

# GD GOENKA WORLD SCHOOL

Gurugram, Sohna Road  
an IB and Cambridge International School

# IB PYP newsletter



## Message from Principal Ms. Sonali Sinha

### Dear Parents, Students, and Staff,

August has been a month of celebration and growth at GD Goenka World School. We proudly marked India's 78th Independence Day with a flag hoisting ceremony and a vibrant dance performance reflecting our theme, 'Viksit Bharat.'

Our Technology Week inspired students to explore coding, robotics, and innovation, fostering creativity and critical thinking.

The enthusiasm was truly commendable. This month also featured our annual Cultural Fest, showcasing the rich traditions and talents within our school community. The event was a true celebration of diversity.

As we move forward, let's carry the lessons and memories from these events. My sincere thanks to everyone who contributed to their success.



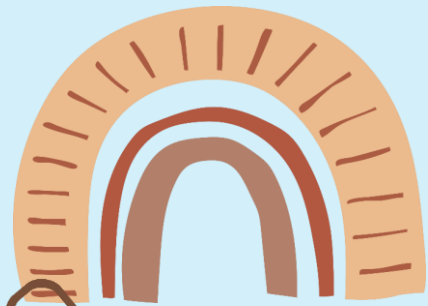
## Message from PYP Coordinator Ms. Poonam Singh

### Dear Parents,

As we progress through our academic year, it's vital to pause and consider the impact of our experiences, both individually and collectively. The attribute of being reflective is not just a practice but a cornerstone of our growth as learners and as global citizens. In the PYP, being reflective means thoughtfully considering the world around us, our ideas, and our experiences. It encourages us to evaluate our actions and understand their impact. This process of reflection helps us recognize our strengths and areas for growth, guiding us to make more informed and thoughtful decisions in the future. In our recent celebration of Art and Culture, our students engaged with diverse perspectives and traditions.

This event was a perfect opportunity for them to reflect on their learning, to think deeply about the values and ideas they encountered, and to consider how these experiences shape their understanding of the world. Reflection transforms experiences into wisdom, enabling us to develop a more profound sense of self-awareness and empathy. As we continue on this journey, I encourage everyone—students, teachers, and parents alike—to take the time to reflect regularly. Ask yourself what you've learned, how you've grown, and how you can apply these insights moving forward. In doing so, we all contribute to a culture of continuous learning and improvement. Let us all strive to be Reflective, not just as an IB learner profile attribute, but as a daily practice that enriches our lives and our community.





# GRADE NURSERY



TD Theme: How we express ourselves

Central Idea: Play helps build relationships and enhance creativity.

Lines of Inquiry:

LOI 1: Types of play

LOI 2: Importance of play

LOI 3: Use of materials in play

Key Concepts: Form, Function, Perspective

ATL's: Social Skills, Thinking Skills

IB Learner Profile developed: Risk Taker, Caring

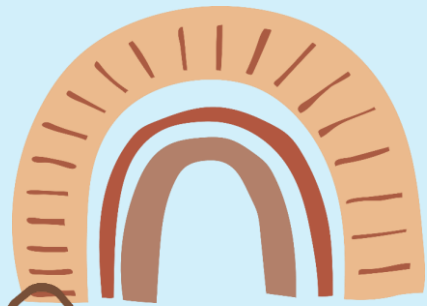


## A quick peek into learning-

This month, our nursery class embarked on an exciting exploration of play! In our ongoing playtime unit, students engaged in various indoor and outdoor games, expanding their vocabulary with terms like "throw," "kick," and "catch." Visits to different sports fields allowed them to experience diverse games and sports like cricket, lawn tennis, football, basketball first hand followed by questions based on these sports. In the classroom, they enjoyed crafts related to sports like football, basketball, and tennis, which helped them grasp the basics of each sport. Through these activities, they developed motor skills, social and communication skills, blending learning with fun and setting the stage for a lifelong love of active play.







