



International  
Baccalaureate



Cambridge Assessment  
International Education  
Cambridge International School

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# IB PYP newsletter



GD GOENKA WORLD SCHOOL

Gurugram, Sohna Road  
an IB and Cambridge International School

## 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

Dear Parents, With our fourth edition being released, we have entered term 2 of the academic year and there is a lot that has happened in this term. It was a pleasure seeing our young learners progress during the virtual and onsite learning. Students were thrilled to be back at school and shared how much they missed learning at school.

We at GD Goenka World School have become even more determined that our PYP students continue to learn to their best abilities in the Hybrid model adopted to benefit both the sets of students who still continue to learn virtually and those who have opted to come to school and learn. 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.

I have shared the pics on whatsapp grade wise

# PYP SPOTLIGHT

## Approaches to Learning (ATL'S)

### Thinking

#### Sub Skills

Critical thinking (Analysing and evaluating issues and ideas, and forming decisions)

Creative thinking (Generating novel ideas and considering new perspectives)

Information transfer - (Using skills and knowledge in multiple contexts)

Reflection and metacognition - (Using thinking skills to reflect on the process of learning)

### Research

#### Sub Skills

Information literacy- Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

Media literacy- Interacting with media to use and create ideas and information

Ethical use of media/ information- Understanding and applying social and ethical technology

### Communication

#### Sub Skills

Exchanging information - Listening, interpreting and speaking

Literacy- Reading, writing and using language to gather and communicate information

ICT- Communicating using technology to gather, investigate and share information

### Social

#### Sub Skills

Interpersonal relationships, social and emotional intelligence - Developing positive interpersonal relationships and collaboration

### Self - Management

#### Sub Skills

Organization- Managing time and tasks effectively

States of mind- Using strategies that manage state of mind





# 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, Reflection

## ATLs Developed

Self Management Skills

Fine motor skills, Gross motor skills, Thinking Skills

Acquisition of knowledge

## IB Learner Profiles

Developed

Inquirers and Knowledgeable



## A Quick Peek into Learning

Students did their pre assessment and explored the weather by going outside and observing the sky. They made a weather chart to record their observations on a daily basis as to what they see in the sky; they drew a sun for a sunny day and a cloud for a cloudy day. They explored their home and collected clothings they wear when they feel cold like a woolen cap, jacket , sweater, stockings, gloves, muffler, blanket, scarf etc. They did show and Tell of their woollen clothing. They learned that Winter Season has started where they need to wear woollen clothes to keep themselves warm. They were shown pictures of sun, cloud, windy day, rain, hail, storm etc. to enhance their vocabulary. They identified Day time and night time through pictures. They listened to the Season song and enjoyed singing.





# Grade KG



## TD Theme

How we express ourselves

## Central Idea

Stories help us to express ourselves and communicate ideas

## Lines of Inquiry

LOI 1 – Types of stories

LOI 2 - Elements of stories

LOI 3 - Different ways to express stories

## Concepts

Form, Function and Perspective

## ATLs developed

Communication Skills,

Social Skills and Thinking Skills

## IB Learner Profiles Developed

Communicator, Inquirer and Reflective



## A Quick Peek into Learning

Students were introduced to the concept of stories using various props and books as a provocation. Followed by this, they shared the various modes they love listening to stories like verbally from parents and grandparents, through videos. Children were given a choice to take any puppet of their liking from the bag and create and their own story and narrated it before their friends. Through these activities they are getting the opportunity to develop their communication skills (speaking). It also gave them the opportunity to think and reflect on their stories created by them.



