



# GD GOENKA WORLD SCHOOL

Gurugram, Sohna Road  
an IB and Cambridge International School

## IB PYP newsletter



### Messages

**Director Principal,** Wishing you a Happy and Prosperous New Year! While the pandemic may have changed prior traditional methods, we strive to remain committed to our educational culture. We at GD Goenka would like to begin 2022 with a special edition of the IBPYP Newsletter. This edition is dedicated to a key component that forms a part of our school's learning foundation - STEM learning. An inquiry based learning that our students use, benefit from and participate. This learning helps students use their experiences in a school environment through hands-on activities > calls upon them to think independently and use their creativity > celebrate what's learned through opportunities > present their own findings to peers, faculty and community members. The benefits of STEM are far-reaching and have helped students of all ages and backgrounds. STEM therefore, helps students not only learn but formulate insightful questions and go about pursuing answers to them.

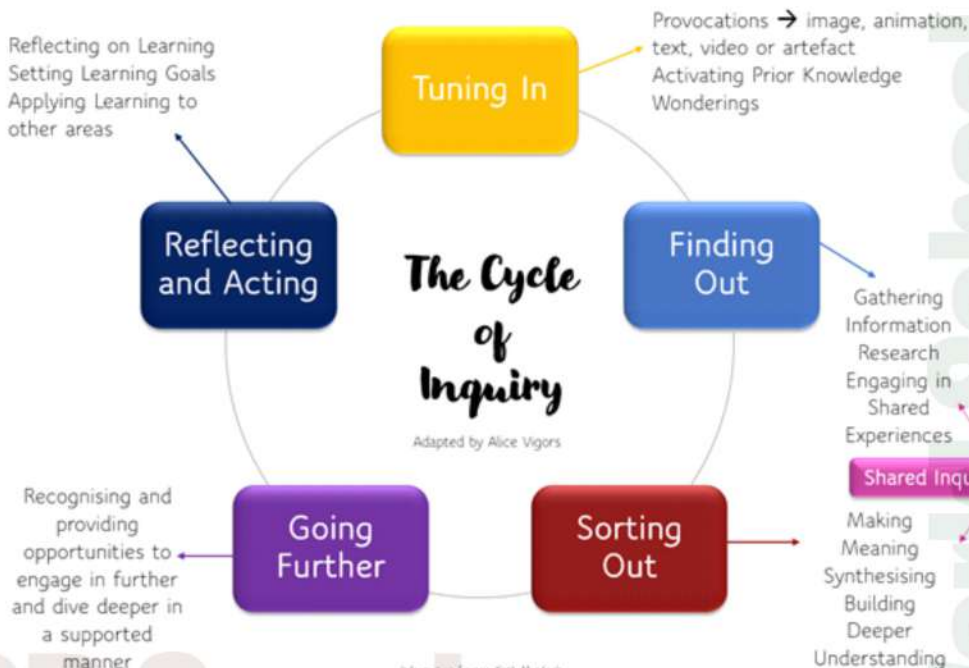
**Head of Programme-IBPYP,** Strong Inquiry Schools have a distinct climate-a climate that breeds curiosity, a relentless passion for investigation and a genuine fascination with learning." –Kath Murdoch  
Curiosity is having a strong desire to learn or know something. It is a key ingredient of learning. It not only leads to knowledge but also to the ability to make connections among various pieces of information. It is not that important to have the "right" answers but what is more important is to create an environment where questioning -- and learning -- can occur. And so, begins the journey of Inquiry. Inquiry-based learning begins with a question, problem or idea. It engages students by making real-world connections through exploration and high-level questioning. We at GD Goenka World School ensure that students are given ample opportunities even while they are learning and exploring on the online platform to practice inquiry as we believe that until the time their curiosity is watered they will continue to inquire and seek answers to quench their thirst for learning thus strengthening their conceptual understanding.

# PYP Spotlight

## Inquiry Based Learning

Inquiry-based learning is an approach to learning that emphasizes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas. Inquiry-based learning experiences use different approaches to learning which includes small-group discussion, guided learning, play, problem-based learning, collaboration, experimentation, and explicit teaching. This allows them to build knowledge through exploration, experience, and discussion. The inquiry process builds capacity through student agency where voice, choice and ownership feature strongly.

