

# GD GOENKA WORLD SCHOOL

Gurugram, Sohna Road  
an IB and Cambridge International School

## IB PYP newsletter



### Message from Principal Ms Sonali Sinha

It is with great pleasure that I welcome you all to another exciting school year at GDGWS. As the new principal, I am delighted to be leading this wonderful institution and I am eager to work with each and every one of you to ensure that our school continues to provide the best possible education for our students. As we begin this new academic year, I encourage everyone to work together to make this a successful and productive year for all.

Parents, we value your involvement and support, and we look forward to partnering with you in your child's education. Students, we challenge you to strive for excellence in all that you do, and we are here to help you every step of the way. And to our dedicated staff, I extend my heartfelt gratitude for your hard work and commitment to our school community.

Let us make this year one of growth, learning, and success. Together, we can achieve great things.



### Message from PYP Coordinator Ms. Poonam Singh

Reflection is an essential part of how we build and establish meaning. It is a continuous, ongoing activity. As the session draws to an end, it is indeed the right time to stop, think and reflect. The pace with which the year has passed. There is significant value in taking a moment to reflect on the beautiful moments and not so beautiful moments of the year gone by – friendships, academic progress, and newly developed interests. Children may be sad to leave their teacher, their friends

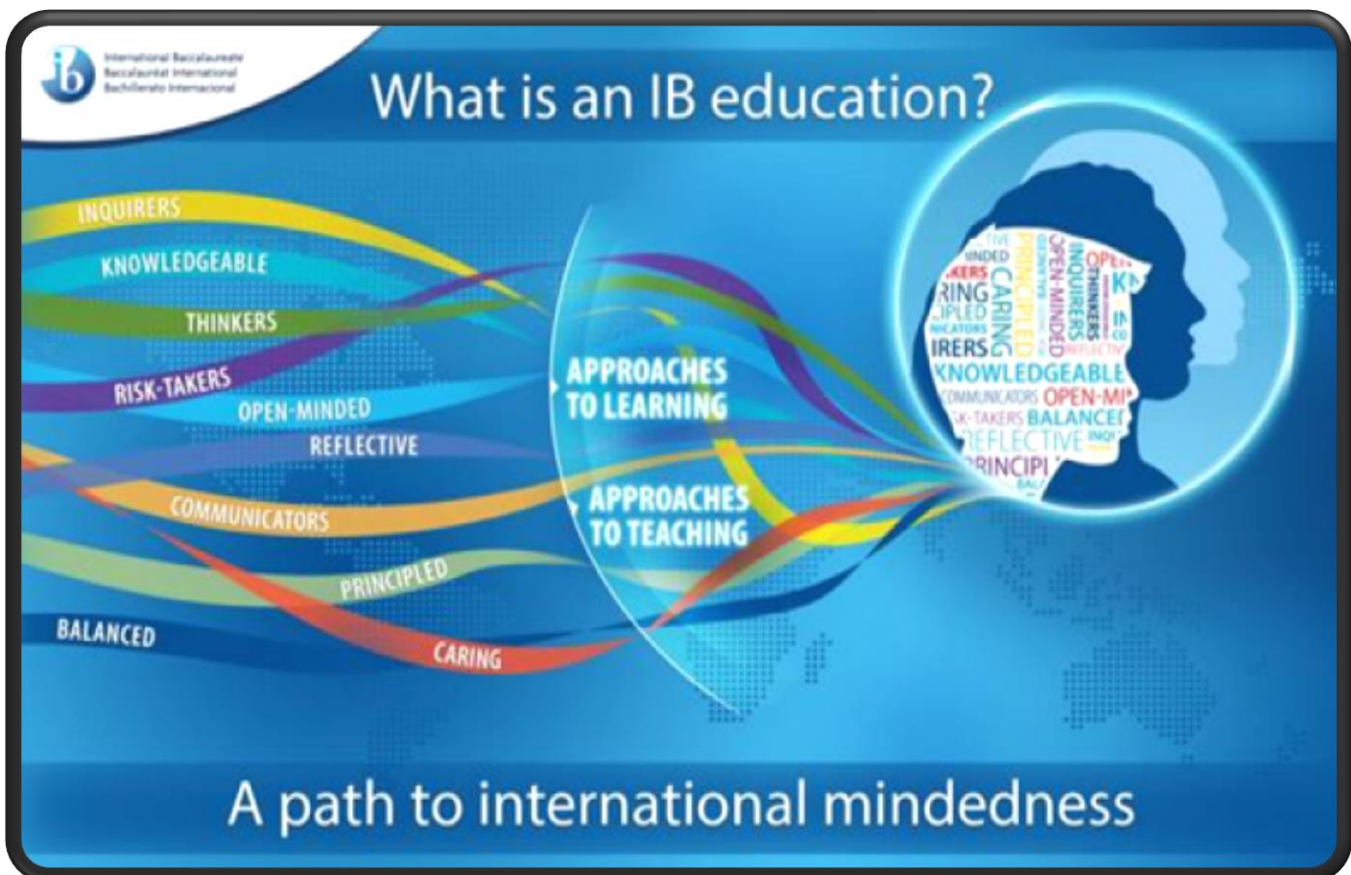
but there are some small, simple steps one can take to ease the transition and also deepen the lessons of the year through reflection like what were some “AHA” moments in the session, things that surprised, things that were not so good and why, an embarrassing moment etc. As reflections help children think more about their own thinking (meta cognition) and learning processes.

