



P R I S M

Grade 5
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.



PYP Exhibition: Igniting Minds, Inspiring Change!

The Primary Years Programme (PYP) Exhibition is a milestone event in the academic journey of Grade 5 students. It is a celebration of inquiry, collaboration, and action, embodying the essence of the International Baccalaureate (IB) philosophy. This culminating event marks the transition of our learners from the PYP to their middle school years, showcasing their ability to explore, research, and take meaningful action on global and local issues.

A Journey of Inquiry and Action

The Grade 5 PYP Exhibition is the culmination of months of hard work, where students delve deeply into a central idea connected to one of the IB transdisciplinary themes. This year, our students embraced the challenge of exploring the theme of "*Sharing the Planet*" and "How we organize ourselves" with a focus on climate change & sustainability and the technological advancements affecting environment and wellbeings. With curiosity as their compass, they conducted research, engaged in discussions, and developed creative ways to present their findings.

Power of Collaboration

One of the unique aspects of the PYP Exhibition is the collaborative nature of the process. Students worked in groups, guided by their mentors and teachers, to identify real-world issues and connect them to their personal interests. They developed research skills, shared responsibilities, and learned the value of teamwork in achieving a common goal. From designing prototypes to conducting interviews with experts, the journey was as enriching as the final presentation.

Empowering Learners, Shaping a Sustainable Future!

Throughout the exhibition, students demonstrated the attributes of the IB learner profile, such as being inquirers, thinkers, communicators, and risk-takers. They also linked their projects to the UN SDGs, showcasing their awareness of global challenges and their role as responsible global citizens.



PYP Exhibition: Igniting Minds, Inspiring Change!

From creating solutions for reducing plastic waste to raising awareness about renewable energy, their ideas reflected both innovation and empathy.

Showcasing Creativity and Innovation

On the exhibition day, the school community would come together to celebrate the students' achievements. Each group would set up interactive displays, models, and presentations that highlighted their understanding of the topic and the action they will take to make a difference. Parents, teachers, and guests will be amazed by the students' ability to articulate their learning journey and propose solutions with confidence and clarity.

The PYP Exhibition is more than just a display; it serves as a powerful demonstration of the impact of their inquiry-based learning.

t equips students with skills like critical thinking, problem-solving, and effective communication, which are essential for their future endeavors. Most importantly, it ignites a passion for lifelong learning and inspires them to take action in their communities.

As our Grade 5 students move forward, they carry with them their learning during this transformative experience. They will be ready to embark on new adventures, armed with the confidence to make a positive impact on the world.

Role of parents/legal guardians:

Parents are encouraged to contribute their expertise by

Visiting school as guest speakers

Suggesting the other known experts from their community

Arranging for the field visit

Supporting teacher mentor with required resources such as case studies, published articles etc

Supporting students in their creative displays



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being:

Students and teachers actively participated in a range of mindfulness exercises, including in-breath and out-breath techniques, heart map activities, vision board creation, square breathing, balance walking, and heartbeat exercises. Other practices like acting mindfully, sharing acts of kindness, and exploring personal strengths and challenges were also incorporated. These exercises were designed to help individuals cultivate awareness, presence, and emotional balance in their daily lives.



Core-values: Students wholeheartedly embraced the core value of **perseverance**, recognizing patience, endurance, kindness, and attentive listening as meaningful expressions of gratitude. Through the life stories of inspiring personalities, they deepened their understanding of resilience and overcoming challenges. They explored the growth mindset, set personal goals, and reflected on perseverance in everyday life through real-life examples. Their insights were further showcased in engaging assembly presentations.



School Philosophy – 5 Developmental Pillars

Holistic Excellence

Holistic excellence encourages self-growth and reflection on our learning journey. As part of their holistic development, students engaged in various activities to enhance decision-making skills and foster positive behavior.

Recognizing the importance of life skills in social, emotional, mental, and physical well-being, students explored non-fire cooking and enjoyed making coconut laddus.

To deepen their understanding of the unit "How We Organize Ourselves," students visited the Tellapur Municipal Corporation, gaining valuable real-world insights through this educational field trip.

Additionally, students continued their reading program to strengthen literacy skills and develop a lifelong love for reading.



Stakeholder 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.



