



# GD GOENKA WORLD SCHOOL

Gurugram  
Sohna Road

An IB and Cambridge  
International School



## IB PYP newsletter

GD Goenka World School, Gurugram Sohna Road

### Message from the Director Principal,

Dear Parents, Empowerment is about supporting students in leading and in ensuring that they learn as they lead. Here at IB PYP, we aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding, compassion and respect. Our first exclusive PYP newsletter begins with the International Baccalaureate Primary Years Programme Mission Statement. We thought this the perfect way to begin as it voices our collective goal to improve and better the outcomes for all our students.

As a school, we recognise the importance for teachers and parents to work together and be role models. It is through watching others around us that we, as well as students, learn. It is when teachers and parents question, students will learn how to ask questions. It is when teachers and adults model curiosity that students will learn how to inquire and find knowledge. It is when teachers and adults show care towards others that the students will endeavour to do the same.

### Message from the Head of Programme-IBPYP

With our third edition being released, we are almost half-way through the academic year and there is a lot that has happened in these 5 months. It was a pleasure seeing our young learners progress during the virtual learning.

We at GD Goenka World School have become even more determined that our PYP students continue to learn to their best abilities inspite of the virtual school. We will continue to provide challenging and exciting learning opportunities for our young learners in the months to come to ensure that they become lifelong learners and emerge as confident learners.

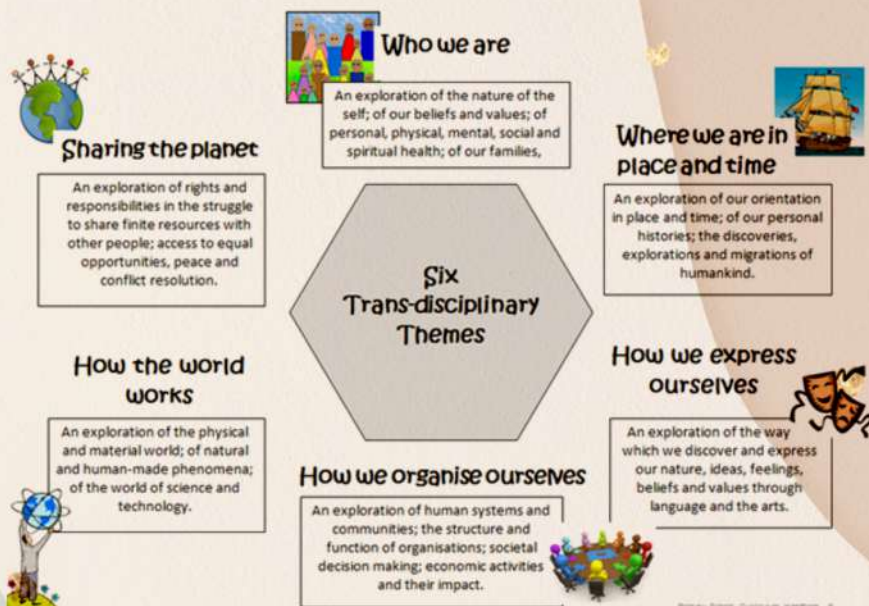


# What are Transdisciplinary Themes?



One of the most significant and distinctive feature of the IB Primary Years Programme is the six Transdisciplinary Themes. These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The PYP framework consists of six transdisciplinary themes, each of which are addressed at each grade level once a year.

Transdisciplinary learning enables the child to build concepts and skills across subject areas, rather than studying subjects in isolation. Subjects are distinct, yet interconnected, allowing for a holistic learning experience in which students apply what they're learning in a variety of contexts.





# Grade KG

## TD Theme

How we organise ourselves

## Central Idea

Contribution of community helpers to the society may bring difference

## Lines of Inquiry

LOI 1 Various community helpers

LOI 2: Role of community helpers

LOI 3: Our responsibility towards community helpers

## Concepts

Form, Function and responsibility



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## ATLs developed

Communication skills (listening and speaking), social skills (Accepting responsibility, respecting others, Research skills (observing, collecting data)

## IB Learner Profiles developed

Caring, Open minded, Inquirers

## A Quick Peek into Learning

The unit started with a brainstorming session on what they knew about community helpers. Students were shown flash cards, and videos of various community helpers. They explored and were thrilled to see various tools and important they are in our daily lives. They made a booklet on community helpers. They did a show and tell on their favourite community helper whilst they enjoyed dressing up in the costume of their favourite community helper and speaking about it.





