

GD GOENKA WORLD SCHOOL

Gurugram, Sohna Road
an IB and Cambridge International School

IB PYP newsletter



Message from Principal Ms. Sonali Sinha

Dear Parents and Students,

As we embrace the summer break, I would like to reiterate that this is an opportune moment for relaxation, exploration, and creating cherished memories with your loved ones. I encourage you to fully immerse yourself in activities that bring you happiness and a sense of personal fulfillment. Enjoy this break by spending quality time together by nurturing shared interests. While it is essential to enjoy the holiday, I also want to emphasize the significance of maintaining a balance between leisure and learning.

activities that foster continuous growth and development. Whether reading books, pursuing creative projects, participating in community service, or enrolling in summer programs, there are numerous opportunities to expand knowledge and skills outside the classroom. Rest assured, our dedicated team is preparing for the next term, committed to providing an enriching learning environment. I wish you a safe and joyful summer. Return with enthusiasm and eagerness to learn. Thank you for being part of our school community. I look forward to welcoming you back soon.



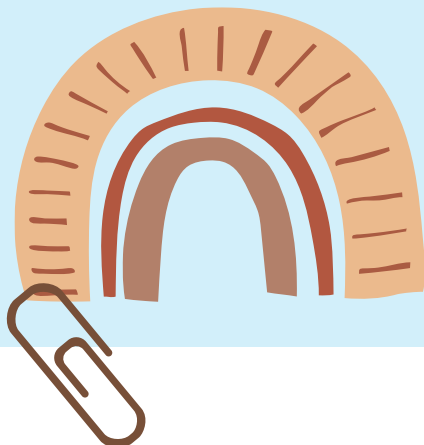
Message from PYP Coordinator Ms. Poonam Singh

Dear Parents

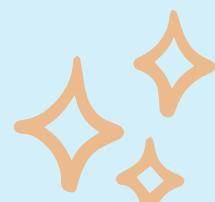
We are really happy to be sharing the various events that have happened in this month. This month has been a month of loads of engagements from May Day to Mothers Day, Pool Bash, Swimming competitions, PTM and finally breaking off for Summer Break. I wish to thank all the parents for supporting us as the students prepared

and participated in various events at school and made both us and you proud. As the students start their summer vacations, I would like to take the opportunity to wish each one of you a happy summer holidays. Do take some time out from your busy schedule and spend it with your children. Have fun, talk, and play with them as these will be the memories you will cherish in their growing years. All the best and a lovely holidays!





PYP



SPOTLIGHT - INQUIRY

Inquiry, as the leading pedagogical approach of the Primary Years Programme (PYP) recognizes students as being actively involved in their own learning and as taking responsibility for that learning. PYP learning is approached with a spirit of inquiry. Inquiry is an authentic way for students to relate to, explore and understand the world around them.

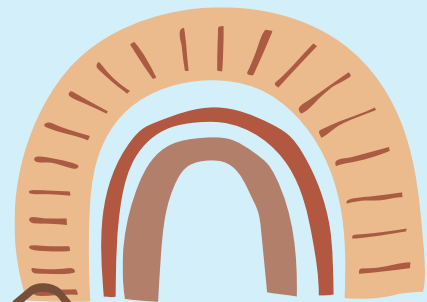
It nurtures curiosity and promotes enthusiasm for life-long learning. Effective inquiry encourages students to think, challenge and extend their ideas; it prompts students to reflect and take action. Through the inquiry process, students develop and demonstrate/practice the approaches to learning and attributes of the learner profile.

Through the inquiry process, students move from current understandings to new and deeper understandings.

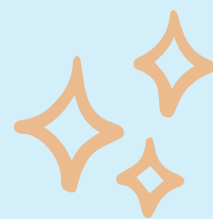
This process involves:

1. exploring, wondering and questioning
2. experimenting and playing with possibilities
3. making connections between previous learning and current learning
4. making predictions and acting purposefully to see what happens
5. collecting data and reporting findings
6. clarifying existing ideas and reappraising perceptions of events
7. applying concepts to deepen conceptual understandings
8. researching and seeking information
9. establishing and testing theories
10. solving problems in a variety of ways
11. taking and defending a position.