School Philosophy – 5 Developmental Pillars

Global Leadership:

As part of their global leadership journey, students took the initiative to lead their weekly assemblies. This experience allowed them to make decisions, review key agreements, and collaborate in designing assessment tasks. They engaged in meaningful reflection, recognizing their strengths and identifying areas for growth.

Additionally, students explored the qualities of effective leadership, such as strong communication, teamwork, and responsibility. This process encouraged them to consider how they can contribute to their group's success and continuously develop as leaders. They also organized special assemblies on Pongal and Republic Day, showcasing their ability to plan, coordinate, and lead meaningful celebrations.

The students set their goals for Term 2 and are working towards achieving them.



Learning and Teaching - This Month

Unit of Inquiry

Transdisciplinary Theme:

Sharing the planet

Central Idea: Finding peaceful solutions to conflicts leads to a better quality of life.

Lines of Inquiry:

1. Causes of conflict
2. Ways people attempt to resolve conflicts
3. Our choices and actions towards conflict resolution

Key Concepts :

Causation Perspective Responsibility

IB Learner Profile Attributes:

Balanced Principled Reflective

Unit of Inquiry

Students unpacked the central idea: 'Finding peaceful solutions to conflicts leads to a better quality of life'. During provocation, the students were given the choice to read the articles or watch the videos. They developed new vocabulary like war, battle, peace, conflict and disagreement. Students inquired about the meanings of the words peace and conflict.

They identified the difference between war, battle and conflict using different graphic organisers.

To deepen their understanding of the concepts, they framed students' questions and sorted them according to key concepts. They identified the images and made connections with the types of conflict and causes of conflict. They researched ways our emotional responses like anger, and depression, lead to conflict. Students read different case studies and passages to find peaceful solutions. They came up with different strategies for peaceful conflict resolution. Students created and co-constructed the pledges, songs and classroom essential agreements on conflict resolution. Students have initiated action by taking Peace Corner and responding to situations instead of reacting. They made connections with human rights and SDG goals.



Learning and Teaching - This Month

Unit of Inquiry

Transdisciplinary Theme:

How we organize ourselves

Central Idea: Government systems influence how societies function and protect human rights.

Lines of Inquiry:

- How government systems function.
- How decision-making practices reflect human rights.
- The impact of the government on citizens.
- The rights and responsibilities of citizenship.

Key Concepts :

Function, Perspective, Causation, Responsibility

Attributes of Learner Profile:

Balanced Principled Reflective

In this month students explored various government types, such as democracy, monarchy, and dictatorship, to understand their structures and functions. They learned how decision-making processes vary across systems. Discussions highlighted how these systems influence citizens' rights, responsibilities, and quality of life. Through case studies, role-plays, and debates, students reflected on how laws and policies affect education, healthcare, and justice. This inquiry deepened their awareness of government's role in shaping societies and the lives of people. Students also had the opportunity of a guest talk by the CEO of our school. Mr. Ramakrishna Reddy who highlighted the importance of decision making in the school as a system and how communities get impacted. Students also visited the Telangana Municipal Corporation, Tellapur branch to understand more about the government system and their function.



Learning and Teaching - This Month

Transdisciplinary Language:

The learners explored cause-and-effect writing to understand the connections between actions and their consequences.

Through brainstorming and hands-on activities, they identified causes behind specific events and examined the results that followed.

The Learners also delved into the art of argumentative writing, where they mastered how to present strong, convincing arguments and express their ideas with clarity. They practiced selecting and analyzing topics, forming well-defined opinions, and supporting their viewpoints with logical reasoning and credible evidence. Through lively discussions and debates, they learned to create strong thesis statements, organize their ideas effectively, and use persuasive language to strengthen their arguments. This process not only sharpened their writing skills but also encouraged critical thinking and helped them differentiate between facts and opinions, fostering a deeper understanding of different perspectives.

Additionally, learners revisited their letter-writing skills by understanding the differences between formal and informal styles. They practiced drafting professional letters with clarity and precision for official purposes while crafting warm, conversational letters for friends and family, adjusting the tone and structure to suit the audience.

In today's digital age, learners focused on mastering email writing as an essential communication skill. They practiced structuring emails with clear subject lines, appropriate greetings, concise content, and suitable closures. By working on scenarios such as requesting information, responding to invitations, and sharing updates, learners gained the confidence to communicate effectively through email. These activities provided them with practical skills to express themselves clearly and professionally in real-life situations.



