THE GAUDIUM SCHOOL
Sculpting happy minds

PRISM

IB PYP Grade 4

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

October Edition

© Copyright The Gaudium, 2026. All rights reserved.

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.

© Copyright The Gaudium, 2026. All rights reserved.

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

© Copyright The Gaudium, 2026. All rights reserved.

Message from the Grade Level Lead

Student Agency, Design Thinking and Action for Sustainability

At Grade 4, learning extends beyond understanding concepts to applying them in meaningful ways. Through the Design Thinking process, students were encouraged to **Empathise** by understanding real-world challenges, **Define** the problem, **Ideate** by exploring possible solutions, **Create** ideas into action and **Test and Reflect** on their impact. This approach nurtured creativity, collaboration, critical thinking and a sense of responsibility towards the environment.

As part of our unit on *Energy*, students explored sustainable energy choices and took action by spreading awareness about solar energy and the importance of conserving energy through everyday practices.

During our unit on *Identity*, students explored the impact of fast fashion and the growing concern of clothing waste. As a sustainability action, they upcycled unused clothes from home to create unique fashion costumes, giving old garments a new purpose instead of discarding them. They showcased their creations through a special Fashion Walk at the Farmers' Market,



sharing their message with parents and encouraging everyone to embrace reuse and make environmentally responsible choices.

These experiences helped students understand that even small actions can create meaningful change.By connecting classroom learning with the **United Nations Sustainable Development Goals (SDGs)**, particularly Responsible Consumption and Production (SDG 12) and Climate Action (SDG 13), students experienced how their ideas, choices and actions can contribute to a more sustainable future.

© Copyright The Gaudium, 2026. All rights reserved.

Message from the Grade Level Lead

Through these initiatives, our young learners demonstrated that they are not just learning about change but are also taking responsibility for creating it.

Along the journey, students strengthen their Approaches to Learning (ATL) skills, including research, critical thinking, communication, collaboration and self-management, while putting the IB Learner Profile attributes into practice.

An important part of the learning journey in Grade 4 is understanding how knowledge and understanding can lead to meaningful action. As students explore real-world issues through their units of inquiry, they are encouraged to reflect on how their choices and actions can make a positive difference. Whether it is promoting energy conservation, embracing sustainable fashion through upcycling, spreading awareness or encouraging others to make responsible choices, students learn that action can take many forms. What makes these actions meaningful is that they emerge from genuine understanding, empathy and a growing sense of responsibility.

Parents are valued partners in this journey of learning and discovery. Taking an interest in children's ideas, asking open-ended questions and encouraging them to explore different possibilities can enrich their learning experiences.

Rather than providing ready-made answers, parents can support children in thinking independently, overcoming challenges and finding solutions of their own. This helps nurture confidence, curiosity and ownership of learning.

The experiences across our Grade 4 units have shown students that learning extends beyond the classroom. Through inquiry, collaboration, reflection and action, they make connections between concepts and everyday life, develop a deeper understanding of the world around them and recognise their ability to contribute to positive change. Along the way, they strengthen their Approaches to Learning (ATL) skills and demonstrate the attributes of the IB Learner Profile.

As students continue to explore, question and discover, let us encourage them to see themselves as active contributors to their communities. When learning is guided by curiosity, empathy and responsibility, even small actions can create a lasting and meaningful impact.

Grade 4
Grade Level Lead
Farzana

© Copyright The Gaudium, 2026. All rights reserved.

School Philosophy – 5 Developmental Pillars

Mindfulness

Students and teachers engaged in a range of mindfulness activities, including flower breathing, tree pose, mindful walking, eating with senses, and mindful listening These activities provided opportunities to pause, relax, and become more aware of their thoughts, emotions, and surroundings. Through mindful breathing, gentle movements, and sensory exploration, students developed concentration, self-awareness, and emotional regulation.



They explored how simple breathing techniques and mindful practices can help them feel calm, focused, and ready to learn. Activities such as mindful walking and eating with senses encouraged them to pay attention to the present moment and appreciate the experiences around them. Students also learned the importance of recognizing their emotions, responding calmly to different situations, and approaching everyday challenges with a positive and mindful attitude.



These shared experiences fostered patience, inner calm, and a sense of well-being among students and teachers, contributing to a peaceful, supportive, and balanced classroom environment.

© Copyright The Gaudium, 2026. All rights reserved.

School Philosophy – 5 Developmental Pillars

Well Being

As part of the World Mental Health Day celebrations on October 10, students participated in an engaging Origami Coping Skills Fortune Teller activity as part of the school's Well-being Day initiatives. Through this creative activity, students designed and filled their fortune tellers with different coping strategies that help them manage strong emotions and navigate challenging situations. They reflected on the people, activities, and techniques that bring them comfort, such as taking deep breaths, talking to someone they trust, spending time doing things they enjoy, and taking a moment to relax.