# Grade 1

**TD Theme** How we express ourselves

**Unit** Celebrations

**Central Idea** Celebrations are a means of bringing people together.

**Lines of Inquiry**

1. Different types of celebrations
2. Reason for celebration (Causation)
3. Similarities and differences between different celebrations

**Concepts**

Form, Causation, Perspective



**ATLs developed**

Communication, Research skills

**IB Learner Profiles developed:**

Communicator, Open minded,  
Knowledgeable

**A Quick Peek into Learning**

The unit started with an enthralling brainstorming session of various celebrations and traditions through flash cards, artifacts, class discussions and presentations. Children were asked questions to provoke their thinking skills. Stories related to various celebrations were narrated and songs were played. The students illustrated their understanding through drawings. Children prepared a wheel diagram on different types of celebrations categorizing them into Personal, Religious, National and International celebrations.

# Grade 2



## TD Theme

How we organize ourselves



## Central Idea

Managing money helps in making responsible and informed decisions.



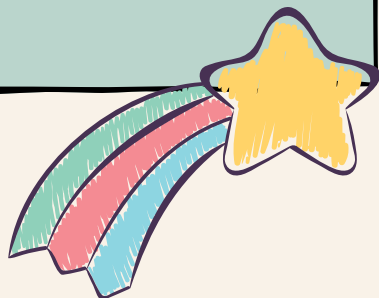
## Lines of Inquiry

1. Money system (change)
2. Currencies around the world (form)
3. Ways to manage money (perspective)



## Concepts

Change, Form and Perspective



## ATLs developed

Thinking, Communication, Social and Research skills

## IB Learner Profiles developed

Inquirers, knowledgeable and Balanced

## A Quick Peek into Learning

In the first line of inquiry children learnt about the evolution of money. They did research work on the history of money from the Barter system to the current form of money used and gave a presentation followed by creating a flowchart for the same. In the second line of inquiry children got engaged in a discussion on the currencies of countries they researched. Then children inquired about currencies of countries around the world and gave their presentations through PPT, Posters, on MS word. Children connected the learner profiles with real life situations.



# Grade 3

## ★ TD Theme How we express ourselves

**Central Idea** Different forms of communication may alter human choices.

### ★ Lines of Inquiry

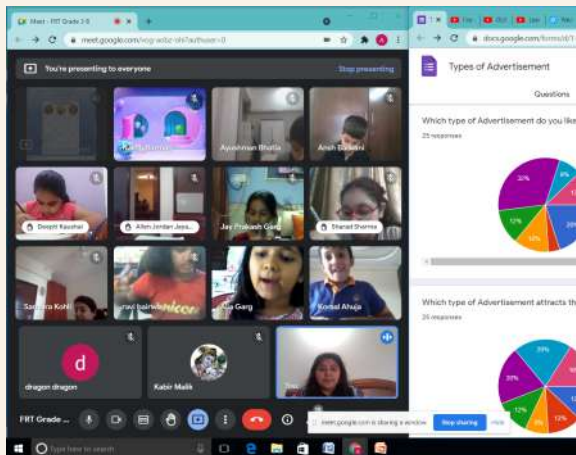
- 1.Types and purposes of advertisements
- 2.The impact of persuasive language, images and sounds on our decisions
- 3.Ways to become an informed consumer.

### ★ Concepts

Form, Perspective and Responsibility

### ★ IB Learner Profiles Developed

Knowledgeable, Inquirers and Reflective

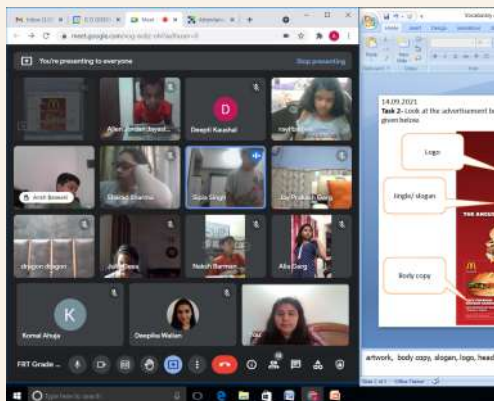


### ATLs developed

Thinking (application, comprehension),  
Communication (Presenting, reading, writing), social  
and research skills (observing, presenting research  
findings)