# GRADE KG



TD Theme: How we organize ourselves  
Central Idea: Contribution of community helpers influence a society

Lines of Inquiry:

LOI 1 - Role of community helpers

LOI 2 - Community helpers and their tools

LOI 3 - Our responsibility towards community helpers

Key Concepts- Function, Connection, Responsibility

ATL's developed - Self -Management Skills

(State of mind), Communication Skills

( Exchanging information , Literacy skills )

IB Learner Profile- Open-

mind, Inquirer, Knowledgeable

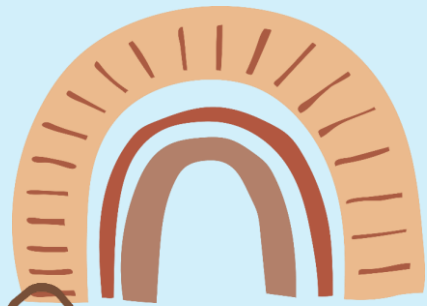


## A Quick Peek into Learning.

Through this unit of inquiry, students were introduced to various professions such as teachers, doctors, postmen, policemen, and chefs through engaging activities. A magic box filled with tools from different community helpers allowed children to pull out an item and discuss its connection to the respective profession. Students learned about various jobs through rhymes, followed by drawing and colouring the tools associated with community helpers. They interacted with community members within the school, including teachers, a fireman, a doctor, a nurse, and a chef. Children were able to make connections and share their personal stories about a few of the community helpers.







# GRADE 1



## TD Theme:

**Central Idea:** Transportation systems develop over time to meet the needs of a community

## Lines of Inquiry:

LOI 2 - Development of transportation system over time (change)-

LOI 3 - Transportation systems and the environment (connection)

## Key Concepts- Function

**ATL's developed:** Research Skills (Sub Skills Information Literacy and Media Literacy), and Thinking Skills (Sub Skills - Critical and Information Transfer)

**IB Learner Profiles developed-** Communicator and Reflective



## A Quick Peek into Learning:-

Students explored the development of transportation systems over time, examining pictures that illustrated the evolution from past to present. They learned how the invention of the wheel and the development of roads enabled people to travel and explore new places. A visit to the Heritage Transportation Museum allowed them to connect with various transport systems from the past, present, and future, sparking their curiosity about how people travelled in earlier times. A talk by grandparents further enriched their understanding of different transportation systems. Students also researched the environmental impact of these systems and shared ideas on reducing this impact. They took a pledge to help reduce pollution in their own small ways. The children learned the song "I Don't Know" about transport and became active communicators, sharing their insights during class discussions and presentations.





# GRADE 2



**TD Theme:** How We express Ourselves  
**Central Idea:** People express feelings in different ways for different reasons

**Lines of Inquiry:**

**LOI 1 -** The way we feel in different situations(Causation)

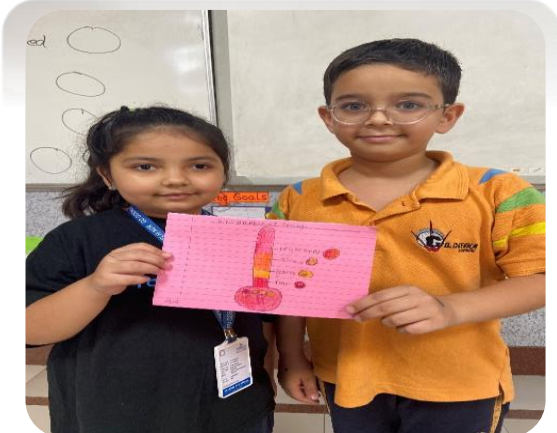
**LOI 2 -** Expressing feelings in various ways (Perspective)

**Key Concepts-** Causation, Perspective

**Related Concepts-** expression, perception

**ATL's developed:** - Communication Skills(Literacy Skills, Exchanging information) Social Skills (developing positive interpersonal relationships and collaboration skills, developing social emotional intelligence)

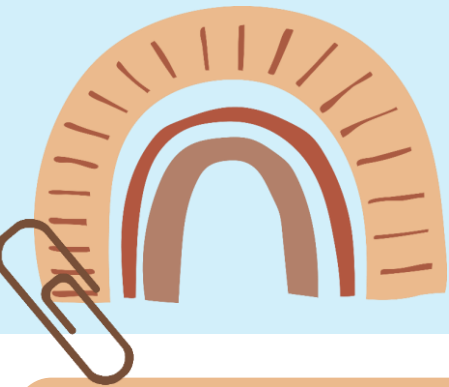
**IB Learner Attributes developed-** Caring, Reflective, Balanced



## A Quick Peek into Learning

The students deepened their exploration of the unit by creating a "thermometer of feelings," representing various emotional levels, which enhanced both their social skills and vocabulary. In the final line of inquiry, they learned strategies for managing emotions and reflected on their understanding through a Situation Chart. Collaborative problem-solving activities helped them develop positive handling of situations. A Social Emotional Learning(SEL) session focused on anger management and in becoming balanced individuals. The unit concluded with a summative task where students expressed their feelings through dance, music, role play, poetry, or storytelling, showcasing their learning and building communication and interpersonal skills.





