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P R I S M

Grade 4  
December 2024-January 2025



IB CONTINUUM  
CONTINUUM DE L'IB  
CONTINUO DEL IB

# Message from the Head of School

Dear Parents,

December and January were stunning culminations of our Year 10 celebrations- The annual Programme and The Road Safety Run for the Gaudium Community. We commemorated the mystic '10' by encouraging our Pre-schoolers to delve into the secret powers of nature and its implicit principles to maintain harmony in its diversity. Our little students extolled the capacity of nature to sustain and heal and gave us the message of following nature's principles for a healthy and happy life. This was entitled "Dasa Neeti". The students of Grades 1-2 laid bare the impressive lives of ten role models and changemakers whose contributions to the world were vastly transformational- we are talking about Mother Teresa, Mahatma Gandhi, Charlie Chaplin and other such greats. What impressive performances, songs and dances were put up by our students! This was "Dasa Prernayey"



Grades 3-5 took us on a global journey in 'Dasa Dishayen' and dived into the socio- economic and environmental practices and beliefs of indigenous tribes, who are still striding two realities-between the need for development and industrial growth and its impact on their traditions and culture. We looked through their eyes at climate change, loss of biodiversity, the hazards of deforestation and rapid urbanization on ancient tribes with rich legacies at stake.



# Message from the Head of School

How perfect the message on creating learners without borders. Middle and Senior school brought out the inherent and universal morals in our scriptures and texts that directed man in early society (also completely relevant today) to live non-corrupt, non-aggressive lives, compatible with fellow humans and nature. This was the unfolding of “Dasavatara’ through the common dilemmas of our youth today. We hope our adolescents and teenage students find their interpretation through the metaphors extolled with song and dance, to live more meaningful lives, with a clear sense of self identity and the empowerment of ‘choice’. The Run for Road Safety brought together the Gaudium Community, with students, parents and staff running 10K, 5K and 2K supporting responsible behaviour and action on the roads. As a school strongly supporting family values, we brought our community together to support safety on our roads. Thank you for being a part of the run. As we count our days to the Cambridge and CBSE Board examinations, we pray for serenity and equanimity in our students and appeal for the composure and loving support of our parents towards children facing their public examinations. Patience and perseverance are key. May the Almighty shower blessings on each of you and your family in this splendid New Year.

**Sudeshna Chatterjee**  
**Head of School**



# Professional Development A Well-Being Journey with Oxford

On behalf of Oxford University Press, The Gaudium School had the honor of hosting a guest lecture by Mr. Bhavani on **Health and Well-Being**, specifically designed for teachers. This insightful session provided educators with an opportunity to reflect on their well-being and its profound impact on both their professional effectiveness and personal fulfillment.

Mr. Bhavani began by drawing a strong connection between health and well-being and the mission and vision of the International Baccalaureate (IB). He highlighted how the IB framework emphasizes holistic education—not only striving for academic excellence but also nurturing balanced, reflective, and mindful individuals. He further linked this philosophy to The Gaudium School's commitment to fostering an environment that supports the well-being of both students and educators.

The session was highly engaging, featuring thought-provoking discussions and interactive activities. Mr. Bhavani explored key aspects of well-being, including physical health, mental resilience, emotional stability, and work-life balance.

He reinforced the idea that a teacher's well-being directly influences their ability to inspire and support students effectively. The session was highly engaging, featuring thought-provoking discussions and interactive activities. Mr. Bhavani explored key aspects of well-being, including physical health, mental resilience, emotional stability, and work-life balance. He reinforced the idea that a teacher's well-being directly influences their ability to inspire and support students effectively. Additionally, the session introduced practical strategies for maintaining well-being in the face of modern educational challenges. Key takeaways included:

## **Mindfulness and Stress Management –**

Techniques such as breathing exercises, meditation, and time management to alleviate stress.

**Physical Well-Being** – The significance of regular exercise, a balanced diet, and sufficient rest.



# Professional Development A Well-Being Journey with Oxford

Emotional and Mental Health – The importance of positive thinking, self-care routines, and seeking professional support when needed.

Creating a Supportive Environment – Encouraging strong peer networks, collaboration among colleagues, and a culture of mutual care within the school community.

Teachers found the session both enlightening and interactive, appreciating the practical approaches shared by Mr. Bhavani to enhance their personal and professional well-being. The lecture concluded with a meaningful discussion on how schools can implement systemic changes to ensure sustained well-being for educators, ultimately fostering a more supportive and effective learning environment for students.

The Gaudium School extends its sincere gratitude to Oxford University Press and Mr. Bhavani for facilitating this enriching session. The event reaffirmed the school's dedication to holistic excellence and its commitment to cultivating a culture of care and well-being within the educational community.