### A Quick Peek into Learning

The unit started with an interesting brainstorming session where the students were shown various advertisements followed by WH questions. The students collaborated together in groups to create the Central Idea of the unit using the related concepts and words related to the term “advertisements”. They explored the various vocabulary words related to the unit such as logo, jingle/slogan, body copy, headline, artwork and identified them in various advertisements. Students were engaged in discussions about the various types of advertisements and purpose of these advertisements. Using Nearpod polling, students selected their favourite advertisement and provided reasons for the same. Students also made a booklet on various types of advertisements with their advantages and disadvantages. They played a fun quiz on identifying various brand logos and slogans. They interpreted their thoughts about various pictures, symbols, and slogans while engaging in discussion about the elements of advertisements. They read books on how companies prepare advertisements to attract consumers.



# Grade 4

## NOTES

**TD Theme** How we express ourselves

**Central Idea** Many factors may lead to the development of structures and aesthetics of various architectural designs.

### Lines of Inquiry

LOI 1 : Famous architectural structures

LOI 2: Factors influencing the architectural designs

Lo1 3: Various views behind the construction of architectural structures

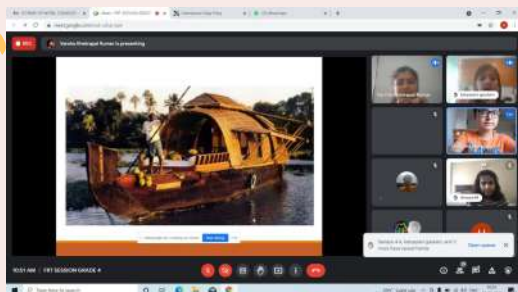
**Concepts** Form, Causation & Perspective

**ATLs developed** Communication skills (literacy), social skills (collaboration), and research skills (media literacy skill)

### IB Learner Profiles developed

Knowledgeable, Communicator, Reflective

**A Quick Peek into Learning** In this month, students explored different architectural structures around the world and the factors influencing its design. Provocation was done by sharing a PPT of various architectural structures around the world. Students collaborated together with parents to create the Central Idea of the unit and then sketched the central idea to display their understanding of the same. Their interesting ideas were recorded by them on the Padlet Wall. They were very curious and excited to experience the Virtual Tours of several famous architectural structures on Nearpod and Seesaw. They created posters and wrote Fun facts about architectural structures on Padlet Wall and further presented to their peers. They collaborated together to read unit related E – books in Zoom breakout room sessions and presented the story to their peers that enhanced their communication and social skills. In Literacy integration, the students watched videos of famous architectural structures around the world and made notes. They further used those notes in writing paragraphs. They made bar graphs using data related to the unit like height, expenses involved in building the structure. The bar graphs were made using materials available at home like Oreo biscuits, kidney beans, pebbles etc. They watched several videos of famous architectural designs and recorded the reflection on Padlet Wall. The students understood various factors that influence the design of different architecture structures through a Guest speaker session taken by one of the parent volunteers, Mrs.Varsha Khetrpal and created a mind map as a reflection.





# Grade 5

## TD Theme Who we are

**Central Idea** Being responsible for balanced intake of nutrients may lead to well being.

### Lines of Inquiry:

- LOI1 : Diseases caused due to intake of imbalance of nutrients
- LOI 2: Precautions taken to prevent nutritional diseases.
- LoI 3: Steps taken globally to curb nutritional diseases.

**Concepts** Causation, perspective, responsibility

### ATL's developed

Research Skills (information literacy skills), Thinking Skills (reflection), Communication (exchanging information skills)

**IB Learner Profiles developed** Balanced, reflective, Knowledgeable

### A Quick Peek into Learning

The unit started with a brainstorming session. They came up with the word "Nutrition" and made a mind map thus sharing their prior knowledge about nutrition. They listened to a story on "Nutrition" followed by writing important take aways. Class discussion on discovering the TD Theme, Central Idea, Lines of Inquiry and concepts took place in which all the students participated enthusiastically. The students were divided into groups and did research on the chemical names of Vitamins, their sources, deficiency diseases and their symptoms.



# Specialist subjects

## Hindi

Grade 2 students learnt about National symbols of India and different festivals of India as a unit integration. They read a poem based on a unit and made a collage of different festivals. They also made a booklet on National Symbols of India and presented their work in the class and had a question answer round on the same. They also recited a poem on (National Flag).