The activity provided students with an opportunity to develop emotional awareness and explore healthy ways to cope with feelings such as anger, sadness, worry, and frustration. It encouraged them to recognize their emotions, understand their needs, and choose appropriate strategies to regain a sense of calm and balance. Students also learned that everyone experiences emotions differently and that there is no single coping strategy that works for everyone.
Through this meaningful and interactive experience, students were encouraged to express their feelings, practice self-reflection, and develop positive habits



that support their mental and emotional well-being.

The activity reinforced the importance of caring for our minds, seeking support when needed, and creating a compassionate and supportive environment where everyone feels safe, understood, and value. As part of the school's Well-being initiatives, students explored the importance of sleep in maintaining physical, mental, and emotional well-being. They learned how adequate sleep supports growth, improves focus and concentration, enhances mood, and keeps the body energized throughout the day. The session also highlighted healthy sleep habits, such as following a consistent bedtime routine, reducing screen time before bed, and creating a calm sleeping environment. Students were encouraged to adopt these positive habits to support their overall health and well-being.

© Copyright The Gaudium, 2026. All rights reserved.

School Philosophy – 5 Developmental Pillars

Core Values: Celebrating Gratitude – Appreciating the People Who Make a Difference

October was a meaningful month dedicated to exploring our Core Value of **Gratitude**, encouraging learners to recognize and appreciate the people, experiences, and everyday moments that bring positivity to their lives. Through classroom discussions and reflective activities, students explored what it means to be grateful and how expressing appreciation can strengthen relationships and create a positive environment.

Students reflected on the important role played by their families, teachers, friends, and school community in supporting their growth and learning.

They were encouraged to recognise the kindness, care, and efforts of others and understand the importance of expressing thankfulness through thoughtful words and meaningful actions. These reflections helped learners appreciate both the big and small things that make a difference in their daily lives.

Through these experiences, students developed a deeper understanding of gratitude as a value that can be practiced every day. They were encouraged to express appreciation sincerely, acknowledge the contributions of others, and spread positivity through simple acts of kindness.

The focus on gratitude reinforced the importance of building meaningful relationships founded on respect, appreciation, and care for others.

Learners explored the value of Gratitude through meaningful activities that encouraged them to recognize and appreciate the people who make a positive difference in their lives. Through creative expressions and thoughtful reflections, they shared their appreciation for their family members, teachers, and friends, acknowledging the care, guidance, and support they receive.

Together, these experiences reminded our learners that gratitude goes beyond saying "thank you"; it is about recognizing the kindness of others, appreciating the little things in life, and expressing thankfulness through sincere words and thoughtful actions.



© Copyright The Gaudium, 2026. All rights reserved.

School Philosophy – 5 Developmental Pillars

Stakeholder Engagement:

A Teacher–Parent Conference (TWC) was conducted on October 10, providing an opportunity for teachers and parents to connect and discuss students' academic progress, classroom experiences, and overall development. The conference served as a platform for meaningful conversations about students' learning journeys and achievements.

During the conference, teachers shared insights into students' strengths, learning progress, and areas that require further attention.





Discussions also focused on individual learning needs and ways parents could support their children's learning at home, ensuring a consistent and supportive approach to their development. The TWC strengthened the partnership between home and school, highlighting the importance of collaboration in nurturing each learner's potential. Through open communication and shared reflections, the conference encouraged a supportive learning environment where students are guided and motivated to grow academically, socially, and emotionally.

© Copyright The Gaudium, 2026. All rights reserved.

School Philosophy – 5 Developmental Pillars

Stakeholder Engagement:

Farmers' Market showcased a variety of student-made products, highlighting creativity and resourcefulness. Grade 4 students explored the stalls and products, connecting classroom learning with real-life experiences.



The **Sustainable Fashion Walk** encouraged Grade 4 students to showcase clothing choices that promoted reusing materials, recycling, and reducing textile waste. This highlighted the importance of sustainability and responsible fashion choices, spreading awareness on importance of choosing sustainable clothing, reusing old garments, and reducing waste to conserve natural resources.



As part of **Stakeholder Engagement**, students with 100% attendance during September were recognized and awarded badges for their regularity and commitment to learning. The celebration encouraged punctuality, consistency, and responsibility, motivating students to maintain excellent attendance.

© Copyright The Gaudium, 2026. All rights reserved.

School Philosophy – 5 Developmental Pillars - Fashion Walk at Farmers Market













© Copyright The Gaudium, 2026. All rights reserved.