In brief Inquiry is - Experimenting, Wondering, Questioning, Exploring, Researching, seeking information, solving problems in a variety of ways, clarifying ideas, deepening understanding, reporting findings, reassessing perceptions, making connections, making predictions, Reaching a conclusion





# Grade nursery

**TD Theme**

How the world works

**Central Idea**

Changing seasons impact our everyday life

**Lines of Inquiry**

LOI 1: Types of seasons

LOI 2: How seasons affect the weather

LOI 3: How seasons affect the way we dress and act

**Concepts**

Form, Change, Connection

**ATL's developed**

Self management-Fine Motor Skills, Gross Motor Skills

**Thinking skills**

Acquisition of knowledge

**Communication skills**

Listening, Speaking, Viewing

**IB Learner Profiles developed**

Knowledgeable and Inquirers

A Quick Peek into Learning: Students explored the weather everyday and recorded the weather for a week. They viewed the PPT of four seasons, listened to four seasons' songs. They made drawings of different seasons and did show and tell of their drawings. They learnt new vocabulary - day, night, sun, moon, stars, weather, sunny, cloudy, windy, stormy, rainy, foggy, season, winter, summer, spring, Fall, Autumn, cold, hot, cool, warm etc. They identified the clothing that they wear in winter and summer.



# Grade KG

A Quick Peek into Learning: Children enjoyed making a collage on different stories, children did a free hand drawing of 'My favorite story', explaining the same to understand that stories can be presented through artwork also. They had fun narrating their favorite story with sequence-cards/ puppets/ props (Show and tell). They heard a particular story and each child had to modify the ending as per their own perspective and they narrated the story confidently in front of their peers.



## TD Theme

How We Express Ourselves

### Central Idea

Stories help us to express ourselves and communicate ideas.

### Lines of Inquiry

Types of stories  
Elements of story  
Different ways to express stories

### Concepts

Form, Function and Perspective

### ATL's developed

Communication Skills- ( Sub skills:  
Listening: Speaking),

Social Skills ( Sub skills: Adopting a  
variety of group roles)

Thinking Skills ( Sub skills:  
Comprehension)

### IB Learner Profiles developed

Communicators , Inquirers and  
Reflective



# Grade 1

## TD Theme

Where we are in place and time

## Central Idea

Public areas evolve with time while serving the society in different ways.

## Lines of Inquiry

Uses of Public areas

Evolution of Public areas from past to present

Roles and responsibility towards public areas

## Concepts

Function, Change, Responsibility

## ATL's developed

Thinking skills, Communication skills.

## IB Learner Profiles developed

Thinkers, Communicators, Inquirers



A Quick Peek into Learning: The unit was initiated with a pre assessment and provocation where the students observed various pictures of buildings and areas. Students used their thinking skills to identify and categorize the pictures under the title 'Public Area' and 'Non Public Area'. The children were excited to play riddles and gained knowledge through learning engagements- think, pair and share about the uses of various public areas. They also created a bubble mind map on the uses of public areas. The students collaborated and researched on the evolution of public areas in the past and present and reflected the same through their drawings. Children became aware of their responsibilities towards public areas through brainstorming and class discussions. They created a checklist to reinforce their roles and responsibilities towards public areas. The pupils prepared posters and slogans to spread awareness about why and how we should be responsible towards public areas.