# GRADE 3



**TD Theme:** Where We Are In Place And Time

**Central Idea:** Response to human circumstances and challenges lead to migration.

**Lines of Inquiry:**

**LOI 2 - Causes/ reasons for migration.**  
(Causation)

**LOI 3 - Effects of migration on cultures and communities.** (Change)

**Key Concepts-** Causation, Change

**Related Concepts-** adaptation, impact, review

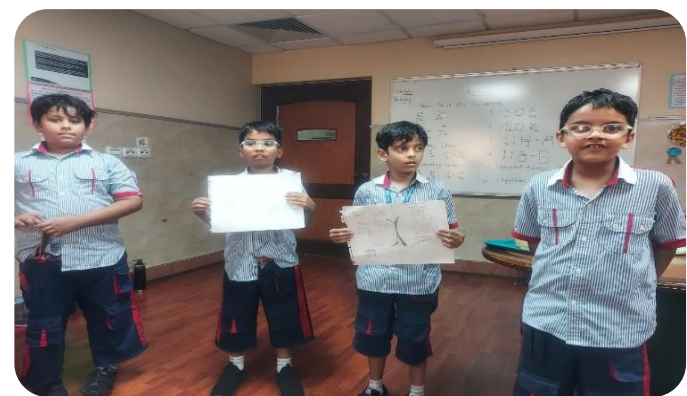
**ATL's developed:** - Research Skills(data gathering, Media Literacy skills),  
Communication Skills(Information skills and Literacy skills)

**IB Learner Attributes developed-** Inquirer, Open-minded, Reflective

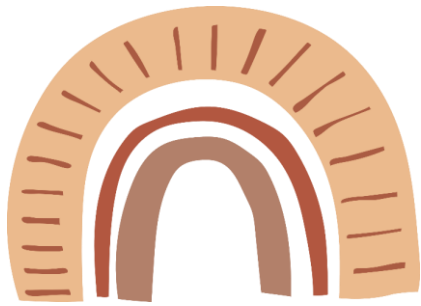


## A Quick Peek into Learning

The students further explored the unit by presenting research where they interviewed a community member who recently migrated, learning about the reasons behind their migration. They gained an understanding of push and pull factors, sorting various factors in groups and engaging in discussions. In the final Line of Inquiry, they examined the effects of migration and reflected on their understanding using a Cause and Effect Tree graphic organizer. Students were challenged with various problems and worked collaboratively to devise solutions. The unit concluded with a summative task, where children expressed their understanding in creative ways. They had the agency to design and explain how and why people migrate and the effects of migration, enhancing their communication and research skills.







# GRADE 4



**TD Theme:** How we organize ourselves

**Central Idea:** Availability and production of food items involve various techniques

**Lines of Inquiry:**

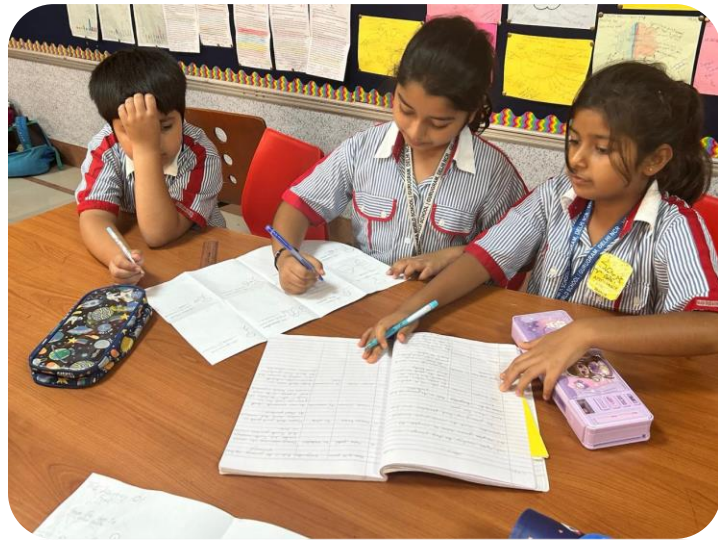
**LOI 2 -** Reasons for processing foods (Causation)