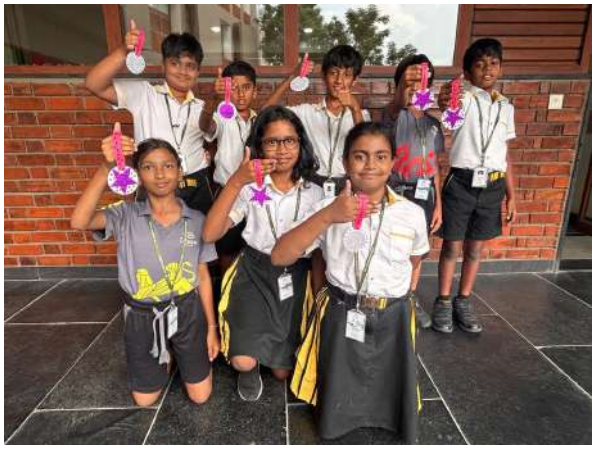
Students 100% Attendance

"100% Attendance, 100% Commitment! Your consistency and dedication set an inspiring example." 🌟













© Copyright The Gaudium, 2026. All rights reserved.

School Philosophy – 5 Developmental Pillars

Global Leadership Diplomathon: Voices for Change, Leaders for Tomorrow

Grade 4 students participated in an orientation to Diplomathon, where they were introduced to diplomacy, global issues and the role of young delegates in representing different countries and sharing their perspectives.

Through this international platform, students will get opportunities to explore real-world issues, research different viewpoints, express their ideas, participate in discussions and work collaboratively towards solutions. By taking on the roles of delegates in a simulated global summit, they will develop skills in research, communication, critical thinking, respectful debate, negotiation and decision-making. The experience encourages students to become confident, responsible and internationally minded individuals while developing the IB Learner Profile attributes of **Communicators, Thinkers and Open-minded learners**.

Special Assemblies: Dussehra

Grade 4 students celebrated Dussehra through meaningful skits connected to the Unit of Inquiry, *Peace and Conflict*. They explored the importance of choosing good over evil, resolving conflicts peacefully and promoting values such as empathy, kindness and respect. The assemblies encouraged students to appreciate cultural traditions and reflect on how their actions can foster peace and harmony, demonstrating the IB Learner Profile attributes of **Caring, Principled and Open-minded learners**.



© Copyright The Gaudium, 2026. All rights reserved.

School Philosophy – 5 Developmental Pillars

Diplomathon: "Empowering Young Global Citizens"!













© Copyright The Gaudium, 2026. All rights reserved.

School Philosophy – 5 Developmental Pillars

Holistic Excellence - Life skills



As part of the ongoing Life Skills swimming programme, students are learning **basic survival swimming** and essential **water safety practices** through guided activities and demonstrations. They are being introduced to dry rescue techniques and learning how to assist someone in difficulty without putting themselves at risk.

Students are also learning to use safety equipment correctly and understand the importance of following safety guidelines in and around water. These sessions provide practical opportunities to develop water safety awareness and essential life skills.



The ongoing programme aims to build students' confidence, coordination, teamwork, and sense of responsibility while helping them develop the knowledge and skills needed to stay safe in aquatic environments.

The programme also encourages students to practice regularly, overcome their fears, and develop a positive attitude towards learning new skills. By combining physical activity with practical safety knowledge, students are gradually becoming more confident, mindful, and prepared to make safe and responsible choices in and around water.

© Copyright The Gaudium, 2026. All rights reserved.

School Philosophy – 5 Developmental Pillars

Holistic Excellence: An Educational Journey Beyond the Classroom

Grade 4 students embarked on an exciting four-day educational trip to Trivandrum, Jatayu and Kanyakumari from 14 to 17 October 2026. The journey offered a wonderful blend of exploration, cultural experiences, scientific discovery and adventure, making learning meaningful beyond the classroom.

Students began their journey by visiting the Snake Park and Napier Museum, where they explored wildlife and gained insights into Kerala's art, history and heritage. They also enjoyed a vibrant Kalaripayattu performance, experiencing one of the region's traditional martial arts.

The visit to the ISRO Space Museum/Science Centre introduced students to the fascinating world of science and space exploration. At Jatayu Earth's Center, they admired the iconic sculpture and its surroundings, followed by a relaxing visit to Kovalam Beach.In Kanyakumari, students explored the Vivekananda Rock Memorial and experienced the geographical and cultural significance of India's southernmost mainland destination.



Their visit to the Sree Padmanabhaswamy Temple offered an opportunity to appreciate an important cultural landmark. The trip concluded with enjoyable team-building activities before returning to Hyderabad. Throughout the journey, students developed independence, strengthened friendships and practised collaboration and responsibility. The experiences encouraged curiosity, cultural appreciation and a deeper understanding of the world, making the trip a memorable extension of their learning journey.