All the very best to each one of you in the journey of learning, reflecting and transformation.



# PYP SPOTLIGHT

**International Mindedness** is a concept used within the International Baccalaureate (IB) programming model. It means understanding, respecting and valuing different cultures. It helps students embrace diversity and realize that different perspectives have a great deal to offer.



A path to international mindedness



# GRADE NURSERY

**TD Theme:** How we organize ourselves

**Central Idea:** Signs and symbols as a medium to communicate

**Lines of Inquiry:**

LOI 1 - Finding signs and symbols

LOI 2 - Identifying symbols and their meaning

LOI 3 - Importance of signs and symbols

**Concepts:** Form, Connection, Function

**ATL's developed:** Communication skills-exchanging information skills

**Thinking Skills-** Transfer skills,

**Research:** Information Literacy skills

**IB Learner Profiles developed:**

Knowledgeable, Thinkers, Principled



**A Quick Peek into Learning:** Students became knowledgeable about the different signs and symbols. They did show and tell of road signs like traffic light, zebra crossing, stop, parking, no parking, u turn, no u turn, two way zone, right turn, no right turn, roundabout, left turn, no left turn, speed breaker, danger, school ahead, no honking, no mobile phone. They shared important information regarding how we should cross the road- First look to your right, then left and right again and then cross the road. They were prompt in telling why one should not talk on the mobile phone while driving. They learnt and recited traffic light rhymes- Red light red light what do you say... and Mr. Traffic signal... with actions. They shared important information about the road signs and traffic lights in the class with their friends.



## Grade KG

**TD Theme:** Where we are in place and time

**Central Idea:** Homes may vary due to different geographical conditions

### Lines of Inquiry:

- Homes then and now
- Materials used to build homes
- Differences and similarities due to locations

**Concepts:** Change, Causation, Connection

**ATL's developed:** Thinking skills  
(Transfer skills) **Research Skills** ( Media-literacy skill )

**IB Learner Profiles developed:**  
Reflective, Thinkers, Knowledgeable



### A quick peek into learning-

In this unit, students learned about the different kinds of homes through pictures and videos of the various types of homes. As part of their inquiry, they observed different building materials used in making homes. As an Art integration, they drew and coloured pictures of their own houses and shared about their favourite room in their house. They brought pictures of their houses and showed it to their friends and discussed about the color and materials used to build their house. They developed their thinking skills with the help of a discussion on the importance of homes.

