

GD GOENKA WORLD SCHOOL

Gurugram, Sohna Road
an IB and Cambridge International School

IB PYP newsletter



Message from Principal Ms. Sonali Sinha

Greetings Students, Teachers, and Parents, As we welcome the month of May, I hope this letter finds you all in good health and high spirits. This month, we have several exciting events and milestones to look forward to and celebrate. First and foremost, I encourage all students to make the most of the remaining weeks before we close for the summer vacation. Take advantage of the opportunities both inside and outside the classroom to grow and excel. Whether preparing for assessments or participating in yearly events and activities, remember to stay focused, work hard, and cherish these moments.

I would like to take this opportunity to express my admiration for our students, teachers, and staff for their fortitude, grit, and perseverance. I also wish to express my heartfelt appreciation to our parents and guardians for their continuous support and partnership, which has been instrumental in the progress and achievements of our school community.

I am grateful for the dedication and commitment of our entire school community and our Management. Together, we have tackled several challenges, and I am proud of the many accomplishments we have achieved.



Message from PYP Coordinator Ms. Poonam Singh

Dear Parents
Greetings!

As we embark on the new session that began a few weeks ago, it is important that each one of us learn to accept that happiness is the core of a happy and successful life. This is applicable to both young and old. Each child has the right to be happy and our endeavour at GDGWS is to ensure that each child is happy and healthy.

Happy children grow into healthy, well-adjusted, and successful adults. Let us together, teach our children to make the best of what they have rather than being unhappy with what they don't have. Let's together make our children happy as this will lead to fewer behavioral problems, higher academic performance, improved social skills, and more creativity.

Happy Children! Happy School!



IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

GDGWS Mission

In a safe, peaceful, disciplined and intellectually challenging environment, all GDGWS students shall have ample opportunity to: Fulfil their academy, cultural, sporting and social potential Acquire skills of curiosity, collaboration, reflection, integrity, self-discipline, diligence and independence. Maintain openness of mind, dignity of conduct and mutual respect in the face of racial, economic, cultural, religious and linguistic diversity. Develop socially responsible and responsive global citizens.

IB learner profile of the month

CARING

NOTICE BOARD

May 12

Inter House Spell
Bee-Round 1
Grades 3-5

May 19

Poem Recitation
Competition
Grades 1 and 2

May 19

Pool Bash
Grades Nur -5

May 23

Investiture
Ceremony

May 22

Car Wash day

May 24

Inter House Story
Telling Competition
Grades 1-2

May 27
PTM

GRADE NURSERY

TD Theme: Who we are

Central Idea: Exploration of our body helps to understand ourselves

Lines of Inquiry:

LOI 1: Role of our body parts

LOI 2: Taking care of body parts

LOI 3: Consequences of choices

Concepts: Function, Responsibility, Causation

ATL's developed: Communication skills (Subskill: Presenting research, formulating questions) Self Management Skills- Gross and Fine motor skills

IB Learner Profiles developed: Caring, Open Minded, Inquirers, Reflective



A Quick Peek into Learning:

Students explored about their body parts through rhymes, hands on activities, drawings. They learnt the rhymes-Ten little fingers..., chubby cheeks..., Head, shoulder knees and toes..., Five senses song. Students talked about how they use their body parts thus developing their communication skills and thinking skills. New vocabulary was introduced - Good morning, please, sorry, thank you, May I drink water, I am fine thank you, eating, drinking water, praying, brushing, waving, running, walking, kicking, jumping, dancing.

They had fun doing fine motor skills activities for their eye-hand coordination. They segregated small cubes according to their colours, stringed beads, transferred balls with hands as well as feet, segregated letters floating in water, squeezed sponge in water, did sponge painting, squished and squeezed play dough, opened and close caps on water bottle etc. They had fun by putting their foot print, hand print on a bubble wrap sheet.

GRADE KG

TD Theme: Family & Friends

Central Idea: Communities influence the beliefs and values of an individual

Lines of Inquiry:

LOI 1 - Role of family members

LOI 2 - Beliefs and values within a family

LOI 3 - Responsibility towards family

Concepts: Function, Perspective and Responsibility

ATL's developed: Communication Skills, Social Skills

IB Learner Profiles developed: Caring, Balanced, Principled



A Quick Peek into Learning:

Children were shown models of different types of families. Brainstorming activity was done where we all discussed Why do people have family? Why is Family important to you? Who all do we find in a community? A hands on activity was done where students understood about different types of family their peers have and created a model describing their own families. They enjoyed singing rhymes” I love you, you love me and mumma darling , papa darling with their friends.