© Copyright The Gaudium, 2026. All rights reserved.

Thiruvananthapuram - Kanyakumari Trip

Grade 4 students went on an Educational Journey Beyond the Classroom and travelled from Thiruvananthapuram to Kanyakumari.











IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - This Month

Theme: How we express ourselves

Central Idea:

People's behaviour and choice of outward appearance projects aspects of their culture, values and tradition

Lines of inquiry:

- Appearance and behaviour influence perception of others
- The influence of cultural and social norms on ways to present one selves
- Fashion as a form of expression

Specified Concepts:

Perspective,
Function
Change

Additional Concepts

Identity
Symbolism
Diversity
Style

ATL's:

Communication skills
Exchanging-information skills
Literacy skills

Learner Profile:

Communicators,
Reflective,
Open-minded

Subject Focus:

Social organization and culture

Unit of Inquiry

Grade 4 students explored the unit **"How We Express Ourselves,"** focusing on how people's behaviour and outward appearance reflect aspects of their culture, values, and traditions. They began with a provocation, shared their perspectives, and unpacked key words from the central idea to develop a deeper understanding of the unit.Students participated in a debate on the statement **"We cannot judge people by their appearance,"**

sharing different perspectives and reflecting on how appearance and behaviour influence the way people perceive others. They also discussed social and cultural norms and explored how these influenced the way people presented themselves in different countries and communities.

As part of their inquiry into fashion as a form of expression, students compared fashion trends of the past and present and explored how clothing reflected identity, culture, and personal style. They discussed how fashion changed over time and how clothing choices communicated individual preferences and cultural influences.

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - This Month

The inquiry also connected fashion with **sustainability and the United Nations Sustainable Development Goals (SDGs)**. Students explored the environmental impact of clothing production and textile waste and discussed the importance of reusing clothes, recycling materials, and making responsible fashion choices. Through these discussions, they developed an understanding of how individual actions could help protect the environment and contribute to a more sustainable future.

Transdisciplinary Mathematics

Students explored the concepts of **factors and multiples** and developed an understanding of how numbers are related. They learned to find the **LCM (Least Common Multiple)** and **HCF (Highest Common Factor)** using the tree method, division method, and listing multiples method. They also practiced **prime factorization** and used different strategies to solve mathematical problems, strengthening their logical thinking, number sense, and problem-solving skills.Building on their understanding of numbers, students will further explore **mean and median** as measures used to understand numerical data. They will learn how to calculate the mean by finding the average and identify the median as the middle value in an ordered set of numbers.

These learning experiences will help students organize, interpret, and analyze data while developing their mathematical reasoning skills.

Transdisciplinary Language

Students explored **transitive and intransitive verbs**, along with the **simple past and past continuous tenses**. They practiced identifying verbs and understanding how actions are expressed in sentences. These grammar concepts will support them in writing biographies by helping them describe events, experiences, and achievements in a clear and meaningful way. Students also discussed the features of a **biography and an autobiography**, understanding the differences between writing about another person's life and narrating one's own life experiences. Students revised **figurative language**, focusing on similes and metaphors and exploring how these literary devices make writing more descriptive and engaging. They will continue to explore other forms of figurative language to enrich their vocabulary and creative expression. Through these learning experiences, students are developing their language skills, communication, and understanding of different writing styles.

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - This Month

Hindi

Students explored **क्रिया and its types (क्रिया के भेद)** through examples, discussions, and classroom activities. They practised identifying action words and understanding their usage in sentences. They also strengthened their understanding of **वचन (एकवचन और बहुवचन)** through reading, writing, and speaking activities related to everyday situations.

Students practised **गिनती** through oral recitation, written exercises, and interactive activities. These learning experiences helped improve their number recognition, pronunciation, and writing skills while building confidence in using Hindi in different contexts.

Spanish

Students explored places in the neighbourhood and learned to use the verb hay in Spanish. They practiced identifying and describing different places using simple expressions through speaking, writing, games, and classroom activities. These learning experiences helped them expand their Spanish vocabulary and develop confidence in using simple Spanish sentences.

Telugu

Students explored Telugu grammar concepts, including tenses (కాలాలు), subject (కర్త), object (కర్మ), and verb (క్రియ).

Through simple examples and interactive classroom activities, they practiced identifying and using these grammatical elements in sentences. These learning experiences helped strengthen their understanding of Telugu grammar and sentence structure.

French

Students learned Le Pluriel des Noms (Plural of Nouns) in French. They practiced forming plural nouns by adding -s to singular nouns and explored the basic rules for changing singular nouns into plural forms. Through reading, writing, listening, speaking, and classroom activities, students identified singular and plural nouns and practiced applying the rules accurately in simple French sentences.