# Grade 1



## TD Theme

How we organize ourselves

## Central Idea

Transportation systems develop over time to meet the needs of a community

## Lines of Inquiry:

LOI 1 - Role of different transportation systems

LOI 2 - Development of transportation systems over time

LOI 3 - Transportation systems and the environment

## Concepts

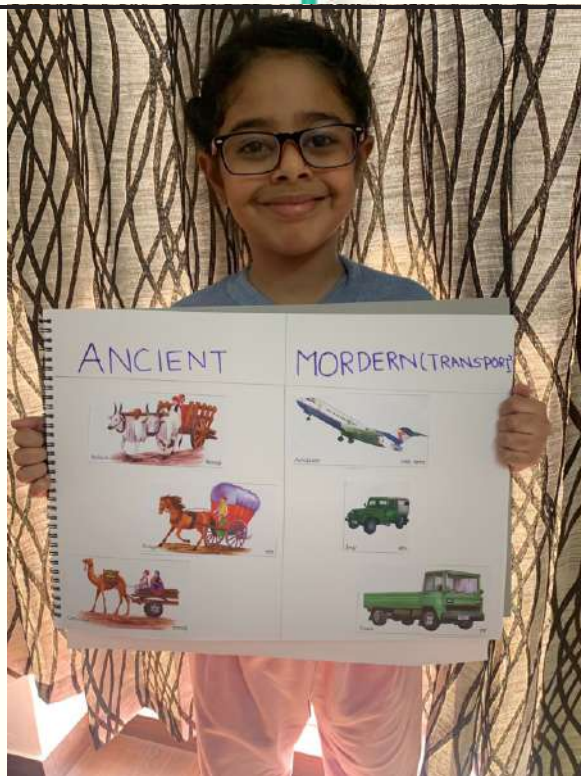
Function, Change, Connection

## ATLs developed

Thinking skills, Research skills, Communication skills

## IB Learner Profiles developed

Inquirers, Communicators



**A Quick Peek into Learning** Children learnt about different transportation systems around the world. They had a show and tell on their favourite mode of transportation giving the reasons for the same enhancing their vocabulary and communication skills. They chose a place they wanted to visit and explained the choice of their transport through drawing, enhancing their creativity and thinking skills.. They discussed and presented their thoughts on the uses of transportation systems. The students made a chart pasting pictures of ancient and modern means of transportation and explained the same. Children were asked questions on transportation systems and the environment to drive the inquiry and critical thinking. Students were read stories where they gained more knowledge on the unit. A group discussion on ways to prevent and reduce pollution where children inquired about different ways as to how to reduce the same, followed by goal writing where children wrote one goal that will help to reduce pollution caused by the excessive use of transport.



# 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 Skills, Communication Skills, Social Skills and Research Skills

## IB Learner Profiles developed

Inquirers, knowledgeable and Balanced

**A Quick Peek into Learning:** In the Third line of inquiry children learnt the ways to manage money. They prepared a set of questions to interview their parents on ways to save money. During their library class, they heard stories and wrote story reflections. They understood the importance of managing and saving money. They engaged in a discussion and shared their real life instances of receiving money on special occasions and buying something for themselves and the money left was put in their piggy bank as savings. They shared that sometimes their parents take money from their piggy bank when they need it. They created a story strip for the same. Children were presented with situation cards and they discussed with their friends to find solutions for eg. Situation was given - Going shopping to buy clothes. Children gave solutions that we must buy clothes during sale and buy clothes only if it is a necessity. This way we can save money. They are developing their analytical skills by finding solutions for situations. They prepared their Summative task by creating travel budgets. They gave their presentations through PPT, story strips, itinerary and brochure. Children connected the learners profile with real life situations and are developing their Formulating and planning skills, as well as their Communication skills.





# 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

1. States of matter
2. Effect of temperature on matter
3. Physical and chemical changes of matter

## Concepts

Form, connection, change

## ATLs developed

Thinking (transfer and critical thinking) and research skills  
(information and media literacy)

## IB Learner Profiles developed

Knowledgeable, Risk takers, Inquirers



**A Quick Peek into Learning:** The unit started by setting up stations in the classroom with some examples of the states of matter- solid, liquid and gas. Students inquired about the new unit using the 'WH' questions and exploring things around them that can be classified as matter or not matter. For the first line of inquiry, students observed things around them that can be categorized as solid, liquid or gas. They conducted a few hands-on experiments to identify the various properties of the states of matter. Use of the NEARPOD 3D tool helped students understand the structure of the states of matter and how temperature impacts the activity of molecules present in them. Through macaroni activity, students were able to demonstrate the molecular structure of the solids, liquids and gases. As a fun activity, students had a molecule dance party where they themselves acted as the particles of matter and danced on the states of matter song. Students read various e-books related to the unit to gain more knowledge about the unit and conducted mini-experiments at home to investigate the characteristics of various states of matter. As a part of numeracy integration, students measured their own height using solid items or items which have liquid which are kept around them.



# Grade 4

## TD Theme

How The World Works

## Central Idea

Understanding of machines may help to use them efficiently in daily life.

## Lines of Inquiry

1. Types of simple machines.
2. How do machines work
3. Uses of machines in daily life.

## Concepts

Form, function, connection

## ATL's developed

Thinking( creative thinking), Communication

## IB Learner Profiles developed

Thinker, Communicator



**A Quick Peek into Learning:** The unit was initiated with a pre- assessment and provocation, where the pupils observed different machines around them and were brainstormed about the important parts of those machines. The pupils played games like “Day without machines” and were brainstormed about the importance of simple machines. Various engagements and videos were shared on Nearpod. They explained the differences and similarities between simple and complex machines through a Venn diagram. They were very excited to attempt several quizzes on simple machines on quizzz.com. They read several E- books and researched on various types of simple machines and how they function. They examined the working of simple machines around them at home. The pupils used various objects to create models of simple machines which developed their self - management skills. They made working models/ models of simple machines using materials available with them and presented the models to their peers thus exhibiting their understanding by explaining the concepts, form and function of the models. As numeracy integration, they made an Informational chart and recorded 2D/3D shapes they used while making the model/s. They made games on functions of simple machines using pinwheel, dart, rubik's cube and board game.





# Grade 5

## TD Theme

How we express ourselves

## Central Idea

Poetry reflects the perspective of human expression.