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

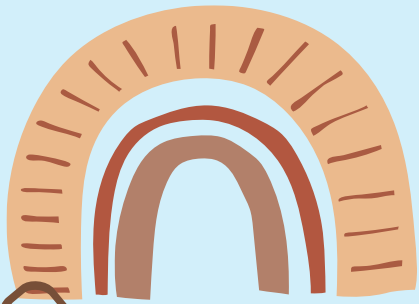
Concepts: Function, Responsibility, Causation

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

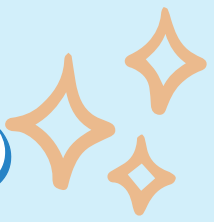
IB Learner Profiles developed: Caring, Open Minded, Inquirers , Reflective



Students were asked about their body parts. They were able to identify their eyes, nose, lips, head, hair, shoulder, knees, elbow, feet, cheeks. They enjoyed learning rhymes about body parts. Ten little finger, chubby cheeks, Head, shoulder knees and toe, Five senses song. Discussed about the uses of hands and legs. Hands are used for a variety of chores like eating, coloring, drinking , brushing teeth, combing, taking a bath etc.; to give a big hug to parents. The Students' big hug was created with a paper strip and their hand print. New vocabulary was introduced for appropriate usage- 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 did magic painting on a tissue and identified the different parts of their body. They had fun doing some activities related to fine motor skills and gross motor skills for their eye-hand coordination.. Squeezed sponge in water, doing sponge painting, squished and squeezed play dough. Opening and closing of caps on water bottle.



GRADE KG



TD Theme: Who we are

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

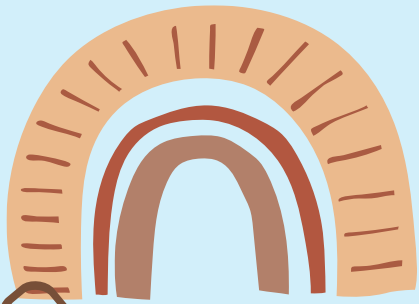
Concepts: Function, perspective and Responsibility

ATL's developed: Communication skills, Social skills

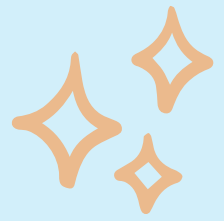
IB Learner Profiles developed: Caring, Balanced, Principled



Children were shown models of different types of families. Brainstroming 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 I



TD Theme: Who we are

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

Lines of Inquiry:

- How we develop/build relationships (Connection)
- Roles and behavior within relationships (Function)
- How relationships impact us in our lives ((Perspective)

Concepts: Connection , Function and 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)

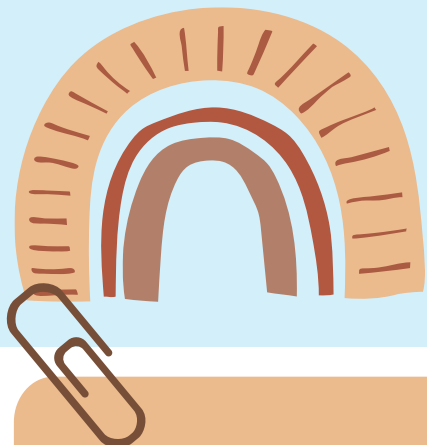
IB Learner Profiles developed: Balanced, Open - minded and Courageous



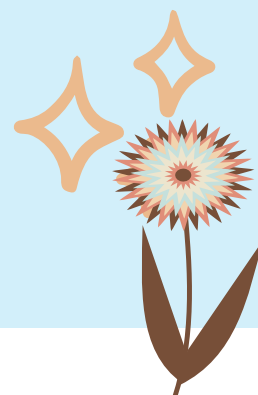
A Quick Peek into Learning

Children inquired about relationships under the TD Theme- Who we are. Provocation of the unit was done through a story 'My family', followed by children drawing the members of their family. During Pre - assessment children were shown pictures of different types of relationships and we had a brainstorming session. Children explored their first LOI – by making a relationship tree for their families. They sorted their relationships by drawing their close relationships within the circle and not so close relationships outside the circle. 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 for eg - safe, happy, cared, loved etc. Children developed their communication skills by sharing their thoughts during discussions and brainstorming sessions, drawing and through presentations. They made new friends thus developing social skills. They displayed the learner attributes open - mindedness and courageous while making new friends and listening to their friends.