Drama

Students explored the stage and its important components. They learned about different parts of the stage, including the wings, backstage area, orchestra pit, and green rooms. Through interactive activities, students discovered how each space contributes to a theatre production and supports the people involved in it.

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - This Month

Music

Students explored melody and pitch through solfège singing using Do–Re–Mi and engaging vocal activities. They practiced singing simple melodic phrases while developing their understanding of high and low pitch and accurate vocal expression. Students explored how dynamics and tempo could be used through singing to communicate different emotions and ideas. They also created, performed, and notated simple rhythmic patterns, developing their understanding of rhythm and musical notation. Through individual and group activities, students developed confidence, listening skills, creativity, and musical expression while reflecting on and improving their own musical ideas.

PE

Students learned the rules of relay races and practiced the basic techniques of baton exchange within designated exchange zones. They also explored the fundamental technique of dribbling in football, developing their ball control and coordination skills. These activities helped students strengthen teamwork, improve their movement skills, and develop a better understanding of sports techniques.

Dance

Students developed their folk-dance techniques, focusing on rhythm, coordination, balance, control, and expression. They practised varied footwork, hand movements, turns, claps, jumps, and rhythmic patterns using counts and musical cues. Learners explored formations such as lines, circles, diagonals, V-formations, and partner patterns, focusing on smooth transitions. They also explored how folk dance reflected culture, traditions, celebrations, and community identity while experimenting with changes in levels, directions, speed, and energy through individual, partner, and group movement sequences.

Additional Telugu

Students revised Telugu vowels and consonants (అ–న), number names (1–20), and colour names through various classroom activities. They were also introduced orally to the number names 30, 40, and 50. Through picture-based activities, students learned the names of animals in Telugu and explored their English equivalents.

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - This Month

Students were introduced to the Telugu consonants of the **ట వర్గం** and practiced their correct pronunciation. By identifying picture words associated with each consonant, they connected letter sounds with meaningful vocabulary. Videos, picture-based discussions, and oral practice made learning engaging and interactive, supporting the development of their listening, speaking, reading, and writing skills in Telugu.

Additional Hindi

In the month of **October**, students revised and practised recognising, pronouncing, and writing Hindi वर्ण, 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. Flashcards, picture-based vocabulary, and interactive games made learning engaging and enjoyable.

Students built their Hindi vocabulary by identifying picture words and forming simple words using the learned वर्ण. Through regular writing practice, oral activities, and creative exercises, they strengthened their letter recognition, pronunciation, reading, and writing skills while developing greater confidence in speaking Hindi.

ICT

During ICT practical sessions, students created a Microsoft PowerPoint presentation on the Dussehra festival, making connections to the UOI theme Culture and Identity. They also used Microsoft Excel to create a student marks list, organize data, and apply the SUM, MAX, MIN, and AVERAGE functions. During theory sessions, students revised computer components and explored digital security, online safety, personal information protection, and responsible digital behaviour. These learning experiences helped strengthen their ICT skills and awareness of safe technology use.

Visual Art

In the month of October, students explored object drawing by observing and drawing a variety of everyday objects. They focused on accurate shapes, proportions, details, and spatial arrangement. Students used pencil-shading techniques, including light and dark values, blending, highlights, and shadows, to create depth and a three-dimensional appearance. Through this activity, they strengthened their observation skills, drawing accuracy, and control of art materials while developing confidence in representing objects realistically.

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - This Month

Space lab

Students completed their term-end assessment on astronomy and space technology through a multiple-choice questionnaire, demonstrating their subject knowledge and time-management skills. They also completed the Constellation Projector Lab, where they developed critical thinking, spatial awareness, observation, fine motor skills, collaboration, and the ability to apply scientific knowledge. Homework was checked, and most students demonstrated their understanding through the completion of assigned tasks. Students also explored the phases of the Moon, the lunar cycle, the causes of its changing appearance, observable patterns, and its connections to culture.





Students began exploring the reasons for seasons and learned about the Equinox, Summer Solstice, and Winter Solstice. They were also introduced to the concepts related to the SeaSun Clock Kit, including longitude, latitude, time zones, standard time, gnomon, and sundial. These concepts helped them build a foundation for understanding the working principles of the SeaSon Clock Kit in the Space Lab.

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - This Month

Insights of learning engagements in the classroom this month. Students learned through various learning engagements like debates and presentations.