Learning and Teaching - This Month

Math:

During December and January, our young learners embarked on an exciting journey of exploring and mastering key mathematical concepts. The learners revisited concepts such as balancing equations, integers, HCF and LCM, and fractions, strengthening their understanding and application through engaging activities and problem-solving exercises.

Learners were introduced to the fascinating world of Algebra, where they explored its many facets. They discussed key concepts such as variables, coefficients, and terms, which form the building blocks of algebraic expressions. They further categorized expressions into monomials, binomials, trinomials, and polynomials, deepening their understanding of how expressions are structured. Learners practised framing statements for given equations and creating equations based on statements, developing their ability to connect real-life scenarios with mathematical expressions.

These activities sparked curiosity and enhanced their problem-solving skills, making Algebra both fun and meaningful!

The learners also embarked on a journey into decimals, exploring their real-life applications and connections to fractions. They learned about like and unlike decimals, converting decimals to fractions, and performing addition and subtraction of decimals. Through engaging in tasks and activities, they deepened their understanding and further enriched their mathematical toolkit.

Through collaborative discussions, hands-on activities, and creative practice, students refined their skills and developed curiosity and growth as problem-solvers and critical thinkers!



Learning and Teaching - This Month

French:

In December and January, students focused on les articles contractés, combining prepositions like *à* (to) and *de* (of) with definite articles to form words such as *au* (to the), *aux* (to the plural), *du* (of the), and *des* (of the plural). They also expanded their vocabulary on free-time activities, learning phrases like *faire du sport* (to play sports), *jouer au tennis* (to play tennis), and *jouer du piano* (to play the piano) while practicing conversations and written exercises to describe their hobbies. Additionally, they worked on adverbs such as *souvent* (often), *rarement* (rarely), and *bien* (well), mastering their correct placement to add detail and nuance to their sentences.

Hindi:

In class, students watched a video of the story *Idgah*, written by Munshi Premchand, and answered the related questions. They read and understood the story during the session and connected it to core values by discussing the characteristics of the main character, Hamid.

In addition, students studied and understood the poem *Kadam Ka Ped* in class. They expressed their opinions after reflecting on the purpose of the poem. They also learned the meanings of new words used in the poem and wrote them down.

On 10th January, *Vishva Hindi Divas* was celebrated in our school with great enthusiasm. Students actively participated in the program and discussed ways to maintain the respect and importance of the Hindi language. They explained the significance of Hindi and expressed their views through slogans, poems, and messages.



Learning and Teaching - This Month

Spanish:

In the month of January, the students learned adjectives, verbs like: llevar, tener (to wear, to carry), body part names, relating to physical description and other activities. They also practiced ER, AR, IR conjugation concepts used to write phrases in Spanish.

Music:

In December, students learned basic voice modulation through Solfege exercises and began learning patriotic songs. They started practicing the patriotic song *Vande Mataram* and were taught how to calculate beats while singing with voice modulation. In January, students continued with advanced voice modulation Solfege exercises (5, 6, and 7). They completed the patriotic song *Vande Mataram* and learned improvisation techniques to enhance their singing during voice modulation exercises.

Telugu:

This month, students explored the poem "**Sita Koka Chilukalu**" by **Avansa Somasundaram Kavi**, gaining insights into its meaning and purpose. They identified new words along with their meanings and learned more about the poet. Additionally, students reflected on their free-time activities and ways to contribute to nature, expressing their thoughts through **paragraphs and mind maps**.

Compulsory Telugu:

In **December**, students continued learning the letters ఓ, ఊ, along with **simple words, colors, and numbers 11 to 20**.

In **January**, they progressed with the letters ఘ, భ, ఛ, డ, ఙ, expanded their vocabulary with simple words, and practiced letters in **alphabetical order**.



Learning and Teaching - This Month

Visual Arts:

Students researched still life art and the artist's style. They observed the art from different media, discussed its features, and worked on their chosen art form. The students defined the words still life and object drawing. They wrote their interpretations and perspectives of understanding. The students created artwork of objects in their surroundings and self-reflection on their learning. They co-constructed their assessment task, tool, and criteria in the groups.