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

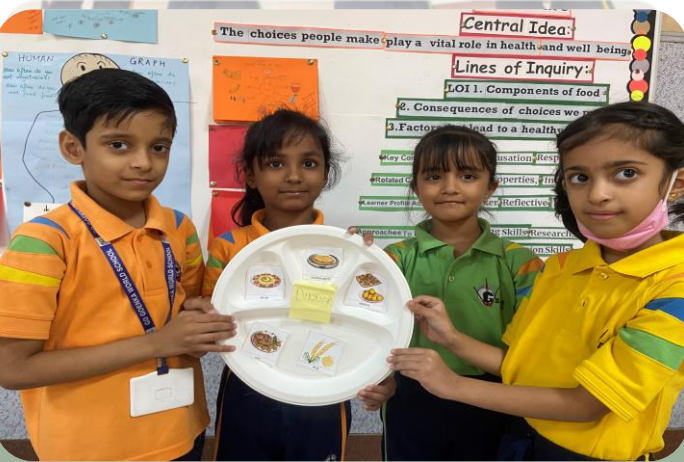
ATL's developed: Thinking(Analyzing and Evaluating ideas), Communication(Reading, Writing, Speaking), Research(Gathering data)

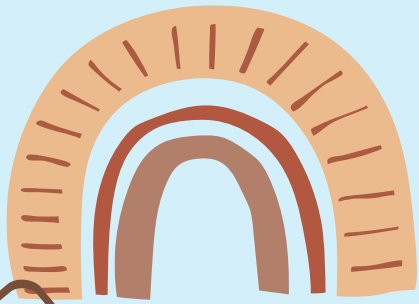
IB Learner Profiles developed: Thinker, Reflective, Knowledgeable.



A Quick Peek into Learning

The students began with provocation 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 we make and factors that lead to healthy well being by delving deeper into the conceptual lens of "Causation". For in-depth understanding 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:

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 and Knowledgeable

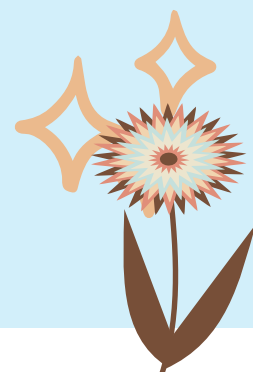


A Quick Peek into Learning

Students started provocation with 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. Different types of waste were shown and they sorted them into two categories accordingly. The unit was integrated with ICT by doing extensive research on the i-pad, provided by the school library. English was integrated through various comprehension passages and Math integration was shown by creating Graphic organizer and Venn diagram.



GRADE 4



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)

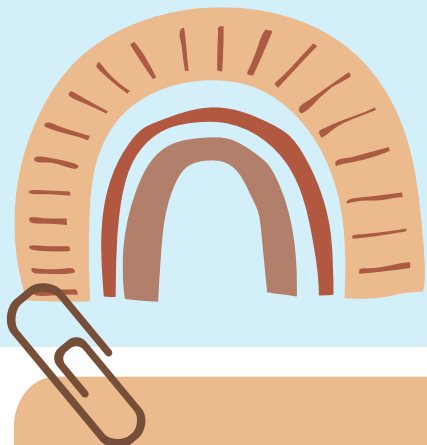
IB Learner Profiles developed: Open minded, Caring, Principled