## Art

**Grade 1** - Students of grade 1 learned the concept of overlapping, which is the placement of one shape over another. They were introduced to three shapes, geometric shapes, organic shapes and free flowing shapes. They created an artwork by overlapping circles. They also used the three shapes introduced to create an overlapping artwork.

Students of **grade 2** learned about Cubism, an artistic movement created by Pablo Picasso. It employs geometric shapes, artworks are composed of little cubes and other geometric shapes. They researched about the artist and his style of work. Students created cubist inspired artwork.

Students of **Grade 3** learn about artist Roy Lichtenstein, exploring his style and techniques, Pop Art. They researched about the artist Roy Lichtenstein and what theme runs in his artwork and created artist inspired artwork.

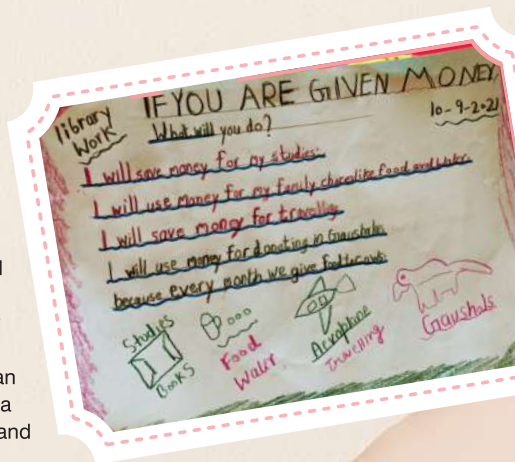
They also learnt about one point perspective in shapes which has one vanishing point. They used simple geometric shapes, squares and rectangles to create a 3d look. They developed research skills and communication skills.



## Library

Story Telling Session - A story "The Ginger Bread Man" was narrated to the students of Grade Nursery and Kg. They created a puppet after listening to the story. Students of Grade 2 read an ebook: Money and Value Based on the content read and to develop their thinking skills students were asked to share their view on "If you're given money what will you do?"

As a part of unit integration students of grade 5 read an e book "On a mission for good Nutrition" followed by a discussion why is it important to have nutritious food and how can we avoid Nutritional Deficiency Diseases.



## PSHE

Interactive Session on Feelings & Emotions with grade 3 students:

Emotional well-being is just as crucial as physical fitness for growing children. Children's feelings have an impact on their daily functioning, including their behaviour, productivity, and creative expressions. A group counselling session was conducted with students of grade 3 with an objective of having good emotional health that is a fundamental aspect of fostering resilience, self-awareness, and overall contentment. Students learned about their emotions followed by the skills to manage the ups and downs of day to day life. It was an interactive session where students shared their thoughts, feelings and perspective about emotions.



## Music

Students of Grade Nursery are enjoying learning the vocal exercises and the songs "found the peanut" and "If u happy and u know it". It's a pleasure to see these young lads sing and enjoy. Students in Kindergarten are enjoying learning vocal exercises and the song "Rudolf, the red nose reindeer".

Students of Grades 1 and 2 are learning to sing the song "believer" by Imagine Dragon and students of grades 3-5 are learning to play the songs believer and supercalifragilistic by Merry Poppins on the keyboard.

# Hindi Assembly

September 14 is celebrated as the Hindi Diwas all across the country to spread awareness about the importance of the Hindi language in the country which is one of the oldest languages. Students of Grades 3-5 put up a beautiful show in the form of a play, poems and spoke about how beautiful the language is.

## Three Way Triangular Conference

The event was organised under the leadership of the Director Principal Dr. Neeta Bali virtually on google meets. All the parents of PYP and CLS were invited to participate. The idea was to bring all the stakeholders on a single platform and share with each other the strengths of the school and areas of concern, if any.



## Cultural Parade

On 10th September 2021, Cultural day parade was organized by the students. Understanding various world cultures and traditions becomes an integral part of learning and building a strong cultural belief. Such events bring the students closer to each other's traditions and beliefs and develop respect and understanding for each other's customs and traditions. Each grade chose one country and presented its cultural elements, whether food, clothing/costume, visual or performing arts, from a particular place and time, also became representatives of the culture as a whole. They wore cultural costumes that shared heritage and explained the symbolism and meaning behind it. The main aim of this event was to cherish and preserve the ethnic and cultural diversity that nourishes and strengthens the whole community and this nation.