# GRADE 1

**TD Theme:** Who We Are

**Central Idea:** Interpersonal relationships influence wellbeing

**Lines of Inquiry:**

1:How we develop/build relationships (Connection)

2:Roles and behavior within relationships (Function)

3:How relationships impact us in our lives (Perspective)

**Concepts:**

Connection, Function, Perspective

**ATL's developed:**

Communication Skill (Sub skills - Exchanging Information and Literacy) and Social skill (Sub Skills - Developing positive interpersonal relationships and Collaboration Skill and Developing social emotional intelligence)

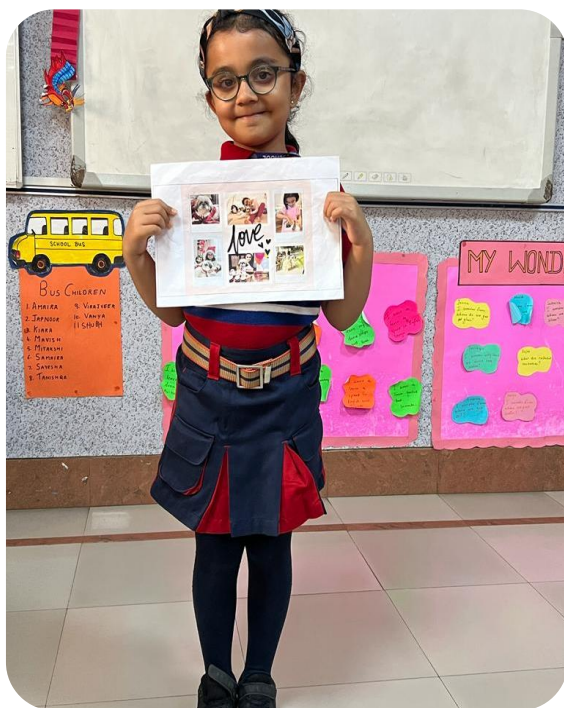
**IB Learner Profiles developed:**

Balanced, Open - minded and Courageous



## A quick peek into learning-

In this unit under the theme 'Who we are' children explored the importance of building healthy relationships. Children were shown pictures of different types of relationships and they were able to make connections with it. They made their relationship tree by sorting their close and not close relationships. They further explored ways to build their relationships through various discussions and activities. We explored which relationships are healthy and not healthy. Children spoke about their friends, who made them feel uncomfortable, sad, felt dominated, and friends that cared for them. In the next LOI, they inquired about different roles and behaviour within relationships, for eg they spoke about their parents and their relationship roles, similarly about their grandparents, teachers, friends, uncles and aunts etc. Lastly children presented their perspectives on how different relationships impact them. They were courageous when they spoke about their feelings to some of the friends they have in class. How they made them feel happy, scared, safe etc. They became good communicators and developed their social skills, sorted their issues and built stronger friendships and relationships with close and extended family.