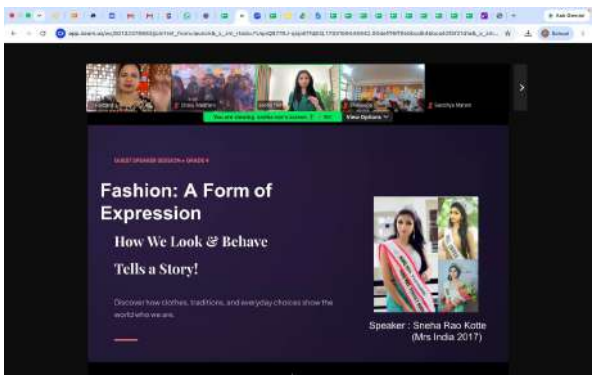


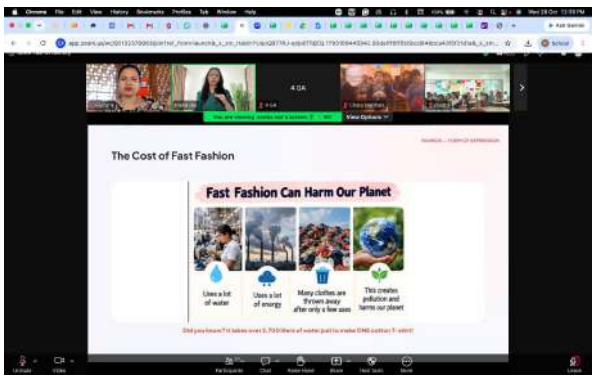


© Copyright The Gaudium, 2026. All rights reserved.

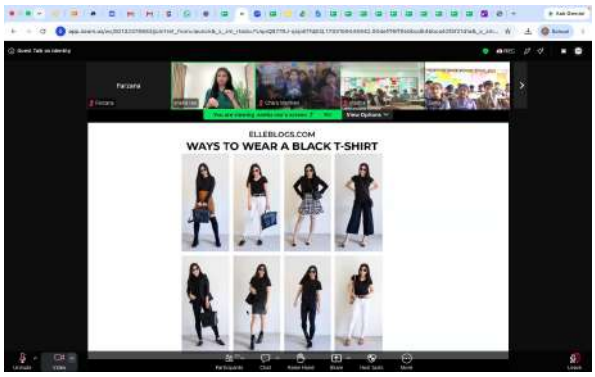
Guest Talk on Identity

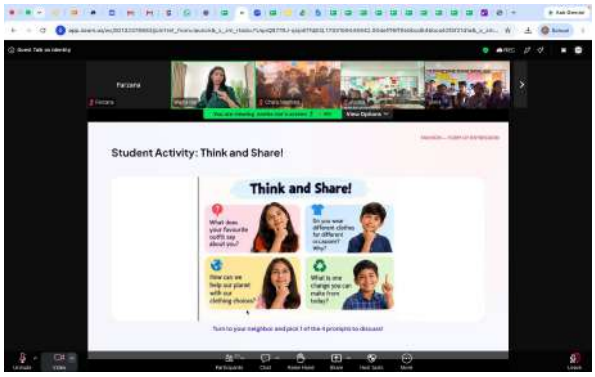
Guest Talk on Identity and Fashion by **Ms Sneha Rao, former Mrs India 2017** and a fashion influencer has enlightened on the importance of fashion choices and sustainability goals.













IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - Month Ahead

Theme: Where We Are in Place and Time

Central Idea:
Evidence of ancient civilizations facilitates people to make connections with present-day societies.

Lines of Inquiry:

- Characteristics of civilizations and societies
- Collecting, analysing, and validating data to understand the effects of ancient civilizations
- Connections between the past, present, and implications for the future

Specified Concepts:
Form
Causation
Connection

Additional Concepts:
Civilization
Chronology
Measurement, Pottery

Approaches to Learning (ATL):

- **Thinking Skills:** Critical thinking
- **Social Skills:** Interpersonal relationships

Learner Profile:
Inquirers, Knowledgeable, Communicators

Subject Focus:
Social Science – Continuity and Change Through Time

Unit of Inquiry

Students will begin their inquiry with the provocation **"Discovering Ancient Civilizations."** They will observe different pictures related to ancient civilizations and identify the features they notice.
Using the **See–Think–Wonder** strategy, they will record their observations, thoughts, and questions. They will explore the characteristics of different ancient civilizations, including their buildings, pottery, tools, clothing, art, and ways of life.

Students will discuss how people lived in ancient times and how their needs, practices, and achievements shaped their societies. They will compare different civilizations and identify similarities and differences in their ways of living.
They will make connections between **ancient civilizations and present-day societies**, exploring how the past has influenced the present. Students will share their ideas, ask questions, and discuss the importance of studying evidence from ancient times to understand history.

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - Month Ahead

Through observation, discussion, questioning, and reflection, students will develop curiosity and prepare for further inquiry into how evidence of ancient civilizations helps us make connections with present-day societies.