Students worked with animal sketches. They looked at different animal drawings, observed the techniques and shared their understanding during the discussions. The students created artwork of selected reference photographs, practised step-by-step drawing, and self-reflected on their learning.

The students read about human anatomy (portrait and figure) drawing looked at different drawings, observed the techniques and wrote their interpretations of understanding through their chosen graphic organizer. The students created artwork of selected reference photographs, practised step-by-step drawing, and self-reflected on their learning.

PE:

In December, students focused on developing their gymnastic skills by learning and practicing the front roll, split forward roll, and L holds using the wall bar. Building on this foundation, in January, students refined these skills while also learning the T hold on the balancing beam. Students confidently demonstrated the front and split forward rolls, showcasing their progress and dedication.

Music:

Students learned basic voice modulation Solfege exercise and also started learning patriotic songs. They are learning patriotic song Vande Mataram. Students learned how to calculate beats while singing voice modulation & Songs.

Students learned basic voice modulation Solfege exercise 5,6,7, They completed the patriotic song Vande Mataram. Students learned how to create improvisation techniques while singing voice modulation exercises.



Learning and Teaching - This Month

Dance:

In **January**, Grade 5 students began learning a vibrant folk dance. The focus was on **improving rhythm, coordination, and group dynamics** while exploring energetic movements inspired by **India's cultural heritage**. The choreography incorporated **dynamic footwork, fluid transitions, and vibrant group formations**, helping students develop essential skills such as **balance, spatial awareness, and expression**. This process also fostered **teamwork**, as students collaborated to create a unified and engaging performance. Folk dance provided an excellent opportunity for students to **enhance their physical abilities** while connecting with cultural traditions. The energy and enthusiasm they brought into practice made the experience both lively and rewarding.

ICT:

Microsoft Excel was a powerful spreadsheet application in the Microsoft Office suite. It was thought of as a digital version of a paper ledger or calculator but with way more capabilities. It was used for organizing, analyzing, and presenting data in a clear and structured way. They learned the basic components of Excel, the uses of Excel, how to save their work in different formats, how to do cell formatting, and basic functions that allowed them to perform calculations using formulas..



Decisions Shape Destinies: Insights from R.K. Sir on the Power of Decision-Making



Harvesting, Unity in Diversity, Celebrating Freedom: Pongal, Hindi diwas and Republic Day Festivities!



Embracing the Beauty of Hindi Language : Celebrating Hindi Diwas



Drive Wise, Stay Safe: Celebrate Road Safety Day!



Exploring Governance: A Field Trip to Tellapur Municipal Corporation!



Dipping into Fun: Students Show Their Gymnastics Skills!

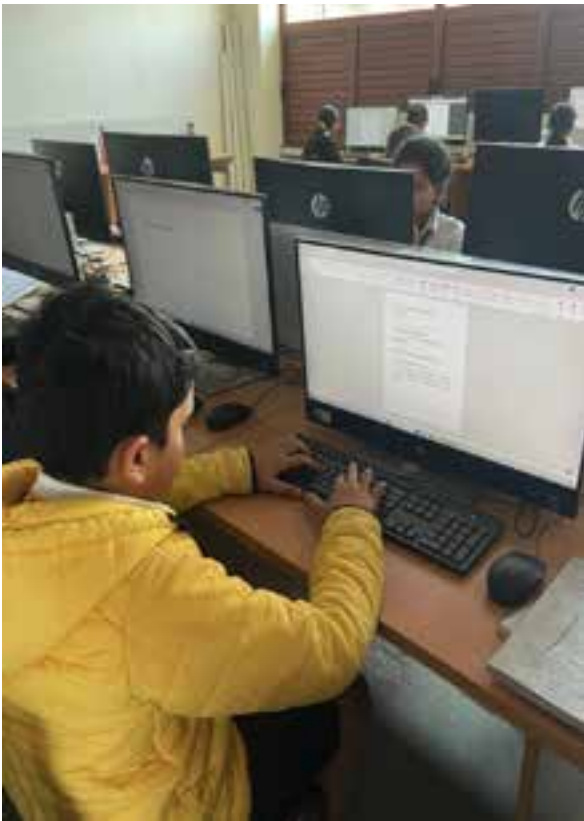
Art for Peace: Creating Change Through Conflict Resolution!



Hands-on in ICT: Turning Theory into Practice!