# GRADE 2

**TD Theme:** How We Organize ourselves

**Central Idea:** Managing money helps in making responsible and informed decisions.

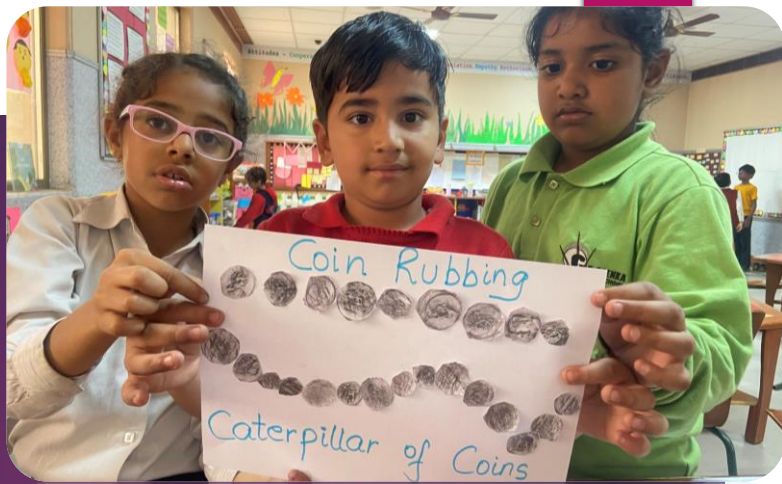
**Lines of Inquiry:**

- Money System
- Currencies around the world
- Ways to manage money

**Concepts:** Change, Form, Perspective

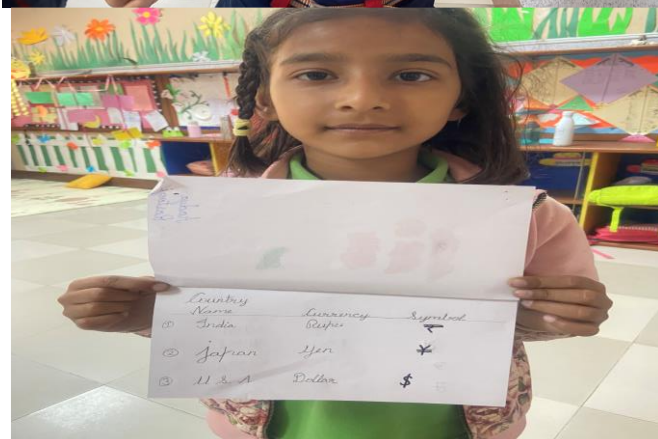
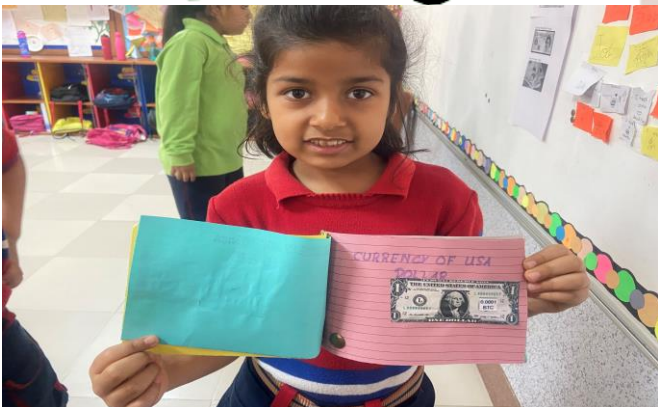
**ATL's developed:** Critical thinking (Critical thinking),  
Self Management Skills (State of mind)

**IB Learner Profiles developed:**  
Thinker, Principled, Reflective



## A quick peek into learning-

In this unit of inquiry, Learners inquired into how managing money helps in making responsible and informed decisions. To delve deeper into the same they researched about the money system, currencies around the world and ways to manage money. Grade 2 inquirers explored the money system by making a timeline right from the barter system to the current system i.e. plastic money. To have experiential learning, they played some hands-on games in the class to experience the barter system by exchanging goods and understanding the transaction of money using fake paper money and coins.. Furthermore, they interviewed their parents to understand the informed decisions they made to save their money. Through these learning engagements they understood how managing money helps in making responsible and informed decisions. Also they fostered self management skills, thinking skills and developed the IB learner profile attributes, Thinker, Principled and Reflective.





# GRADE 3

**TD Theme: How We Organize Ourselves**

**Central Idea:** Human innovation may lead to change in the world around us

**Lines of Inquiry:**

- Circumstances that led to the development of important inventions
- Life before and after inventions
- Impact of inventions on society

**Concepts:** Causation, Change, Connection

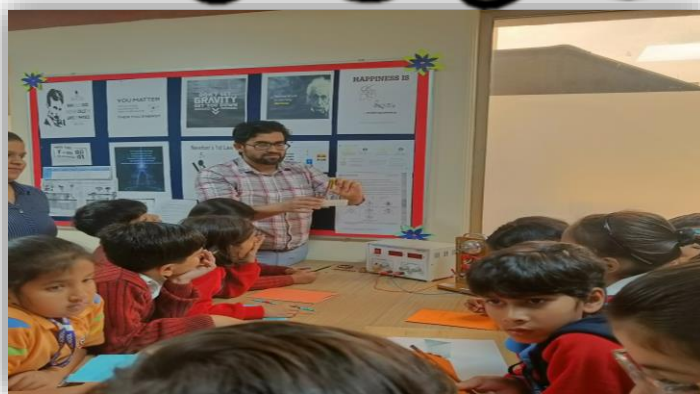
**ATL's developed:**

Research Skills (data gathering, Media Literacy skills)