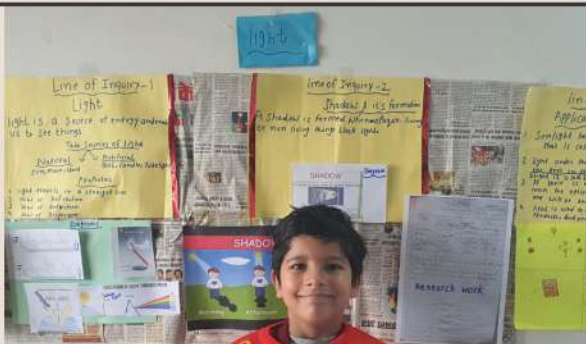


## Grade

2



A Quick Peek into Learning: Under the first line of inquiry children inquired about natural and artificial sources of light. They learned to differentiate between transparent, translucent and opaque objects by passing light through different objects thus enhancing their critical thinking skills. They learned the properties of light by visiting the Physics lab to observe various experiments like light traveling in a straight line, refraction, reflection and dispersion of light. Under the second line of inquiry they did research on the formation of shadows. They went outdoors at different times to check the length of the shadows formed. They learned to measure shadows formed in the morning, afternoon and evening and drew their conclusions. They were thrilled to exchange information with their friends on shadow formation. Under the third line of inquiry they learned about application of light. They did various class engagements and were given many opportunities to voice their learning, choices to show their learning and they took ownership of their learning. Children measured shadows of their friends, collected the data to create Bar graphs. Comprehension passages, writing observations, reading books and writing reflections were some of the literacy engagements done during the unit.

**TD Theme**

How the world works

**Central Idea**

Exploring light may help understand various scientific principles.

**Lines of Inquiry**

Properties of light

Light and shadow formation

Application of light

**Concepts**

Form, Causation and Function

**ATL's developed**

Research Skills: Information Literacy

Thinking Skills: Critical thinking

Communication Skills: Exchanging information and Literacy

**IB Learner Profiles developed**

Thinker, knowledgeable, Reflective, Inquirer





Grade

3

**TD Theme**

How the world works

**Central Idea**

The states of matter and their properties change thus impacting its use.

**Lines of Inquiry**

States of matter

Effect of temperature on matter.

Physical and chemical changes of matter

**Concepts**

Form, Connection, Change

**ATL's developed**

Self- management, Research skills and Thinking Skills

**IB Learner Profiles developed**

Knowledgeable, Risk- taker and Inquirer



A Quick Peek into Learning: The science unit was a joyful and an engaging experience for the students. They learned the concept "Form" by exploring different properties of matter, that all states of matter differ in volume, molecular arrangement and shape. They collected various objects from school and home and sorted them under different states of matter. They learned the concept of Connection by learning about the water cycle. They observed various experiments in the school lab and performed at their homes under their parents' guidance to understand Evaporation, Condensation, Precipitation and Sublimation. They created their own water cycle and measured the quantity of water after keeping it in the Sun for 2-3 days. The concept of Change was explored by way of performing experiments on the Physical and Chemical changes that take place in various objects. Students presented their understanding of the central idea by choosing an object of their choice and what happens, when they undergo a physical and chemical change. The unit was quite absorbing as the curious minds explored various experiments which enhanced their knowledge and thinking skills.



## Grade

4



A Quick Peek into Learning: The unit "Civilizations" was initiated with a pre-assessment and provocation, where the pupils were shown different pictures of the past. They observed and brainstormed about the pictures and tried to make a connection. They inquired about how civilizations began. They understood the characteristics and features of a civilization through a GRAPES framework. Various engagements and videos were shared on Nearpod and YouTube to explore in detail the four river valley civilizations. They could explain the differences and similarities among the four civilizations. They also read various passages and built on their literacy skills. They were able to present facts using various ICT tools like book creator, PPT etc.

**Theme**

Where we are in place and time

**Central Idea**

Uniqueness of ancient civilisations continues to influence the present society

**Lines of Inquiry**

Civilisations around the world

Comparison of various civilisations

Impact of civilisations on modern society

**Concepts**

Form, Connection, Perspective

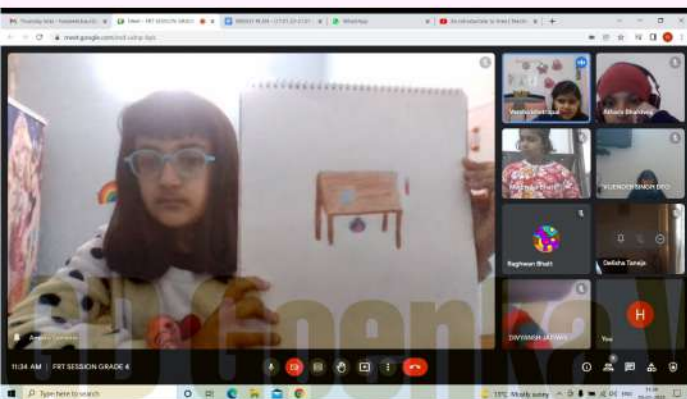
**ATLs developed**

Research skills: Information literacy, media literacy

Communication skills: Exchanging information, literacy

**IB Learner Profiles developed**

Inquirer, Knowledgeable, Communicator







# Grade 5

## TD Theme

How the world works

## Central Idea

Energy may be converted from one form to another and needs to be conserved.