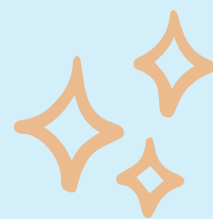
A Quick Peek into Learning

Students were taken on the journey of various TD Themes 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 VTR after showcasing various pictures of these global challenges faced by children. Students deconstructed the central idea and mapped the unit with the appropriate TD Theme. Through e-learning, students understood what Sustainable Development Goals are. They explored information on Sustainable Development Goals through e-learnings, reading passages and videos to identify and sort out goals related to children such as no poverty, quality education, gender equality to name a few. A session by the School Counselor was conducted on challenges faced by children across the globe followed by a few related exercises. 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)

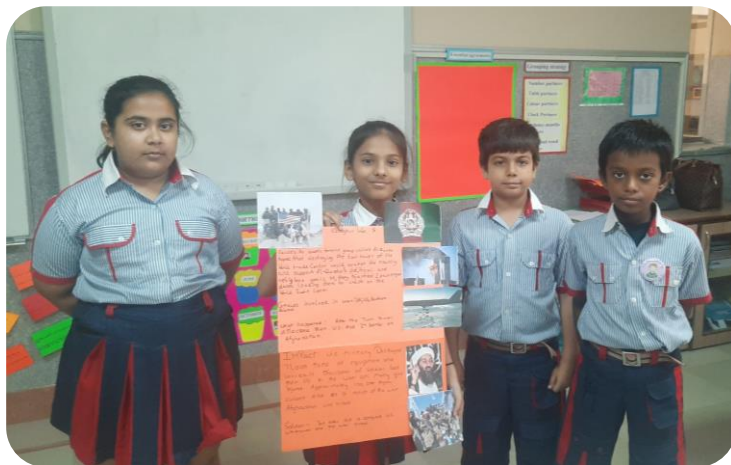
Concepts: Causation, Change and Responsibility

ATL's developed:

Communication (Exchanging-information skills), Thinking (reflection), Social (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. Later they prepared a Y-Chart(How Peace Feels like, Looks Like and Sounds like) to showcase their perspective of the word "Peace". The various perspectives about 'Peace' was witnessed and celebrated through 'Show and Tell' activity. They also read classic folk tales and reflected through a graphic organizer - cause and effect diagram. They are currently reading Unit based books and developing their vocabulary and language skills.



SPECIALIST SUBJECT

HINDI



Grade 1:Recap of Hindi Akshar (व्यंजन) was done. The focus was on recognition and formation of ‘akshar’.

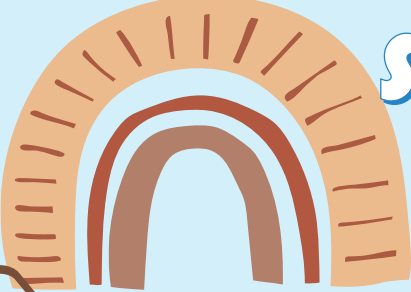
Grade 2-
Students of grade 2 did a quick recap of previous mastras (आ, इ ई, उ, ऊ). They were introduced with a new maatra ‘ए’ through a story. Students did reading and writing of maatra words and sentences. The focus was on sound and symbol relationship.

Grade 3-
Students co-constructed Essential Agreements for Hindi class. They did ‘Barakhadi’ 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 they expressed their learning of the same (observation, thinking and speaking skills).

Grade 4- Children read stories and frame sentences from difficult words. Dictation dictated by the teacher will enhance their understanding towards sound and symbol relationship.

Grade 5- Children discussed a passage given by the teacher based upon harmful effects of plastic followed by making a mind map. Children wrote their understanding about why we should use less plastic . Before starting picture comprehension, prior knowledge was checked and children wrote the difference between Picture and story composition.





SPECIALIST SUBJECT

ART



Nursery

Students made their first expression by using art material and experimenting with scribbles. Scribbling is essential in the development of hand and finger control. To further develop their eye and hand coordination skills, imagination and independent thinking skills they expressed freely through scribbles creating flowing forms.

K.G

To provide an opportunity to develop skills such as concentration, fine motor and coordination, correct finger grip students trace their palm and add 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.