# School Philosophy- 5 Developmental Pillars

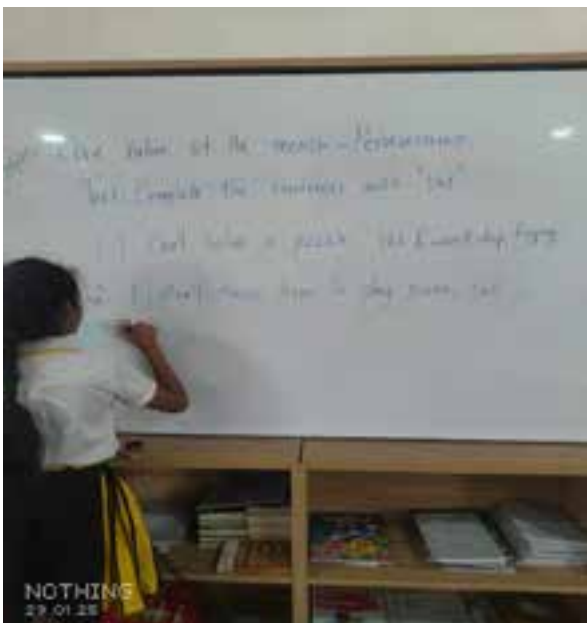
## Mindfulness and Wellbeing

Grade 4 students participated in different mindfulness exercises. They practiced mindfulness activities like "Humming Breathing," "Flower Pose," "Count Your Breath," and "Square Breathing." As part of self-awareness, students shared their strengths and challenges. They discussed the importance of a growth mindset and explored ways to shift away from a fixed mindset. Students were also introduced to mandala art, which helped them relax, improve concentration, boost self-esteem, and enhance focus. They also engaged in guided visualization, allowing them to calm their minds and develop a sense of inner peace. Through these activities, they learned how mindfulness can support their well-being and help them manage their emotions effectively.



## Core Value

Students enthusiastically embraced the core value of "Perseverance." They highlighted patience, endurance, kindness, and attentive listening as essential ways to express gratitude. Through reading the life stories of famous personalities, they gained a deeper understanding of resilience and overcoming hardships. They explored the concept of a growth mindset and set personal goals for the future. By reading inspiring stories and sharing real-life examples, they reflected on perseverance in everyday life. Their understanding of perseverance was further demonstrated through engaging presentations in assemblies.



# School Philosophy- 5 Developmental Pillars

## Stakeholders Engagement

The students are actively learning and sharing through special assembly on Sankranti, which highlighted the significance of the festival, their diverse celebrations around India, and the valuable messages they embody.

Additionally, a special assembly was held on Republic Day to commemorate the adoption of the Constitution of India. This event emphasized the importance of the Constitution and its role in shaping the Republic of India.



## Annual Day

The Theme of the Annual Day celebration was Dasa Disha (10 directions). It unfolded with great enthusiasm and vibrancy and showcased the diverse tribes from around the world that need our attention and support. A highlight of the evening was the series of cultural performances that enthralled the audience. Students performed an array of acts, ranging from mesmerizing dance sequences and soul-stirring musical renditions to thought-provoking dramas.



# School Philosophy - 5 Developmental Pillars

## Holistic Excellence

As part of the holistic development students did various learning engagements to enhance their decision-making skills and positive behaviour. Life skills are an essential part of social, emotional, mental and physical well-being.

This month, students get acquainted with non-fire cooking. They cherished making 'coconut Laddu'.

To strengthen their literacy skills, students continued to have their reading programme.



## Global Leadership:

As part of global leadership, students kept leading their weekly assemblies. This gave them a chance to make decisions, review important agreements, and work together to create assessment tasks. They reflected on what they had learned, identified their strengths and areas for improvement.

The students also shared their ideas about what makes a good leader, such as being a good communicator, working well with others, and taking responsibility. It helped them think about how they can contribute to the success of their group and how they can keep growing as leaders.





# Learning and Teaching - This Month

## Transdisciplinary Theme

How we express ourselves

## Central Idea

People's behavior and choice of outward appearance project aspects of their culture, values, and tradition.

## Lines Of Inquiry

- Appearance and behavior influence perception of others.
- The influence of cultural and social norms on ways to present oneself.
- Fashion as a form of expression.

## Key concepts

Perspective  
Changes  
Function

## Related concepts

- Social organization and culture identity
- Status
- Image
- Impression

## Unit of Inquiry

The students explored about identity under the theme "How We Express Ourselves". They inquired and had a discussion on how appearances and behavior affect perceptions.

They investigated how culture and social rules shape self-expression and learned about social and cultural norms, distinguishing them from rules.

