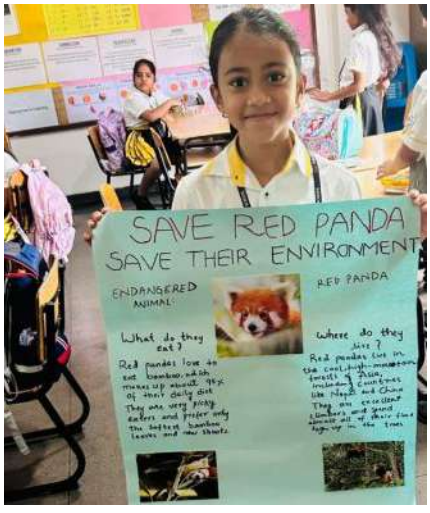
Inspiring Change: Adaptation and Wildlife Conservation

Unit 2

As part of their inquiry under the transdisciplinary theme **"Sharing the Planet,"** students explored the concept of **adaptation**, investigating how living organisms adapt to their environments and the challenges they face in changing habitats. They developed an understanding of the factors threatening endangered species and the importance of maintaining ecological balance. Through inquiry-based discussions, research, and reflection, students demonstrated **empathy and environmental responsibility** towards vulnerable wildlife. Translating their learning into **meaningful student-led action**, they created informative posters, designed models, and conducted awareness campaigns advocating for the protection of endangered animals and their habitats. These purposeful initiatives strengthened their **critical thinking, creativity, collaboration, and communication skills**, nurturing compassionate, informed, and responsible global citizens.









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Education World All India Ranking

The Gaudium School has been ranked 4th in India in the category of International Day Schools. We have also been ranked 1st in Telangana and 1st in Hyderabad.

This recognition reflects the dedication of our teachers and staff, the curiosity and hard work of our students, and the steady support of our parents. It is a achievement we have built together.

We are grateful to every member of the Gaudium family for making this possible. While we celebrate this milestone, we remain committed to our goal of providing an outstanding, joyful, and future-ready education for every child.

Thank you for being part of our journey.



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CFORE All India Ranking 2025 - 26

A proud milestone for The Gaudium School

In the CFORE School Ranking 2025-26, The Gaudium School has been ranked 7th in India in the International Day School category as well as recognised among India's BEST DAY CO EDUCATIONAL SCHOOLS category. We have also been ranked 1st in Telangana and 1st in Hyderabad.



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50 Visionary Principals: Leading Education into a New Era of Learning



Education is entering a defining new era—one shaped by bold leadership, rapid innovation and a growing recognition that learning must extend far beyond the classroom. Across institutions, educators and young learners are embracing new ideas, technologies and approaches that are redefining what it means to learn, lead and prepare for the future.

This special edition features 50 visionary principals who represent their schools and the leadership that drives their journey forward. These educationists are not merely administrators; they are mentors, innovators and change-makers who shape school culture, empower teachers and create opportunities for students to learn, explore and excel.

LEADERS WHO LEAD THE CHANGE

Leadership in education today is not simply about managing institutions; it is about creating a vision for the future and inspiring others to be part of it. The principals featured in this edition represent this evolving role, demonstrating how effective leadership can influence an entire school community.

Forward-looking leaders are building cultures that encourage innovation, collaboration and continuous learning. Their focus is increasingly shifting from conventional measures of achievement to a broader understanding of student success—one that values confidence, character, creativity, communication and the ability to navigate an ever-changing world.

By empowering teachers and giving students greater opportunities to explore, question and create, educational leadership is becoming a catalyst for meaningful and lasting change.

INNOVATION BEYOND THE CLASSROOM

Innovation is rapidly changing the educational landscape. Digital learning, artificial intelligence, robotics, immersive technologies and interactive platforms are creating new avenues for knowledge and engagement.

Yet innovation is not defined by technology alone. It is equally about rethinking established practices and finding better ways to make learning relevant and meaningful. Project-based learning, experiential education, interdisciplinary programmes and real-world problem-solving are bringing lessons to life and encouraging students to become active participants in their own education.

THE NEW AGE OF LEARNING

The classroom of today looks very different from that of a generation ago. Learning is becoming more personalised, collaborative and experience-driven, with students encouraged to move beyond memorisation towards understanding, application and discovery.

Alongside quality academics schools are placing greater emphasis on communication, leadership, emotional intelligence, creativity, resilience and digital literacy—skills that will remain vital in a rapidly changing world.

BUILDING THE LEARNERS OF TOMORROW

The future will demand more than knowledge. It will demand adaptability, imagination and the confidence to keep learning. Preparing young people for that future requires an education system willing to evolve, experiment and embrace change.

As this edition brings these education leaders into focus, it also highlights the schools they represent and the leadership that shapes their vision, culture and future. Their collective stories reflect a larger transformation—an effort to build learning environments where every young mind has the opportunity to question, innovate and lead.

Leadership provides the vision. Innovation provides the momentum. And education provides the foundation for a future yet to be written.

> Knowledge can be found anywhere; character is built only through human influence



Sudeshna Chatterjee
Head of School
The Gaudium School
Hyderabad

THE TEACHER AS ARCHITECT OF CHARACTER-SCULPTING HAPPY MINDS

In today's IOT enabled lives, where screens compete for attention and instant answers dull the habit of reflection in our children, the teacher's most vital work is no longer the transfer of knowledge—it is the shaping of character.

A teacher, like an architect, works with the raw material of a child's temperament, habits, and choices, designing structures that will hold for a lifetime. Every moment in the classroom is a blueprint: how a teacher responds to failure teaches resilience; how they treat the quietest student teaches dignity; how they admit a mistake teaches honesty. These lessons are caught, not taught-and they outlast every exam.

Character is built from small, repeated acts of integrity, kindness, discipline, and courage. A teacher creates the environment where these acts are practiced daily: encouraging a struggling learner, demanding honesty when cheating is easy, celebrating effort more than talent, and modelling respect when provoked. In an age of artificial intelligence and moral ambiguity, students need adults who demonstrate what it means to be principled, compassionate, and responsible.

At The Gaudium School students are prepared for life. An architect of character does not merely nurture success, but also builds people who can be trusted, who add value to society, and who lead with wisdom. That is the most essential and enduring work in education today.

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Coming Up Next

Date	Day	Event	Grade
6th to 9th November	Friday to Monday	Diwali Holidays	Whole School
13th November	Friday	Children's Day Celebration in School	Whole School
21st & 22nd November 2026	Saturday & Sunday	Diplomathon	Grade 3, 4 & 5

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Social Media Links

Platform	Link
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Facebook	https://www.facebook.com/thegaudiumschool
YouTube	https://www.youtube.com/c/Thegaudiumschool
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