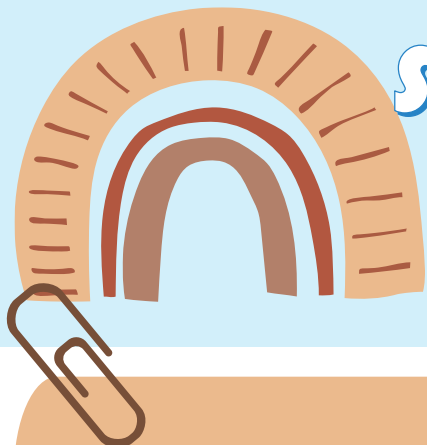
Grades 1

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.

Grade 2

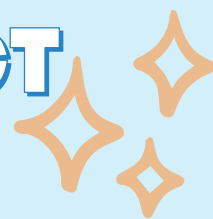
Students learned about the expressive possibilities of lines, shapes and patterns. Discussion on different types of lines they could think of. To progress on how lines can work together to form patterns, students used these Elements of Art in a pre-drawn image and used markers to complete. Students had an understanding of the ways line, shape, and color are used to create art.





SPECIALIST SUBJECT

ART



Grade 3

Students learned about the artistic style of art technique known as Pointillism. They used this technique by creating tiny dots with precision to create a beautiful scenery, beach scene. Pointillism is a technique that allows for a great deal of experimentation, so students were encouraged to try out different color combinations, dot sizes, and spacing to see what effects they can create. They build up the artwork by using markers.

Grade 4

Cherry blossom branches using the 'blow paint through a straw' technique were made by children. Students were given an opportunity to explore different painting techniques and media. They painted their sheets to create a beautiful background and once dried, used blowing through straw technique to create 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. They were really excited and happy to see how straws can be manipulated for painting.

Grade 5

Students learned a one-point perspective fish aquarium by creating an artwork. 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 color with different shades of blue using color value to create more dimension within their artwork.



SPECIALIST SUBJECT SEL

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 Goenkans demonstrated IB learner profile attributes thinker and knowledgeable while playing the guess game.

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

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."

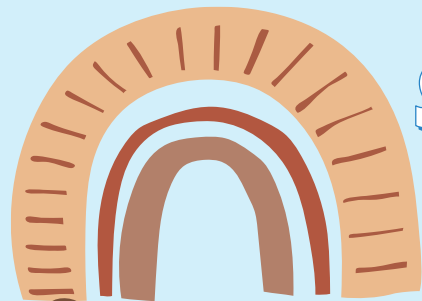
Spending time with family has a lasting positive impact on children's emotional and social development. As a part of UOI integration children did an activity where they described the ways to spend free time with their family members through their drawings. Children also shared the kind of relationships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

Grade 2

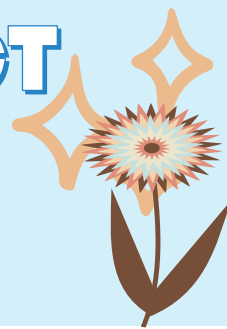
"Motivation gets you going and habit gets you there."

Goal setting for children is one of the best ways to increase motivation. As a part of UOI integration students learn the ways to keep their body and mind healthy. They engage 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.





SPECIALIST SUBJECT SEL



Grade 3

"Working together is a way of knowing each other better."

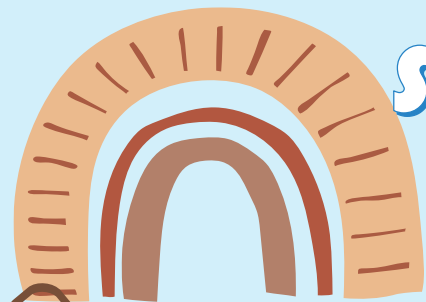
Learning social skills is a part of child's development. It allows children to interact positively with others and connect and see what they have in common. Children were divided into groups and they shared their qualities to understand each other. This activity helped the new students gel up well with their classmates.

Grade 4

"Be the change you wish to see in the world."