**LOI 3-** People involved in the various stages of food production (Connection)

**Key Concepts-** Causation and Connection

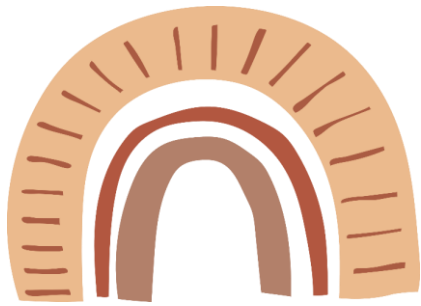
**ATL's developed:** - Research Skills (Information-literacy skills, Communication skills (Exchanging-information, Literacy and ICT skills)

**IB Learner Profiles developed-** Balanced, Reflective, Inquirer



**A Quick Peek into Learning** - Students explored the intriguing world of food processing, distinguishing between processed and unprocessed foods with thoughtful reasoning. They read passages about highly, mildly, and moderately processed foods and participated in research interviews. Through various dynamic activities—including hands-on experiments, e-learning modules, online article reviews, and video sessions—students engaged deeply with the concept of causation, investigating why food processing occurs and its implications. They also explored the roles of key individuals involved in each stage of food production, guided by the IB PYP Concept of Connection. This unit enriched their understanding and sparked curiosity about the importance of food processing.





# GRADE 5



**TD Theme:** Sharing the planet

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

**Lines of Inquiry:**

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:**

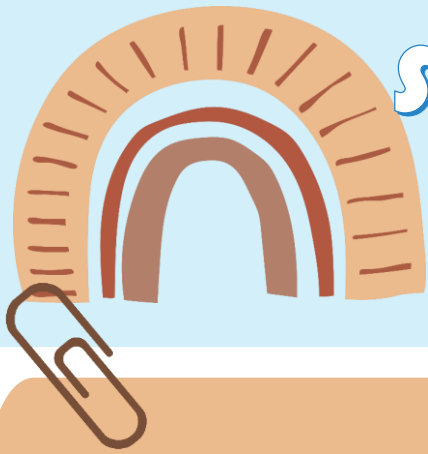
Reflective, Caring, Thinker, Courageous



## A Quick Peek into Learning-

Students were introduced to the unit with an activity called "Experience the Situation with Limited Resources." They then created a Y-Chart (How Peace Feels, Looks, and Sounds Like) to express their perspectives on the concept of peace. These diverse views were shared and celebrated through a "Show and Tell" activity. To further deepen their understanding, they read unit-based books like *Dealing with Bullies* and *Caught in Conflict*, enhanced their vocabulary and reading skills, followed by reflective writing. The learners also researched global conflicts such as Indo-Pak, Israel-Palestine, and Russia-Ukraine, presenting their findings and analyzing the causes, effects, and impacts of these conflicts.





# SPECIALIST SUBJECT

## ART



**Grade Nursery-** Learners experimented with the tear-and-paste technique by tearing coloured paper into small pieces and gluing them onto a pre-drawn image to create their artwork.

**Grade K.G-** Students demonstrated creativity by designing and constructing flowers using paper rolls. They tore small size paper, crumpled the pieces into small balls and pasted the coloured paper balls on the flower.

**Grade 1-** Students expressed their creativity by creating Mondrian-style artwork using primary colours. They drew horizontal and vertical lines, experimented with geometric shapes, and filled half of the white space with primary colours, leaving the rest white to balance the composition.

**Grade 2-** Students explored how different colours can convey various emotions. They creatively integrated colours to express themselves and communicate their ideas visually through their final artwork.

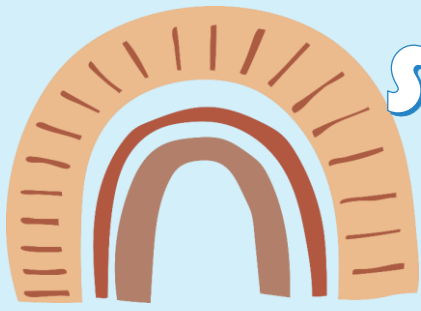
**Grade 3-** Students created Dot Art composition, a technique that uses dots to create an image. Learners experimented with the technique focusing on varying the size, and orientation of the dots. They also drew abstract landscapes inspired by the artist Ted Harrison.