Thinking Skills- (Transfer Skills, Critical Thinking)

Communication Skills (Exchanging information skills)

**IB Learner Profiles developed:** Inquirer, Knowledgeable, Thinker



**A quick peak into learning-** The unit began with a provocation where students were given a piece of paper and asked to draw, cut and paste without using scissors, pencil and glue. This generated an inquiry amongst students. Then they constructed the Central idea in a group and presented it in class.

Under the concept Causation the students learnt the difference between Invention and Discovery and integrated Math by creating Venn diagram.

Under the concept Change, they visited the Physics lab and witnessed various instruments like- microscope, electromagnet, compass etc that have impacted our society.

Under the concept Connection, the students learnt how inventions have impacted the socio-economic growth of the country. They wrote paragraphs, watched videos and brainstormed on the inventions. Students concluded the unit by creating their own inventions and presenting in class.



# GRADE 4

## **TD Theme: How We Express Ourselves**

**Central Idea:** The performing arts is a combination of self-expression and collaboration

### **Lines of Inquiry:**

- 1: Different art forms as a mode of expression (Function)
- 2: Expressing uniqueness through art (Perspective)
- 3: Ways to translate ideas collaboratively. (Responsibility)

**Concepts:** Function, Perspective and Responsibility

**ATL's developed:** Communication Skills(Exchanging-information skills ), Social Skills(Developing positive interpersonal relationships and collaboration skills) ,self management skills(states of mind)

**IB Learner Profiles developed:** Communicator, Knowledgeable, Open Minded



## **A quick peak into learning-**

In this unit of inquiry, the students explored various forms of performing arts with full zeal and enthusiasm. They inquired that one emotion can be presented in more than one expression followed by reflecting on it through See- Think – Wonder VTR graphic organizer. They identified different art forms as a mode of expression under the key concept “Form” by interacting with various experts of that field. They learnt about various elements of performing arts and presented the same in group tasks ,thus, enhancing communication and social skills. They exhibited their understanding of the key concept “Function” by expressing their own unique creativity through various art forms. They actively participated in group tasks by giving valuable inputs to the team members related to story building sessions, story creation and presentations involving all forms of performing arts. They diligently contributed in class demonstrations to translate their ideas efficiently for the target audience under the key concept “Connection”..





# 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

**ATL's developed:** Communication (Literacy skills), Thinking (creative thinking)

**IB Learner Profiles developed:**

**Attributes:** Thinker, Communicator, Open Minded



**A quick peek into learning-**The unit began with discussion on some visuals regarding the need of a Government. The students were given situations like "If I am the PM/ Principal/ class prefect..." and they answered a few prompts in the Visual thinking routine Compass point. Under this unit the students explored the various types of Government like democracy, monarchy, communism, anarchy etc... and they presented their research findings confidently in front of their peers. They made a placemat to write details of the various types of Government. Under the second line of inquiry they read a text on the role of Central, State and Local Government and wrote strong points. They also made a beautiful tree diagram on the three branches of Government explaining the role of each branch executive, legislative and judiciary. As part of Numeracy integration they compared the roles and responsibilities of Central and State Governments through venn diagram. They became knowledgeable about the functioning of Indian Government. The students were excited to discuss the positive and negative impacts of Government decisions on the lives of citizens like lockdown due to Covid, decision of covid vaccination etc.



# SPECIALIST SUBJECTS

## HINDI

### Grade 1:

Students of grade 1 did recap of आ, इ, ई, उ, ऊ maatras. They did loud reading of texts related to all the maatras covered so far followed by poem recitation. Also we had 'suno or likho' activity to build their confidence in writing and to check their understanding of sound and symbols relationship.

### Grades 2-5

Students revised all the concepts covered and were assessed to check their understanding of different grammar concepts, on listening skills and comprehension skills. They were also checked for their reading skills for their fluency, pronunciation and expression.