Hands-on in ICT: Turning Theory into Practice!



Voices in the Pages: Join Our Read-Aloud Adventure and Achievements!



Learning and Teaching - Month Ahead

Grade 5A,5D,5F,5G,5H & 5I- Sharing the Planet

This year, the PYP Exhibition will focus on the central idea: "**Human actions can lead to changes that impact lives and their environment.**"

Our students will explore how human behavior and activities are influencing **climate change, ecosystems, weather patterns, and water sustainability.** The exhibition will showcase their learning and findings on the following key areas:

Climate Change

Students will investigate the causes of climate change, primarily driven by human actions such as deforestation, industrialization, and pollution. They will explore the consequences of climate change on the environment and communities around the world.

Ecosystems

The exhibition will dive into how ecosystems function and the ways in which human activities, like overexploitation and habitat destruction, disrupt their balance. Students will explore solutions for ecosystem restoration and the importance of biodiversity in maintaining a healthy planet.

Weather Patterns

Students will examine how human actions are altering weather patterns, from changing rainfall levels to more frequent extreme weather events. They will explore the long-term impacts of these changes on both the environment and human societies.

Water Sustainability

Water is essential for life, and students will investigate how human practices like pollution, overuse, and poor management threaten water resources. They will explore innovative solutions for water conservation and sustainable management to ensure access to clean water for future generations.

Throughout the exhibition, students will work collaboratively, using their research to generate awareness and propose solutions. Their findings will be shared with the school community through various action-based projects, including campaigns, presentations, and interactive exhibits.



Learning and Teaching - Month Ahead

Grade 5B,5C,5E,5J,5K,5L,& 5M- How we organize ourselves

This year, the PYP Exhibition will focus on the central idea: **The rapid development of the technology influences the environment and the human well being.**

Our students will dive into how technological advancements are shaping various aspects of life, from human health and well-being to environmental sustainability. The exhibition will focus on the following key areas:

Technological Advancements

Students will explore how the rapid pace of technological innovation has transformed industries, daily life, and the way we connect with the world. They will examine both the positive and negative effects of these advancements on society and the environment.

Technology & Well-being

This area will focus on how technology influences our physical and mental health. Students will research how devices, apps, and digital environments impact our well-being, from the benefits of health tech to the challenges of screen time and social media.

Cybersecurity

As technology advances, so do the risks to privacy and data security.

Students will explore the importance of cybersecurity, how we protect ourselves in the digital world, and the ethical implications of technology in securing personal and societal information.

Technology & Waste Management

Students will investigate the growing concern of electronic waste (e-waste) and its impact on the environment.

They will look into how technological devices contribute to waste and explore innovative solutions for recycling, repurposing, and reducing e-waste.

Throughout the exhibition, students will work collaboratively to understand these critical issues and raise awareness about the responsible use of technology. Their findings will be shared with the school community through interactive projects, presentations, and campaigns aimed at promoting sustainable technological practices.



Learning and Teaching - Month Ahead

Math:

Students might make connection with the Number to calculate the **duration** between technological innovations, using **addition**, **subtraction**, and **division** to determine gaps in years, months, or days. For example, they can compare how long it took between key moments like the creation of the first telephone and the advent of the smartphone.

Additionally, **timelines** will allow students to showcase the progression of events or data changes over time, helping them practice **chronological order** in both math and language.

This skill will be especially useful in word problems, where students will interpret information and present it as a timeline or sequence of events, demonstrating their understanding through both mathematical and linguistic lenses.

This skill will be especially useful in word problems, where students will interpret information and present it as a timeline or sequence of events, demonstrating their understanding through both mathematical and linguistic lenses.

They might explore topics like **percentages of change**, **growth rates**, or **statistical probabilities**, translating these into everyday language to communicate their findings effectively.

By solving **word problems**, students will practice interpreting language-based scenarios through a mathematical lens, and conversely, they will present mathematical solutions in a clear and accessible way using appropriate language and vocabulary.



Learning and Teaching - Month Ahead

Language:

The students might make connections with tenses for **technological advancements** helps students understand how the development of technology is often described in terms of the past, present, and future. This helps them frame discussions or explanations about technological changes more clearly and accurately..