**Grade 4-** Students experimented with lines, shapes, and patterns to create doodles. They varied the density of their patterns and used neon pens, sketch pens, and colored pencils to achieve different textures and effects.

**Grade 5-** Students showcased their creativity through their unique interpretations of birch trees. They experimented with paints for their backgrounds and learned techniques to add texture to the birch trees. They used the resist technique with masking tape and painted the background, blending colors to create a natural setting.







# SPECIALIST SUBJECT

## HINDI



Grade 1-Students were introduced to 'आ' maatra through story narration by the teacher and engaged in reading and writing of words and sentences and stretching of sentences. Also, they did activities matching pictures with 'आ' maatra to boost their observation, reading, and speaking skills. They also did poem presentation on different transport system to enhance their confidence and communication skills.

Grade 2- Students were introduced to 'ओ' and 'औ' maatra through story narration by the teacher and engaged in reading and writing of words and sentences and stretching of sentences. They read a comprehension passage on 'ओ' maatra, followed by answering questions. They also completed an exercise on rhyming words to develop their critical thinking skills. The presentation of poem on 'feelings and emotion' also took place.

Grade 3- Grade 3 students read stories, followed by picture writing and comprehension exercises. They also learned about synonyms, antonyms, and pronoun as a standalone activity through different learning engagements.

Grade 4- They read stories to improve their reading skills, engaged in picture writing and reading comprehension, and completed a pre-assessment on synonyms followed by different activities on 'pronoun' and antonym and synonyms. They read story based on their current unit and made a brochure. They were also introduced to 'Peel the fruit' activity to boost their knowledge of the story elements.

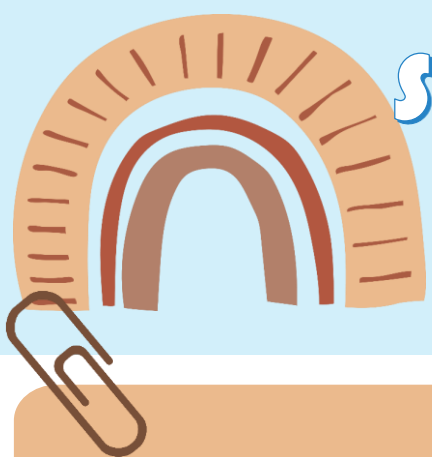
Grade 5- Learners did reading comprehension followed by question answers. They enhanced their thinking and writing skills through paragraph writing and picture writing activities. They learned about 'antonyms, synonyms, and idioms through different learning engagements.





# SPECIALIST SUBJECT

## SEL

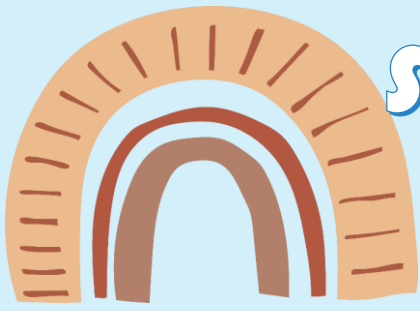


**“Touch is the first language we speak.”**

Students participated in activities focused on safe and unsafe touch, including making correct choices, through role play, and storytelling about personal safety, boundaries, and respect for their bodies. These activities helped children distinguish between appropriate and inappropriate physical contact, recognize potentially harmful situations, and build the confidence to speak up if they felt uncomfortable.







# SPECIALIST SUBJECT DANCE & PE



## Dance

Students from Nursery to grade 3 practiced dance for their Annual Production.

Grade 4 and 5 students learned the dance on Janmashtami and presented on the day of Janmashtami celebrations at school.



## PE- It all starts with play

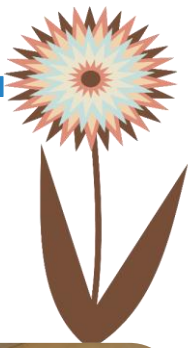
Students practiced dynamic exercises and Surya namaskar. Students also practiced locomotor movements involving moving from one place to another and developing gross motor skills and played games on reaction time to develop their listening skills.





# SPECIALIST SUBJECT

## DRAMA



### DRAMA

#### Annual Day Rehearsals for Nursery to Grade 3: The Jungle Book

Our young drama enthusiasts from Nursery to Grade 3 are deep into their rehearsals for this year's Annual Day production of \*The Jungle Book\*. Rehearsals are progressing smoothly, with each child embracing their role and contributing to the magic of the performance. We are thrilled to share that the planning for costumes is well underway, ensuring that every student will look their part and feel truly immersed in the world of the jungle. Additionally, sound recordings are being prepared to complement the live performances, adding an extra layer of excitement and professionalism to the show.