Mathematics

Students will explore **different types of fractions**, including proper, improper, and mixed fractions. They will identify and represent fractions using visual models, fraction strips, and real-life examples to understand how a whole can be divided into equal parts. Students will compare fractions, recognize equivalent representations where appropriate, and explore the relationship between improper fractions and mixed numbers. Through hands-on activities and problem-solving tasks, they will apply their understanding of fractions to everyday situations such as sharing objects, measuring quantities, and dividing items equally.

Students will also explore **mode** as a measure used to understand and interpret data. They will learn to identify the value that occurs most frequently in a given data set and distinguish it from other ways of describing data, such as mean and median. Through surveys, tables, and simple data-handling activities, students will organize information, determine the mode, interpret results, and draw meaningful conclusions. These learning experiences will strengthen their number sense, logical reasoning, analytical thinking, accuracy, and problem-solving skills while helping them make connections between mathematical concepts and real-life situations.

Language

Students will explore the purpose, structure, and key features of biographies and autobiographies, understanding how a person's life experiences, achievements, and important events can be presented from different perspectives. They will read and analyse examples of biographies to identify key information, understand how events are sequenced, and examine the language and writing techniques used by authors.

Students will learn to distinguish between first-person and third-person narration and develop their understanding of simple past and past continuous tenses, as well as transitive and intransitive verbs, to strengthen their writing.

They will also explore **figurative language**, including similes, metaphors, and other descriptive expressions, to understand how writers make their ideas more vivid and engaging.

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - Month Ahead

Students will apply these techniques while developing their own biographies through the stages of **planning, drafting, editing, and revising**. They will organise relevant information, write meaningful paragraphs, check grammar and punctuation, and improve their work based on feedback. Through reading, analysis, discussion, and writing, students will strengthen their vocabulary, creativity, language accuracy, critical thinking, and ability to communicate ideas clearly and effectively.

Telugu

Students will explore transdisciplinary connections through stories. Using the Telugu story Amayakudu (అమాయకుడు), they will learn new vocabulary, antonyms, and synonyms. They will also practice answering comprehension questions based on the story. These learning experiences will help enhance their reading comprehension, expand their vocabulary, strengthen their language skills, and make meaningful connections between the story and their learning experiences.

Hindi

Students will explore **विशेषण (adjectives)** through examples and classroom activities, learning how describing words add meaning to sentences. They will read and understand a poem from the Resource Book, focusing on correct pronunciation, reading fluency, and comprehension.

Students will also strengthen their understanding of **वचन (एकवचन और बहुवचन)** by identifying singular and plural words, practicing word changes, and forming sentences. These learning experiences will help enhance their Hindi vocabulary, reading skills, grammatical accuracy, and confidence in using the language.

Spanish

Students will learn vocabulary related to directions and different parts of the house in Spanish. They will continue practicing the verb hay and use simple expressions to describe their surroundings, identify places, and understand directions. Through interactive activities, speaking practice, and written exercises, students will strengthen their Spanish vocabulary, comprehension, and communication skills.

French

Students will continue exploring Le Pluriel des Noms (Plural of Nouns), focusing on special plural forms and exceptions. They will learn how to form plurals by adding -x to certain nouns and explore nouns ending in -z, -s, and -x, which generally remain unchanged in the plural. Through reading, writing, listening, speaking, and interactive activities, students will practise applying these rules and using plural nouns accurately in French sentences.

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - Month Ahead

Music

Students will participate in assessments to demonstrate their understanding of the musical concepts learned in October. They will revise melody, pitch, and solfège singing (Do–Re–Mi) through engaging vocal activities. Students will demonstrate their ability to identify high and low pitches and sing simple melodic phrases with accuracy. They will also revisit tempo (fast and slow) and dynamics (loud and soft) and explore how these elements express different emotions through singing. Students will complete assessment tasks based on their understanding of rhythm and simple rhythmic patterns. They will practise performing rhythms and using basic musical notation. Through these assessments, students will demonstrate their listening, singing, and musical expression skills.

Teachers will observe students' progress in pitch accuracy, rhythm, confidence, and participation. These activities will help students reflect on their learning, recognise their strengths, and identify areas for further improvement.

Visual art

Students will continue exploring object drawing using a variety of media, including pastels and watercolours.

They will observe everyday objects closely, focusing on shape, proportion, details, and spatial arrangement. Students will experiment with pastels to create expressive marks, blend colours, and develop textures, while using watercolours to explore transparent washes, colour mixing, and layering techniques. These learning experiences will help enhance their observation skills, creativity, artistic expression, and confidence in working with different art media.