# SPECIALIST SUBJECTS

## ART

### Grades 1 and 2

Students were given a task to use their imagination and thinking skills to create an artwork to conceptualize their ideas and then bring them to life. They became more familiar with the different stages of the creative process, from generating the initial ideas to the completion of an idea. They were given an opportunity to imagine and make art truly beautiful.

### Grades 3 and 5

Students were given the agency to create an artwork utilizing the concepts, different techniques and mediums they had learnt. They demonstrated the understanding of the proper and controlled use of art tools, materials and techniques and enjoyed the process and created beautiful artwork. They understood that the choice of different tools and materials results in different outcomes.

### Grade 4

Students recreated their own version of expressionistic sunflowers in the style of the artist Vincent Van Gogh. They researched and shared information about the artists. They were introduced to the style of Expressionism and learned that pastels can be used to create a variety of lines and textural effects. While recreating sunflowers they also developed an awareness and appreciation that there are multiple perspectives in how artworks are made, viewed and valued.



# SPECIALIST SUBJECTS

## MUSIC

Students of Nur-Kg learnt to sing live using microphones on karaoke with proper pronunciation of the lyrics of the prayer song. They also learnt the meaning of the song through actions and dancing in rhythm along with singing it live. As their last performance of the academic session they successfully presented a musical performance and commenced the Recognition Day 2022-23 with a beautiful action prayer song “God’s Gift”.

Choir students of grades 1 and 2 learnt a very challenging song “It’s a climb” which is an off beat song and has very tough lyrics distributed over fast rhythm. Children learnt the art of singing on perfect scale and time signature using karaoke and presented a perfectly synchronized single voice choir performance on Recognition Day 2022-23.



Orchestra students of grades 3,4 and 5 composed an original music piece which was performed live with a conductor on Recognition Day 2022-23. Our musicians played various instruments to create sounds of strings, saxophone, clarinet, electric guitar, ukulele , bass, flute, tenor sax , rhythm guitars , violin , piano , trumpet , harp , drums in perfect synchronization and harmony.

Choir students of grades 3,4 and 5 composed an original mashup of two legendary songs “Heal the world” and “We are the World”. They also learned body percussion and beautifully presented a perfectly synchronized, pitch perfect, two voice choir performance on Recognition Day 2022-23





# SPECIALIST SUBJECTS

## DANCE

Grades 1&2

Students learned the classical steps to improve the body balancing on the Vandana and enjoyed the Ghoomar and Dandiya folk dances.

Grade 3,4&5

Students learned folk dance and the classical kathak dance performances for recognition day.





# SPECIALIST SUBJECTS

## PE

### Grades 1&2

Students practiced passing, shooting, and dribbling in Basketball and passing, kicking and scoring goals in Football. It helped them to improve their hand-eye coordination and gross motor skills. In addition, team games also promote communication and cooperation among team members.

### Grades 3-5

Basketball and football helped students to develop strategic thinking skills as they learned to read the defense and make quick decisions on the court.

The game helped students to develop important social skills such as leadership, communication, and teamwork. As students work together to achieve a common goal, they learn to rely on each other and communicate effectively, which can be valuable skills both in and out of the classroom.





# SOCIAL EMOTIONAL LEARNING

## Grade Nursery

*"A clear expression is the magical capacity to make the invisible visible."*

Feelings and emotions play a very important role in our lives. It is fundamental for young children to learn about feelings. Young Goenkans are taking their first step to learn vocabulary about feelings, so that the little ones can acknowledge them, act accordingly and can experience a positive change in their behavior.

All of these emotional skills will help children as they grow up, paving the way to a happy and healthy life!



## Grade KG

*"Social skills development is a lifelong process and is a crucial part of our success in life."*

Play can improve a child's ability to plan, organise, get along with others, and regulate emotions. Grade KG students played a game to enhance critical thinking skills by creating images on a piece of paper after listening to their friends instructions. The motive of this game was to develop social skills and communication skills.