## Lines of Inquiry

LOI 1: Forms of energy

LOI 2: Transformation of energy

LOI 3: Conservation of energy

## Concepts

Form, Change, Responsibility

ATL's developed: Research (information literacy, media literacy)

Thinking( creative thinking)

## IB Learner Profiles developed

Inquirer, knowledgeable, Communicator

A Quick Peek into Learning: The unit started with creating central idea and lines of inquiry in collaboration with the students. The students mapped the TD theme with the unit and Key concepts with lines of inquiries. They were pre assessed on the term "Energy". They made a mind map on it. Through class discussions, students came out with big questions on the unit. They were given agency by selecting the type of energy they wanted to research on. They all presented creative presentations on various types of energy followed by writing strong points in the Frayer's diagram. As part of language integration, they read online books on Forms of energy followed by reflecting on the same. They also read a passage on Energy and understood various facts about it. They had fun creating a vocabulary booklet on energy, they used dictionaries and online resources to find the meaning of the new vocabulary.



# Specialist subjects

## Library

Stories help us understand others and ourselves. We show empathy towards the characters we encounter in stories. This ability to learn from stories is a skill that will help our students throughout their lives.

Students enjoyed a story telling session **Owl Babies** in the open, outside the classrooms.

## PE

Students practiced yoga poses and some strength exercises. Students of grade 3 researched about different games and their inventors as a PE integration with the unit Invention. Grade 4 students researched about different ancient games for their unit Civilisation thus making connections with the past and present.

## Hindi

**Grade 1-** Students learnt about "ॐ" and "ॐ" ki maatra and subsequently practiced reading and writing using these maatras. Additionally, to further revise the above maatras and get familiar with its applications in the language, 'matching activities' using live worksheets were done in class.

**Grade 2 -** Students worked on their reading and comprehension skills. They also learnt about various forms of letter 'R', followed by various exercises using live worksheets and poem recitation.

**Grade 3 -** Students of grade 3 learnt about the grammar concept 'tenses- present, past and future'. After introduction to the concept, we did live worksheets, picture writing in present tense, creative writing in future tense and story reading in addition to paragraph writing in past tense. Moreover, as a unit integration exercise, students took part in a creative writing exercise where they were supposed to come up with a future invention of their own and elaborate on the same.

**Grade 4 and 5 (Ab-initio) -** Students learnt the grammar concept 'tenses- past, present and future' through exercises such as story reading and picture writing in class. Additionally, students read text on idioms and its use in different forms of writing. Through all of the above activities students were able to largely focus on the reading and writing skills of the students.







# Specialist subjects

## Art

Grade 1 - To explore line and shape students used different geometrical shapes and repetition of lines around it to create an artwork. Opportunity was given to experiment with their cutting skills, they used their shapes by cutting and gluing them on the sheet and creating lines around that shape leaving a sidewalk between each line they drew.

They also experimented painting with toy vehicles which helps them develop critical thinking since they are using the toys other than their intended purpose. They rolled the wheels in paint to form a track and transfer it on paper which created an interesting pattern and texture.

Grade 2 - Students learned about and experimented with shadows. "Shadow Art"- a technique that makes use of actual shadows to create art. They experimented if the object moves closer to a light source, its shadow becomes larger and discuss how shadows are different at different times of the day. Students used their favorite toys to trace the shadow on the paper. They also experimented with flashlights to create shadows.