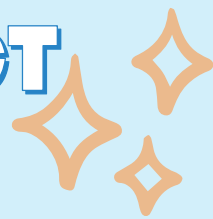
Bullying is one of the issues that children face across the globe. As a part of UOI integration students shared their understanding about different types of bullying and prepared a Bully Beans Jar to show their stand against bullying. Students responded to 6 prompts about standing up to bullying and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





SPECIALIST SUBJECT

DANCE & PE



MUSIC

Grade 1

Students are inquiring about relationships under the Line of inquiry 2 and learning the dance on the beautiful relationship of mother and child.

Grade 2

Students are learning the zumba dance along with free style of dancing on health and well being.

Grades 3,4&5

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



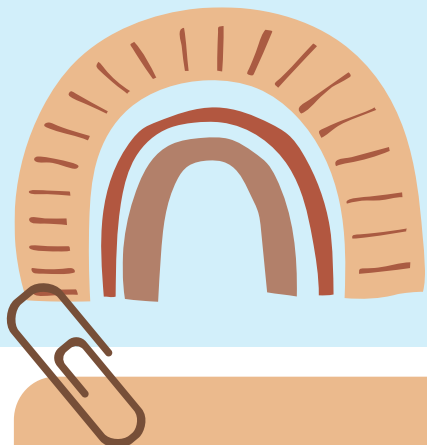
Shot on OnePlus
Powered by Triple Camera

PE

Grades 1-5

Students practiced Surya Namaskar(Sun Salutation), which involves a 12 series of poses, which are performed in a continuous flow. To make the yoga experience fun and engaging for the children we played recreational games.





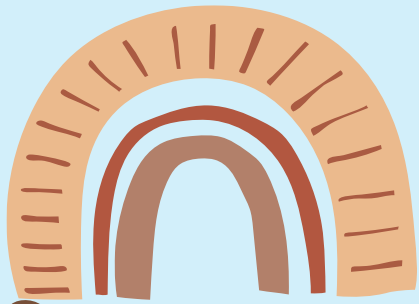
SCHOOL EVENTS

LABOUR'S DAY

“Gratitude Is The Best Attitude”

Little Goenkans celebrated 1st May-Labour's Day with great zeal. To mark the day and to show gratitude, reverence and care to the school workers, all PYP students and teachers contributed some grocery items to give away to Nanny Didis' and Bhaiyas' who all work day in and day out. Also students put up a dance performance and a song to say 'Thank You' to them for all the hard work and support they are always ready to provide.





SCHOOL EVENTS

INVESTITURE CEREMONY

MOTHER'S DAY

Investiture Ceremony

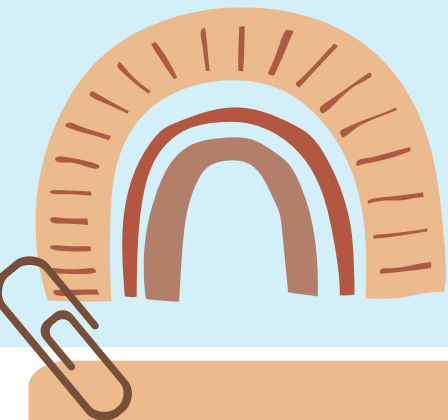
The PYP investiture ceremony for the academic year 2023-24 took place on May 23, 2023. The event commenced with a procession of students, proudly carrying candles that symbolized the pursuit of knowledge and enlightenment. Following the march, the deserving students were honored with badges, marking their appointment as leaders of the student council. With these badges, they accepted the responsibility entrusted upon them by their peers and teachers.



Mother's Day

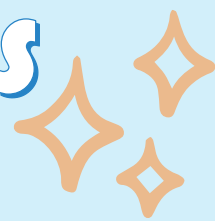
The staff of GD Goenka World School, Sohna hosted the mothers of the PYP Students on the occasion of Mother's Day on 12th May, 2023. A token of appreciation was given to the winners of the various performances put up by them and to the best theme dressed mother!





SCHOOL EVENTS

POOL BASH



All students of Grades Nursery to 5 enjoyed the pool bash to beat the heat. An event that the students look forward to year after year. The young Goenkans came fully prepared for the fun. They had whale of a time in the pool as they played pool games.