GRADE

1

TD Theme: Who we are

Central Idea: People's relationship with each other can have an impact on wellbeing.

Lines of Inquiry:

1. How we build relationships (Connection)
2. Roles and behavior within relationships (Function)
3. How relationships impact us in our lives ((Perspective)

Concepts: Connection , Function and Perspective

ATL's developed: Communication Skills (Sub skills - Exchanging Information and Literacy) and Social Skill (Sub Skills -

Developing positive interpersonal relationships and Collaboration Skill and Developing social emotional intelligence)

IB Learner Profiles developed: Balanced, Open - minded and Courageous



A Quick Peek into Learning:

Children inquired about relationships under the Transdisciplinary Theme “Who We Are”. Provocation of the unit was done through a story ‘My family’, followed by children drawing the members of their family. Pre –assessment helped understand children’s knowledge about different types of relationships followed by a brainstorming session. Children explored their first LOI - by first making their relationship tree. They sorted their relationships using the doughnut thinking routine. They further inquired about ways to build their relationships and to make new friends. They became aware of the importance of relationships in their life and how they feel Children developed their communication skills by sharing their thoughts during discussions and brainstorming sessions, through drawings and through presentations. They made new friends thus developing social skills.

GRADE

2

TD Theme: Who We Are

Central Idea: The choices people make play a vital role in health and well being

Lines of Inquiry:

- Components of Food
- Consequences of choices we make

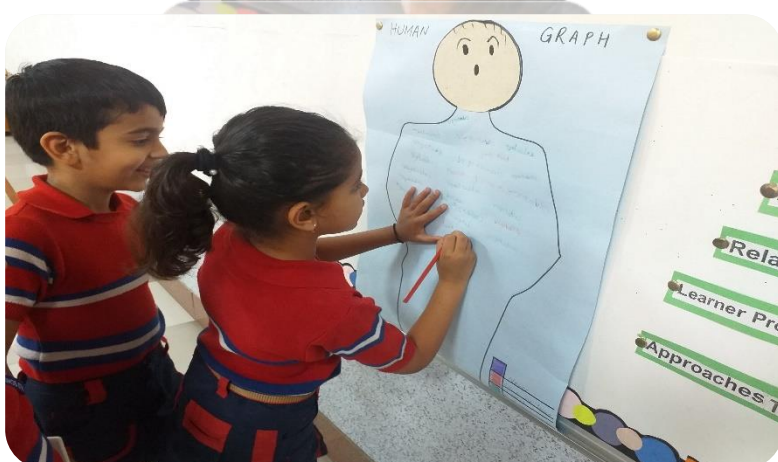
Concepts: Form, Causation

ATL's developed:

Thinking(Analyzing and Evaluating ideas),
Communication(Reading, writing, Speaking), Research(Gathering data)

IB Learner Profiles developed:

Thinker, Reflective,
Knowledgeable.



A Quick Peek into Learning:

The students began with provocation on the concept of food and brainstormed through a mind map on food, where they named various food items and categorized them into Healthy and Unhealthy food. Children read books and did comprehension passages under the concept "Form". They learnt new vocabulary based on the topic. The students were excited to do hands-on activity to understand the what, why and how of learning. They brought various food items, wrappers and pictures from home and showcased their thinking skills by putting them under the correct Food groups - Carbohydrates, Proteins, Fats, Vitamins, Minerals. Further, they inquired about the consequences of choices made and factors that lead to good health by delving deeper into the conceptual lens of "Causation". For an in-depth understanding of the concept possession, they made connections with real time and reflected on their daily routines and daily meals to understand the difference between active and passive lifestyle. They investigated the food pyramid and became knowledgeable about balanced diet.

GRADE 3

TD Theme: Sharing the planet

Central Idea: Change in the attitude towards minimizing waste may lead to a sustainable environment.