ICT

Students will use Microsoft Excel to organise stationery and grocery data, apply formatting, and use the SUM, MIN, MAX, and AVERAGE functions. They will also learn to represent data visually using pie charts and bar graphs during ICT practical sessions. During theory sessions, students will explore web browsers and the Internet. They will learn to use Microsoft Edge to access websites, download and upload files, and practise safe and responsible browsing. These activities will help develop their digital literacy, data-handling skills, and confidence in using technology effectively and responsibly.

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - Month Ahead

PE:

Students will learn the basic rules and laws of football. They will develop their ball mastery skills through activities such as tapping, scissor movements, and shuffling. Students will also practice passing techniques, including two-touch and three-touch passing, to improve their accuracy, coordination, and teamwork. Additionally, they will learn about different player positions in football and understand their roles and responsibilities during a game. These learning experiences will help enhance their football skills, game awareness, and confidence while encouraging teamwork and sportsmanship.

Dance:

During the month of November, learners will prepare for the Annual Day through Semi-Classical and various folk-dance forms, exploring their unique movements, rhythms, and cultural expressions. They will practise footwork, hand gestures, expressions, formations, and coordinated sequences, focusing on rhythm and timing. Through regular rehearsals, learners will develop stage presence, teamwork, confidence, and performance skills. These dance forms will also strengthen their understanding of culture, traditions, movement patterns, and creative expression.

Additional Telugu:

Students will revise Telugu vowels (అ–అః), consonants (క–ణ), number names (1–50), colour names, and animal names through picture-based activities and interactive exercises. They will be introduced to the Telugu names of vegetables and learn their English equivalents. Students will also explore the consonants of the త వర్గం and ప వర్గం, practising their pronunciation and identifying picture words associated with each letter. Videos, picture-based discussions, and oral practice will make learning engaging and meaningful while helping students strengthen their listening, speaking, reading, and writing skills in Telugu.

Additional Hindi:

Students will practice recognizing, pronouncing, and writing Hindi letters correctly through fun and engaging activities. They will focus on reading and writing two-letter and three-letter Hindi words with the help of pictures. Flashcards, picture-based activities, and interactive games will help students identify pictures, read simple Hindi words, and match words with the corresponding pictures. Through regular practice and creative exercises, students will expand their vocabulary and develop greater confidence in reading, writing, and speaking Hindi. These activities will make learning Hindi joyful, interactive, and meaningful.

© Copyright The Gaudium, 2026. All rights reserved.

Learning and Teaching - Month Ahead

Space Lab:

Students will complete the Moon module and the Reasons for Seasons module in the pending classes. They will participate in the SeaSun Clock Kit Lab, where they will apply the concepts learned to build a sundial and check its accuracy in timekeeping. Through this activity, students will develop critical-thinking and problem-solving skills while understanding the difference between local solar time in Hyderabad and Indian Standard Time.

Students will also explore the Animal Astronomers module, learning how certain animals use celestial cues for navigation and understanding their astronomical behavioural patterns. They will develop cross-disciplinary knowledge, environmental awareness, and an understanding of the effects of light pollution and its impact on living organisms. Any modules that remain incomplete in November due to holidays or school events will be carried forward to December.

Drama:

Students will explore the creative world of masks in theatre, learning about their origins, purposes, types, and cultural significance. Through hands-on mask-making and drama activities, they will learn to express emotions, develop characters, and enhance their storytelling skills through body movements and facial expressions.

Dance:

Learners will prepare for the Annual Day through Semi-Classical and various Folk Dance forms, exploring their unique movements, rhythms, and cultural expressions.

They will practise footwork, hand gestures, expressions, formations, and coordinated sequences, focusing on rhythm and timing. Learners will develop stage presence, teamwork, confidence, and performance skills through regular rehearsals. Through these dance forms, learners will strengthen their understanding of culture, traditions, patterns, and creative expression.

© Copyright The Gaudium, 2026. All rights reserved.

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.



© Copyright The Gaudium, 2026. All rights reserved.

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.



© Copyright The Gaudium, 2026. All rights reserved.

Times School
Powered by Hyderabad Times
Circulated with The Times of India, Hyderabad
Wednesday, September 30, 2026
An Advertorial Education Promotional Feature
An Optimal Media Solutions Initiative, A division of Times Internet Limited

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.

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

© Copyright The Gaudium, 2026. All rights reserved.

Coming Up Next

Date	Day	Event	Grade
06th to 9th November	Friday to Monday	Diwali	Whole School
13th November	Friday	Children's Day Celebration in School	Whole School
21st & 22nd November 2026	Saturday & Sunday	Diplomathon	Grade 3, 4 & 5

© Copyright The Gaudium, 2026. All rights reserved.

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/

© Copyright The Gaudium, 2026. All rights reserved.

Editorial Board

Chief Editor

Ms.Farzana

Associate Editors

Grade 4 Team

© Copyright The Gaudium, 2026. All rights reserved.