Through guided research, they explored how norms influence identity and how identity can evolve over time, connecting these ideas to fashion, style, and trends. Students also attended guest lecture on "fashion as a form of expression".

Finally, students co-construct and completed the end of unit assessment task as culmination of their learning followed by end of unit reflection.



# Learning and Teaching – This month

## Transdisciplinary Language

The students made transdisciplinary connections with various concepts like character traits and character sketches. They made connections with adjectives, adverbs and their types.

They inquired into biographies and autobiographies and understood the difference between them.

This unit focused on writing poems. The students understood what figurative language is and how it is used in a poem. They inquired into metaphor, simile, hyperbole and onomatopoeia. They learned to write poems like Haiku, limerick and were introduced to Diamante.

## Transdisciplinary Math

The students made transdisciplinary connection to patterns understanding that fashion occurs in patterns. They looked into various patterns, examples number patterns, shape patterns, geometrical patterns, increasing and decreasing patterns.

Additionally students continued their exploration of data handling. They understood that data can be analyzed by using various methods like Mean, mode, median and range. Further, they revisited prime and composite numbers along with understanding divisibility rules. They further inquired into prime factorization, LCM and HCF using factor and tree method.



# Learning and Teaching – This month

## French

The students learnt about adjectives and their placement in the sentences. They also learnt expressions with avoir and etre which is going to help them learn how to express basic feelings.

## Hindi

The students were engaged in a provided Natak/play (True Friendship). They analyzed its literary form, compared it to previously read texts, and identified key features of plays. They also summarized the play's main ideas. Subsequently, students encountered the same play with word replacements. They identified synonyms and antonyms in these replacements, analyzed the semantic relationships between the original and replaced words, and created lists of synonyms and antonyms. Finally, students independently practiced identifying antonyms and synonyms for the given words.

## Spanish

The students learned about body part names, professions relating to numbers, sport and other activities. They practiced ER, AR conjugation concept used to write small phrases in Spanish.

## Telugu:

The students explored Natika writing, focusing on its elements and characteristics. They also studied essay writing, gaining an understanding of its features and writing style. Additionally, they learned meanings, antonyms, and synonyms through these activities.

## Compulsory Telugu:

Students continued learning letters ఠ, డ, simple words, colours and numbers 11 to 20.



# Learning and Teaching – This month

## Music

The Students learned basic voice modulation Solfege exercises and also started learning patriotic songs. They have learned Graduation day songs and also learned how to calculate and identify the rhythm beats while singing songs.

## PE

The Students explored about the relay race and football ground and reflected on their prior knowledge on football and ground markings. Students also learned and practiced push pass technique, dribbling skills in football.

## Dance

The Students had an introduction to basics of Punjab folk dance Bhangra, they have learned few basic vocabulary movements such as Taari Punjab, Jhoomar, Single and double chaafa, Side pump, Faslaan

## ICT

The Students learned to create professional-looking documents in Microsoft Word. They explored text and paragraph formatting, page layout, and essential tools like spell check. Additionally, they learned to organize content with headers, footers, sections, and add visuals like images, tables, and shapes. This unit enhanced their skills for polished, engaging documents.

## Visual Arts

The students completed their exploration of Expressionism, studying its features and creating expressive art inspired by their emotions. They also began exploring Abstract Art, analyzing works by artists like Ram Kumar and MF Husain, identifying key characteristics, and comparing styles.



The students actively participated in hands-on learning activities focused on exploring patterns.

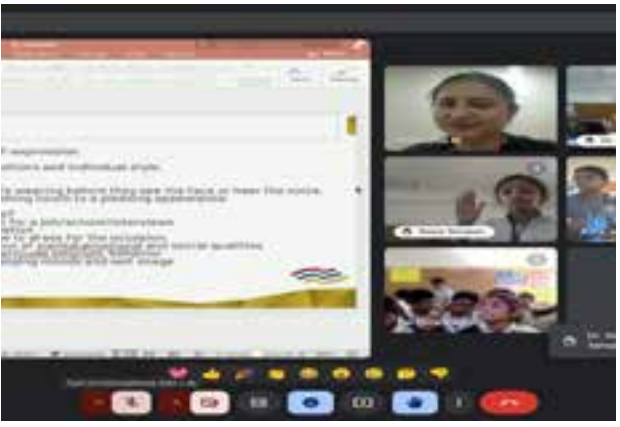


As part of their learning about the massive environmental damage caused by fast fashion, the students took meaningful action by recycling and reusing their own clothes to help reduce textile waste.