Lines of Inquiry:

LOI 1 - Sources of waste

LOI 2 - Impact of waste on the environment

LOI 3 - Our responsibility towards waste management

Concepts: Form, Change, Responsibility

ATL's developed: Communication skills- Thinking Skills (Reflection and Transfer skills), Communication Skills, (Literacy skills, Exchanging information), Research skills (Information Literacy skills)

IB Learner Profiles developed:

Reflective, Inquirer, Knowledgeable



A Quick Peek into Learning:

Students started provocation with a Visible Thinking Routine. They saw a picture of trash and expressed what they see, think and wonder. They were paired through clock partners and created a Central idea and mind map of the unit. Under the concept “Form” they read books and comprehension passages on 3R’s. They gained knowledge by learning the sources and types of waste. Under the concept “Change”, they learnt the effects of waste on the environment. They did research work through the internet, books and magazines. They learnt about biodegradable and non biodegradable waste. The unit was integrated with ICT by doing extensive research on the tabs in the Resource Centre in school.

GRADE



TD Theme: Sharing the Planet

Central Idea: Children across the globe may face different challenges that affect quality of life

Lines of Inquiry:

LOI 1 - Reasons behind the challenges children face (Causation)

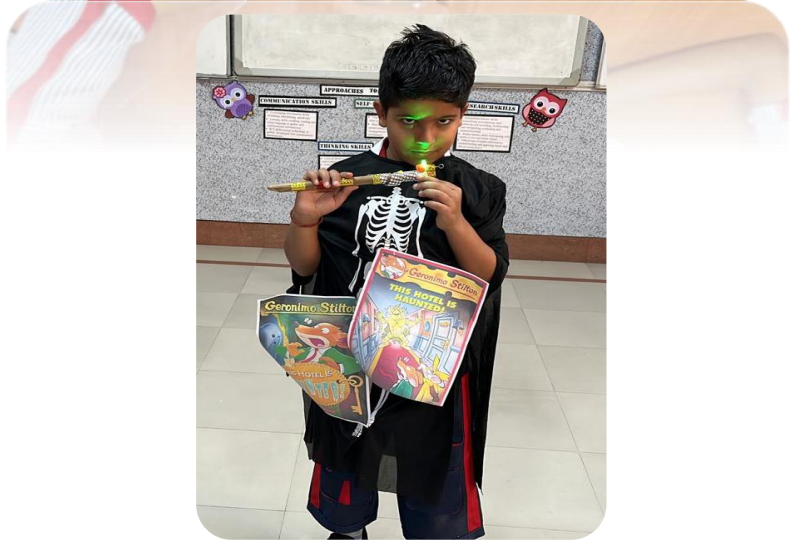
LOI 2 - Effect of the challenges on quality of life (Connection)

LOI 3 - Our role in bringing about the changes in their lives (Responsibility)

Concepts: Causation, Connection, Responsibility

ATL's developed: Research Skills (Information literacy skills), Communication Skills (Exchanging information and Literacy skills) and Self management skills (States of mind)

IB Learner Profiles developed: Open minded, Caring, Principled



A Quick Peek into Learning:

Students were taken into the journey of various Transdisciplinary Theme through jigsaw activity where they mapped the various theme descriptors with the 6 Transdisciplinary Themes of the IB PYP. The first unit began with the brainstorming and discussion of the term “Challenges” in which students created a mind map to enumerate various synonyms of the term and identify the various local and global challenges across the world. Further, the students were tuned into the unit by using “See-Think- Wonder” Visible Thinking Routine(VTR) after showing them the pictures of the global challenges faced by children. Students deconstructed the central idea and mapped the unit with the appropriate TD Theme. Students explored information on the Sustainable Development Goals in the Resource Centre followed by an engaging discussion. A session by the School Counselor was conducted on challenges faced by children across the globe and steps being taken by the respective government. Students read various e- books, passages, stories and newspaper articles to understand the root cause of these challenges.

GRADE 5

TD Theme: Sharing the planet

Central Idea: Cooperation between communities may help resolve conflicts for a peaceful world.

Lines of Inquiry:

LOI 1 - Causes of conflicts(Causation)

LOI 2 - Impact of conflicts(Change)

LOI 3 - Ways to resolve conflicts
Responsibility)

Concepts: Causation, Change and Responsibility

ATL's developed:

Communication Skills (Exchanging-information skills),

Thinking Skills (reflection), Social Skills(Developing positive interpersonal relationships and collaboration skills)

IB Learner Profiles developed:

Reflective, Caring, Thinker, Courageous



A Quick Peek into Learning:

Students were tuned into the unit through an activity, "experience the situation with limited resources".