## Lines of Inquiry

1. Techniques, forms and poetic devices communicated by poetry(Form)
2. Writing, sharing and presentation of poetry(Perspective)
3. People's connection to poetry (Connection)

## Concepts

Form, Perspective, Connection

## ATLs developed

Communication, Thinking( creative thinking)

## IB Learner Profiles developed

Thinker, Communicator



**A Quick Peek into Learning:** The unit started with a gallery walk as a provocation where students read various kinds of poetries and figured out the transdisciplinary Theme they will be exploring in the coming weeks. They created the central idea with the help of cue words, and mapped the lines of inquiry with the key concepts. They used the graphic organiser for the KWLH chart. They researched on the various poetic devices like alliterations, similes and metaphors, personification etc followed by class discussions. They showed a lot of excitement in creating their own poems using these devices. Students read various e-books on poems, analysed them, thus developing their thinking skills and creativity.



# Specialist Subjects

**Hindi:** Students of grade 3-5 read online stories/poems. This month's Grammar topic was "Vilom Shabd" under the concepts Form and Change. Students explored different ways to showcase their understanding. Some of them made 'Match the Cards activity', while the others made a board game "Saantp - Seedhi" and a Spin the Wheel' game. It was an interactive way of expression. Through these activities they developed communication skills, creativity and confidence. Moreover, they developed learner profiles "Risk Taker and Knowledgeable."



**Art: Grade 5-** Students are learning about the Elements and Principles of Art, specially Movement. The elements and principles of design are the building blocks used to create a work of art. Quick recap of all the Elements of Art was done and they looked at various examples of movement to understand how to apply principles of design, movement that can be directed along lines, edges, shapes and colour. They drew a Koi fish to further understand how to use lines to create the look of movement.

**Grade 4:** Students are learning about the Element of Art, specially Value. They were shown various artworks and how the artist manipulates these elements. Pupils drew a landscape to explore value, and understand that it is the amount of light reflected from a surface which refers to lights and darks in an artwork and creates depth and space in an artwork.

**Grade 3:** Students are learning about Tint/Shade. They engaged in understanding the terms: tints, shades, value, the difference between tints and shades and practiced making both by blending colors. Demonstration was given, how to mix paint with white to make tints and black to make shades in a gradual succession! They experimented with mixing colours and getting four different colour tints by mixing white with a color that makes it lighter and how to mix a shade. They painted their landscape and painted the background choosing a complement colour.

**Grade 2:** Students are learning about the concept of Overlapping. They looked at various examples of overlapping and brainstormed in the class to foster creative thinking. They were introduced to the concept of foreground and background. They drew a forest landscape to understand that when something in the foreground partly covers up something in the background, it is overlapping. They focused on overlapping to show depth in their artwork

**Grade 1:** Students are learning to manipulate geometrical shapes to create an artwork. To organise and develop artistic ideas, they drew a castle using shapes. They extended some shapes in the background to complete the composition.

# Library

## Nur /Kg

To develop listening and speaking skills stories "The puss in the boots" and "The Greedy Dog" were narrated followed by a discussion where kids felt that Puss was Caring and the dog was Courageous. A puss cap was made with origami paper.

## Grade 1

As a part of unit integration, students read a book "Transportation Then and Now" and learned about how the transportation system has changed from the Past to Present.

## PE

Students practiced standing yoga poses, breathing exercises during PE classes. They practiced cardio exercises under the strand "Active Living" -Health and Fitness which helps in weight loss, boosts the lung capacity and helps the immune system.

## PSHE

### *Session on Kindness with grade 3 students*

*"The smallest act of kindness is worth more than the greatest intention." - Khalil Gibran*

Students of grade 3 celebrated "World Kindness Day" to encourage the values of humanity which can further help in building the world as a better place. In this activity based session, students created a kindness chain by brainstorming on the various kind deeds they would like to do more often. And used a "Paper Chain of Kindness" to explain how their kind actions can impact others and set off a chain reaction.





# ICT: STEM

*"Coding is today's language of creativity."*

*Students of Grade 3 and Grade 5 learnt Scratch Coding*

## ICT

**Grade5** - Students are learning to perform mathematical calculations through M S excel. To organise and develop data in an ordered way ,they created various bills and receipts in M S Excel.

**Grade 3** students learnt to add motions and voiceover to the characters through block-based coding.

**Grade 5** winded up scratch with making games and stories .

**Grade 4** Students are working on Pixton and are learning to make cartoon strips .Reflecting in a fun way is the goal of this tool.It is helping them develop their thinking skill.

**Grade 3** Students are working on MS Powerpoint, learning about the details of the tool. They are working on various layouts ,transitions ,Animations and Design.

**Grade2** Students are working on documentation.They are learning to create documents with different formatting tools and inserting different objects .

**Grade1** Students have been introduced to typing tactics in M S Paint .They are working on developing their mouse handling and typing skills.



## Student Led Conference-

A student-led conference is a preplanned meeting in which students demonstrate responsibility for their academic performance by providing a review of their work for parents and teachers. It is a platform where teachers are mere facilitators and the students lead the show and present their work. This year too SLC was organized virtually and it was heartening to see the confidence and enthusiasm in the students. The beautifully displayed SLC walls, the use of IT (padlet wall) very clearly demonstrated how far our students have come in spite of being online for almost a year and a half. Their dedication and commitment undoubtedly reflect the IBPYP attributes of being courageous, communicators, knowledgeable.