# SOCIAL EMOTIONAL LEARNING



## Grade 1 and 2

*"Touch comes before sight and before speech."*

Touch plays a key role in healthy child development. Safe and Unsafe touch is a sensitive topic but talking about it empowers children to participate in their own safety and emerge a winner. The session was conducted with grade 1 & 2 students where students were told about the body parts which no one should touch and in case somebody tries to touch them inappropriately, they should raise their voice and say 'NO'.



## Grades 3 and 5

*"Courage is fire, and bullying is smoke."- Benjamin Disraeli*

GDGWS encourages its students to never be bullied into silence. Never allow themselves to be made a victim. Accept no one's definition of their life, but defining their own self instead. Keeping this encouragement in mind, a session on Anti-bullying was conducted for the students of Grades 3 to 5. The aim of this session was to highlight the malpractices of bullying and how we should prevent it or speak about it. When children experience bullying, they have a tendency to become emotionally withdrawn. The session guided the students that one should respect the feelings of others. They learnt that strong people stand up for themselves but strongest people stand for others.





# SCHOOL ACTIVITIES

# KG ASSEMBLY

Little Goenkans of Kindergarten took pride in creating an ambience for learning that invigorates and unfolds the true potential of every child. Students of grade KG presented an assembly showcasing their knowledge on the season "Spring". The Kindergarteners began the assembly with prayer and thought for the day. Every child was given the opportunity and the platform to display their talent and present themselves as confident individuals. Guided by their mentors, the assembly included presentations, poetry recitation, dance, songs, individual experiences etc.





# SCHOOL ACTIVITIES

## Recognition Day

Appreciation can make a day, even change a life. The root of all goodness lies in the soil of appreciation for goodness."

Recognition day is the culmination of the hard work put forth by the students in an academic year. It is a milestone in their lives where we gather and celebrate their success. At GDGWS, Recognition Day which was celebrated on March 18, 2023 covered every aspect of learning, academics, co-curricular and sports. The purpose of this occasion was to recognize excellence in an environment that encourages positive outcomes for all students in every sphere of learning. The event began with a warm address by the DHM Dr. Manisha Mehta. Students were facilitated for their ability to learn life skills (demonstration of ATLs) and display various IBPYP Learner Profiles throughout their tenure in this Academic Session. It was a proud occasion for all the students, parents, teachers and we heartily bless them. The auspicious day was culminated with the vote of thanks by the PYP Head of Program, Ms. Poonam Singh.





# SCHOOL ACTIVITIES

## Graduation Day

**“Hats off to you, Graduates !”**

Grades 2 and 5 graduates successfully completed one milestone and moved on to the next adventure of learning and growing. The entire graduating batch was so proud and honoured to celebrate graduation day with the entire learning community and ecstatically engaged in showcasing their best in dance and music. They were recognized for their accomplishments in their respective grades. To culminate the ceremony, Goenkan students of grades 2 and 5 flew their hats and welcomed the next chapter of life with their broad, beautiful smiles ! We wish them luck for the new beginning !!





# SCHOOL ACTIVITIES

## Grade 5 Exhibition

PYP Exhibition is a grand event which gives a chance to students and teachers to celebrate the journey of learning in the beautifully woven enriching IBPYP program.

This year Grade 5 chose 5 SDGs under the TD Theme -Who We Are and showcased their transdisciplinary learning through performing arts, visual art and theatre.

They were given 100% agency when they were composing their own song for the exhibition. The students collaborated and wrote the lyrics, composed music and took pride in producing their first own song.

Students of grade 5 gave mesmerising performances on stage where they were assertive communicators, thoughtful and reflective of their learning made in their whole process of exhibition.

Followed by performances, students presented their findings on the various display stations. They confidently shared their research work and could explain the solutions for the challenges of their respective SDG. Students also prepared a few working models and exhibited in their stations. SDG 2 group could successfully break the myth "leftover food is not tasty" by bringing delicious and healthy dishes prepared from leftover food.

Parents as well as teachers were overwhelmed to see the children perform and speak with confidence.

All the three stakeholders (parents, teachers and students) celebrated and enjoyed the learning of the students .