They came up with some positive and negative words to describe the situation. Students used the Graphic Organizer Y-Chart to showcase their perspective of the word peace(How Peace Feels like, Looks Like and Sounds like).The various perspectives about 'Peace' were witnessed and celebrated through 'Show and Tell' activity. They read stories titled "Caught in Conflict" and "Dealing with Bullies" followed by a reflection using a graphic organizer - cause and effect diagram.

SPECIALIST SUBJECT

Hindi

Grade 1

Recap of Hindi Akshar (व्यंजन) was done. The focus was on recognition and formation of akshars.

Grade 2-

Students of grade 2 did a quick recap of previous mastras (आ, इ ई, उ, ऊ). They were introduced to a new maatra 'ए' through story. Students did reading and writing of maatra words and sentences. The focus was on sound and symbol relationship.

Grade 3-

Students co-constructed "Essential Agreements" for the Hindi class. They did 'Barahkhadi' to revise mastras (sound and symbol). They did ginti (1-30) in numeral and word form. Also, they watched a mock video on 3Rs and expressed their learning of the same (observation, thinking and speaking skills).

Grade 4- Children read stories and framed sentences with words given to them to enhance their thinking and writing skills. Paragraph Dictation, dictated by the teacher to enhance their understanding towards sound and symbol relationship was done.

Grade 5- Children engaged in a discussion on a passage based on the harmful effects of plastic followed by a mind map. Children wrote their understanding about why we should use less plastic. For picture comprehension, prior knowledge was checked and children wrote the difference between picture and story composition.



SPECIALIST SUBJECT

ART

Nursery

Students made their first mode of expression by using art material and experimenting with scribbles.

Scribbling is essential in the development of hand and finger control.

K.G

To provide an opportunity to develop skills such as concentration, fine motor and coordination, correct finger grip, students traced their palm and added details to it to create a peacock. They added a ground line and added grass and flowers. It gave them an experience of creativity, color awareness and developed a sense of achievement.

Grade 1

Students learned to draw a caterpillar. The focus was on shape and repetition. They learned to use a circle stencil to draw the caterpillar and added few details around the caterpillar and color.

Grade 2

Students learned about the expressive possibilities of lines, shapes and patterns. Discussion on different types of lines they can think of. They used these “Elements of Art” in a pre-drawn image and used markers to complete it. Students had an understanding of the ways line, shape, and color are used to create art.

Grade 3

Students learned about the artistic style of Pointillism technique. They used this technique in creating with precision a beautiful scenery, beach scene.

Grade 4

Children learnt the technique 'blow paint through a straw'. Using the technique, they created cherry blossom tree branches. Choice was given to create cherry blossoms either by dipping their fingertips into the paint and dotting them onto the branches, use cut outs of flowers, use crepe paper and roll them, use fine tip gel pens to make flowers like cherry blossoms.

Grade 5

Students learned the art technique “One-point perspective”. They created a fish aquarium by using the technique. They were guided to draw one point perspective, ceiling and floor that is based on the vanishing point, horizon line and frontal planes. They continued to draw sea creatures and colour with different shades of blue using color value to create more dimension within their artwork.



SPECIALIST SUBJECT -PE & DANCE

PE

Grades 1-5

Students practiced Surya Namaskar(Sun Salutation), which involves a 12 series of poses, which are performed in a continuous flow. Children played a lot of recreational games thus getting an opportunity to strengthen their gross motor skills and their core muscles.

DANCE

Grade 1

Students are inquiring about relationships under the LOI -2 and learning to dance on the beautiful relationship of mother and child.

Grade 2

Students are learning Zumba dance along with free style dancing on health and well being.

Grades 3,4&5

Students are focusing on the fast rhythm of 'Tatkat' and hand-movement in 'Teen Taal'. They have learnt the theory of 'Teen Taal' in 'Igun' speed



SOCIAL EMOTIONAL LEARNING



Grade Nursery

"Fun is just another word for learning."