Grade 3 - To explore the Elements of Art-line, shape, form, color and texture, students learned to draw a castle and two ways to color with oil pastels including blending and texture technique. Choice was given to use realistic or abstract colors in their artwork. The portions of castle were done with

shading and blending techniques. While the background of the castle was done by crayon rubbing of the two different actual textures.

To deepen their understanding of 3d shapes, students also learned to draw 3d city buildings by turning flat shapes into tall forms, one of the first steps to learning about perspective. They drew city buildings that looked dimensional instead of flat.

Grade 4 - Students used different patterns and textures to create a zentangle landscape. The patterns were characterized by the repetition and movement of lines. They also worked with cool and warm color schemes to give their landscapes ground and sky. Students also learned to draw a Chinese dragon which symbolizes happiness and prosperity in Chinese civilization. The guided drawing gave them the opportunity to invent the shape of the dragon's body. Creating a background of their choice encouraged them to explore ways to create a sense of balance in their composition.

Grade 5 - Students were given an opportunity to illustrate their poems they had written as a part of their unit of inquiry. The term imagery and how the words can help them imagine a mental picture was discussed. Students identified the words of inspiration that made them think of pictures and symbols. They were also encouraged to look beyond the literal translations and think more abstractly as well. They were given a choice to use a variety of media. It gave them an outlet for creative expression.

They also explored the famous artist Wassily Kandinsky and made their own version of his famous circles, exploring color theory and oil pastels. They worked with oil pastels to create a work of art inspired by Kandinsky's concentric circles and trying out combinations of colors together.





# Specialist subjects

## SEL

### Rainbow Fish

**"A sweet friendship refreshes the soul."**

Friendship and good relationships are built on several key skills. Good interpersonal skills improves the atmosphere of the classroom and also flourishes student- teacher bond. Students of grade KG created a rainbow fish to learn kindness, generosity, loyalty, trust, sharing and other traits of friendship. This activity helped students get along with each other unselfishly.

### Importance of Personal Hygiene

**"Take care of your body. It's the only place you have to live."**

Personal hygiene is a collection of habits that people perform to keep themselves clean and their bodies healthy. Students of grade KG shared their understanding and routine to maintain their personal hygiene through storytelling followed by illustrations through drawings. Good personal hygiene not only increases our self awareness but also boosts our self - confidence.

### Gratitude

**"Gratitude is the fairest blossom which springs from the soul."**

Teaching students about gratitude can positively impact their emotional well-being as it enhances empathy, boosts self -esteem and reduces aggressive behaviour. Cultivating a sense of thankfulness in the classroom can improve learning outcomes. Students of grade 5 attended a session on Gratitude. Session included various activities like scavenger hunt and gratitude jar for acknowledging the good that they already have in their life which is the foundation for all abundance.

**Music:** Students created some musical patterns of movement for both the right and left hands and practised the movement of the exercises for improved finger flexibility at playing the keyboard. These exercises are to be mastered with rhythmic beats regularly. They are also learning to read and write music, the staff notation of the music that they play. They have learned to recognize the key signature and the time signature in a music piece. They have learnt several definitions in music, like a musical scale, tone, tune, rhythm etc





## School Events



### Founder's Day

Founders Day was celebrated on December 10, 2021. Students gathered in the School Central Courtyard. The programme commenced with the address by our very own Director Principal Dr. Neeta Bali followed by a few performances like fusion dance by students of Grades 7 and 11, singing the school song which was followed by a cake cutting ceremony.

### PYP Sports Day

Students of GDGWS very enthusiastically participated in the Mini PYP sports Day on December 10, 2021. Students walked smartly, gracefully holding their School Flag and House flags and took oath before beginning with the various athletic races like 50m, 100m, 4x100 relay and fun races. Students were given certificates by the Director Principal Dr. Neeta Bali and the PYP Coordinator Ms. Poonam Singh.



### Christmas celebration

An annual affair of celebrating Christmas which the little ones look forward to was celebrated on December 24, 2021 in the school butterfly park. Students danced on the songs Jingle Bells, Jingle Bells and We wish you a Merry Christmas. They also sang Christmas carols "Feliz Navidad", "We wish you a Merry Christmas" and "It's Christmas". This was followed by a sumptuous treat and then breaking off for the Winter Break.