# Guest Lecture:

The students attended guest lecture on 'Fashion as a form of expression' by Ms. Praveena



# Run for Road Safety event to raise awareness and promote safe practices on the road for everyone.





# Life Skills Session

## Fireless cooking - Coconut Laddu making



# Learning and Teaching - Month Ahead

## Transdisciplinary Theme

Sharing the planet

## Central Idea

Access to earth's natural resources impacts the global community.

## Lines Of Inquiry

- Various finite and infinite natural resources and their uses
- Reasons for depletion of natural resources
- Challenges to have equitable access to natural resources

## Key concepts

Form

Function

Causation

Responsibility

## Related concepts

conservation, sustainability, access/equity

## Unit of Inquiry

The students will explore the theme "Sharing the Planet" by engaging in a provocation and discussing how access to natural resources affects the global community.

They will understand what are resources and its types. They will investigate finite and infinite resources and its uses. Further Students will learn about the reasons for their depletion, distinguishing between sustainable and unsustainable practices.

Through guided research, they will explore the challenges of equitable access to resources and how unequal distribution impacts communities and ecosystems, connecting these ideas to global cooperation and responsibility. They will also identify various problem scenarios related to access and depletion of natural resources, linking them to the design thinking process. They will collaboratively develop innovative and practical solutions to promote sustainability.

Finally, students will co-construct and complete an assessment task to deepen their understanding of these concepts and implement their proposed actions in real-world contexts.



# Learning and Teaching - Month Ahead

## Language

The students will learn about summary writing along with conjunctions and interjections. By engaging confidently with the writing process, they will synthesize ideas, build on existing knowledge, reflect on different perspectives, and express new thoughts.

Writing for various purposes will allow students to explore global issues, including how access to Earth's natural resources impacts the global community. This will help them understand their role in the broader world and how human interactions and environmental concerns shape the future of the planet.

The students will also inquire into homophones, homonyms and homographs.

## Math

The students will explore fractions and measurements, strengthening their understanding of different types of fractions. They will focus on the addition and subtraction of like fractions, applying these skills in real-world measurement scenarios. This learning journey will allow students to make transdisciplinary connections, linking mathematical concepts to practical applications in fields such as science, usage of resources and construction, where precise measurements and fractions are essential for problem-solving and decision-making.

They will also inquire into topics like decimals, area and perimeter.



# Learning and Teaching - Month Ahead

## French

The students will learn how to express their hobbies with the help of Faire and Jouer verbs

## Hindi

The students will either watch a video or read about an author, and then compare the two sources, noting the similarities and differences. This will help them better understand biographies, or life stories. They will also learn about the playwright of a play and the historical context in which it takes place, exploring how people lived during that period. To wrap up, students will discuss different ways to share this information and explore the differences between letters and essays.

## Telugu

The students will learn about the writing process of a newspaper article. They will also study singular and plural forms, as well as the meanings of new words.

## Spanish

The students will learn about some prepositions (en, con, de), adjectives, verbs like (jugar, trabajar, comer, aprender,...) relating to their free-time activities in Spanish. They will use thinking skills and communicative skills to express their daily routine and others in Spanish.

## Compulsory Telugu

The students will continue learning the Varnamala, practice simple words using the Varnamala, and also acquire basic sentences for speaking.

## Music

The students will learn basic voice modulation through Solfege exercises and begin practicing energetic songs. They will also continue learning the Graduation Day song and focus on applying voice modulation techniques while singing.



# Learning and Teaching - Month Ahead

## PE

The students will learn and practice the zig-zag dribble technique in football, as well as develop their shooting skills. They will complete a task sheet related to football and demonstrate their skills for the teacher's checklist, showcasing their progress and understanding of the game.

## Dance

The students will learn the next set of 4-count and 8-count movements of the Punjabi folk dance Bhangra, accompanied by Punjabi music. They will also explore the elements of dance and the vocabulary of Bhangra movements.

## ICT

The students will be introduced to spreadsheet software, such as Microsoft Excel or Google Sheets. They will learn how to enter and organize data, format cells, and use basic tools like sorting and simple formulas. This will help them develop the skills needed to create neat and easy-to-understand spreadsheets for different projects and tasks.

## Visual Arts

The students will deepen their understanding of abstract art, refine their evaluations, and finalize their projects with feedback from peers. They will explore the origins of Pop Art, identify its key features, and create their own Pop Art-inspired pieces. Additionally, students will explore modern Indian and global artworks, analyze their characteristics, and create pieces that incorporate these key features.



# Happenings Month Ahead

Events	Date
International Mother Language Day	21 <sup>st</sup> February 2025
Maha Shivaratri Holiday	26th February 2025
National Science day	28th February 2025

## Our website:

<https://www.thegaudium.com/>

## Events link:

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>

## Facebook : For daily updates please like the page.

<https://www.facebook.com/thegaudiumschool/>