Children of a grade nursery had fun learning different body parts. Magic Tissue Paper Art activity was done with children where they brushed the tissue paper and guessed the body part they saw. Our young g Goenkans demonstrated IB learner profile attributes - Thinker and Knowledgeable while playing the guess game.

"Things we learn with pleasure, we never forget."

In the life of young children gross motor skills lay the foundation to coordinate and control their body movements. By nurturing these skills in our children through hands-on activities, we promote long-lasting health and encourage physical literacy.

Grade KG

"Emotions make us human."

Children had a fun therapy session where they learnt about the importance of feeling emotions and the need to address them. Kids used the printable playdough mats as a tool to develop their emotional awareness. In a playful way young children explored different emotions, understood feelings, named feelings and practiced facial expressions.

Grade 1

"One of the best things about spending time with family is making memories."

Spending time with family has a lasting positive impact on children's emotional and social development. As a part of UOI integration children did an activity where they described the ways to spend free time with their family members through their drawings. Children also shared the kind of relationships they share with their family members and also learnt the importance of spending quality time with family members to build a healthy relationship.



SOCIAL EMOTIONAL LEARNING



Grade 2

“Motivation gets you going and habit gets you there.”

Goal setting for children is one of the best ways to increase motivation. As a part of UOI integration, students learnt the ways to keep their body and mind healthy. They engaged themselves in ‘WOOP’ activity- Wish, Outcome, Obstacle and Plan to set effective goals that can help them to make healthy eating choices for better growth. Students showcased self- management skills and planned to design their healthy WOOP.

Grade 3

“Working together is a way of knowing each other better.”

Learning social skills is a part of child development. Children were divided into groups and they shared their qualities to understand each other. This activity helped the new students to connect well with their classmates.

Grade 4

“Be the change you wish to see in the world.”

Bullying is one of the issues that children face across the globe. As a part of UOI integration, students shared their understanding about different types of bullying and prepared a “Bully Beans Jar” to show their stand against bullying. Students responded to 6 prompts about standing up to bullying and also took the pledge to prevent bullying around them.



SCHOOL ACTIVITIES

World Copyright Day

World Book and Copyright Day was celebrated to promote the love for reading books. Children participated in various creative activities designed for them like-story telling, cavity comics & book marks. Students came dressed up in story characters and talked about their favourite stories. Few children found creative and interesting ways like vlogs, an article or a cinematic trailer to "sell" their book.



Field Trip

HERITAGE TRANSPORT MUSEUM

On 25th April students of Grades 3 to 5 went for an educational trip to the Heritage transport museum. This trip was organized to make students explore and appreciate the world heritage. In the museum the students saw various forms of transport from past to present. They were excited to witness the vintage cars, bikes, futuristic bikes, autos, palanquin, rickshaws etc. They were guided by a well versed guide throughout the trip. Students became inquirers when they asked a variety of questions regarding the ancient transport system. They became knowledgeable about the advancement of the transport system. The trip was extremely enjoyable.



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Powered by Triple Camera



SCHOOL ACTIVITIES

Coffee Morning

Earth Day

COFFEE MORNING

Coffee morning was organized for parents of Grade Nursery- 5 on 14th April 2023 to brief the parents about curriculum, teaching pedagogy and policies in PYP. In this event, the focus was primarily on Conceptual learning and Approaches to Learning in PYP.

Teachers of PYP took this opportunity to educate the parents about the understanding of the key terminologies of IBPYP. Parents participated in the activities with full zeal and enthusiasm. With the fun play teachers helped parents realize that each activity or task taken up by this curriculum focuses on developing skills (ATLs). The engagements helped the parents to understand how teaching and learning in IBPYP is concept driven and skill based.

The parents participated in the curriculum designing and gave their inputs on the upcoming units and volunteered for the parent involvement programme.

EARTH DAY

“NURTURE THE NATURE”

Little Goenkans celebrated Earth day with great zeal and positivity. Being inquirers they delved into the what, the why and the how of earth day and developed their learning muscles by knowing about the different ways that we can nurture the mother earth. Critical thinkers shared their perspectives and action plans about saving the Earth and made real time connections by doing the different activities and craft engagements.

By exploring and experiencing hands-on engagements, children fostered their thinking, social, research and communication skills and also developed IB attributes of being Principled, Reflective and Caring.