Transforming sentences with a focus on technological advancements can help students practice different grammatical structures while improving their understanding of how language can reflect change over time, especially in relation to technology.

Adverbs can play a key role in how we describe and analyze technological advancements. By modifying verbs, adjectives, or other adverbs, they provide more detail about the manner, time, frequency, or degree of an action, helping students describe the pace, scale, and impact of technological progress.

For example, words like “significantly,” “slightly,” or “rapidly” can help students express the intensity of changes in data, such as growth rates or comparisons between values.

Students will also explore **cause and effect** relationships, particularly in word problems. For instance, they might identify how certain actions (like an increase in temperature) cause specific outcomes (such as a rise in energy consumption). This helps them link mathematical concepts like rates, percentages, and change to real-world scenarios.



Learning and Teaching - Month Ahead

French:

In February, students will focus on reflexive verbs, which describe actions performed by the subject on themselves, such as daily routines and personal care. They will learn to use reflexive pronouns (*me, te, se, nous, vous*) with verbs like *se lever* (to get up) and *se préparer* (to get ready), emphasizing proper conjugation in different tenses and constructing accurate sentences. This unit will include written assignments and practical exercises to describe personal routines, helping students gain confidence in using reflexive verbs in everyday contexts.

Hindi:

In February, students will be introduced to article writing in Hindi. They will explore newspaper articles to identify the differences between various types of articles and will also learn to construct complex sentences.

Spanish:

In the month of February, students will learn adjective possessives like (*mi/mis, tu/tus, nuestras/os, vuestro/a, su/sus*) to frame Spanish sentences. They will continue to revise time (*la hora*) and reflexive verbs like (*levantarse, llamarse*) relating to their daily routine. Students will focus on developing their skills and improving their communicative abilities to enhance their understanding of Spanish communication.

Telugu:

Students will read a newspaper article and create a list of new words along with their meanings, then use these words to form sentences. They will reflect on the content of the article. Additionally, students will watch an interview and a dialogue between two people, noting the similarities and differences between them.



Learning and Teaching - Month Ahead

PE:

In February, students will focus on advancing their gymnastic skills by learning and practicing the full split and split jump on both the right and left sides. Additionally, they will refine their previously learned techniques and confidently perform the L hold and T hold, demonstrating their growth and mastery in gymnastics.

Music:

In February, students will learn basic voice modulation through Solfege exercises 8, 9, and 10, and will also explore energetic songs. They will learn how to sing with proper pitch and melody while practicing voice modulation. Students will be assessed on their music unit based on voice modulation exercises and songs.

Visual Arts:

In February, students will continue human anatomy and will research printmaking and collage art and the artist's style. They will observe the artworks of different techniques in different media, and discuss the features. The students will work on their chosen art material.

The students will research contemporary artists' artworks from various places to understand the techniques, reason for creating artwork, and style. They will observe different art forms, discuss their features and work on their chosen art form.

Compulsory Telugu:

The students they will continue learning the Varnamala, simple words using the Varnamala, and they will also learn some simple sentences for speaking.



Learning and Teaching - Month Ahead

Music:

The students will learn basic voice modulation and Solfege exercises, as well as energetic songs. They will learn how to sing with proper pitch and melody. Students will explore how to improvise melodies in voice modulation exercises. They will also take the music unit assessment.

Dance:

The students will continue with **contemporary dance**, where they will focus on enhancing their **movement vocabulary** and refining their **technique**. As part of their ongoing learning, they will explore more complex choreography, experiment with different styles, and integrate various dance elements such as **balance** and **expression**.

They will work on **body control** and **coordination**, allowing them to perform more intricate sequences with precision and emotional depth.

Students will also have opportunities to **improvise** and express themselves creatively through dance, learning how to communicate emotions and ideas through movement.

ICT:

Students will use **Microsoft PowerPoint** to create **dynamic presentations**. They will learn how to design **slides**, incorporating text, images, charts, and multimedia elements like audio and video. They will explore how to use **animations** and **transitions** to make their presentations engaging and interactive.

Students will apply **different themes and layouts** to ensure their presentations are visually appealing, while also developing skills to **organize information effectively** and convey ideas clearly. As part of their learning, they will practice presenting their slides, utilizing **design principles** to communicate their message clearly.



Happenings Month Ahead

Events	Date
International Mother Language Day	21 st 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/>