Our Grade 4 and 5 students are diligently rehearsing for their upcoming play, exploring themes of peer pressure, bullying, and belonging in school life. Set to perform in October, the children are honing their acting skills and bringing the story to life with great enthusiasm. We look forward to witnessing their hard work and creativity in this thought-provoking production.







# SPECIALIST SUBJECT

## MUSIC



### INSTRUMENTAL MUSIC

Students from Grades 1 to 3 resumed their Annual Day practice.

Grades 4 and 5 students have been exploring two of the most common music scales: major and minor. Through fun activities, they discovered both the major and minor scales for all 12 notes.

Grade 5 students were further introduced to major and minor chord constructions and learned how they sound different from each other.

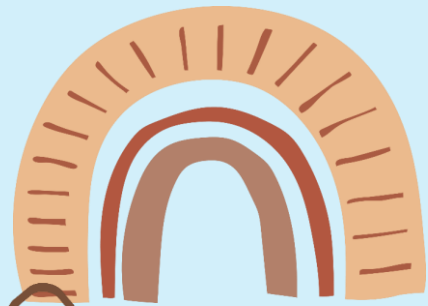


### VOCAL MUSIC

August proved to be a very constructive month for the students of Grades Nursery to 3 in their rehearsals for the Annual Day.

Grade 4 and 5 learned more about the basics of music theory and vocal theory.





# SCHOOL EVENTS

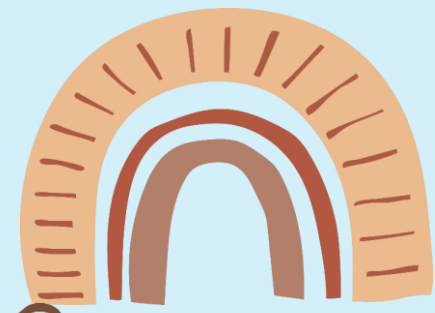
# CULTURAL DAY



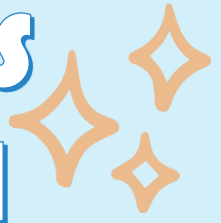
On August 10, 2024, our IB PYP students celebrated diverse cultures through an engaging Art and Culture event! The students set up interactive booths to showcase various traditions, dressed in traditional attire, and presented global cuisines. Each booth featured unique elements from different countries, allowing the young learners to proudly represent and highlight the richness of cultural diversity. The event was a vibrant display of global heritage, with students enthusiastically sharing their knowledge and experiences, fostering a deeper appreciation for the diverse cultures around the world.







# SCHOOL EVENTS JANMASHTAMI

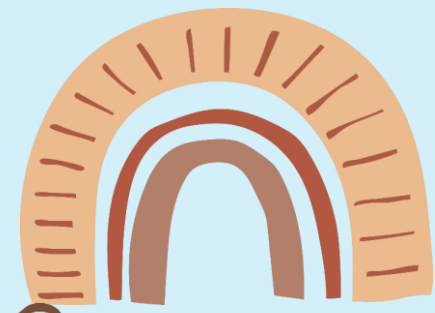


PYP students fully immersed themselves in the vibrant Janmashtami festivities, showcasing their talents with a captivating dance performance and competing in the exhilarating Interhouse Dahi Handi event. The energy was infectious as students from all four houses cheered enthusiastically for their teams!

Demonstrating remarkable courage and teamwork, the students formed human pyramids to reach the pot filled with flowers, breaking it in record time. Cycas House emerged victorious, breaking the pot in just 16 seconds! The second position was bagged by Nyssa House, followed by Sorbus House bagging the third position. Congratulations to the entire PYP team.







# SCHOOL EVENTS

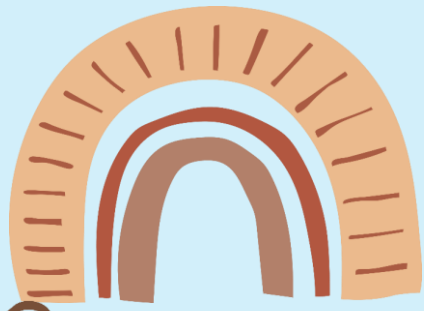
## NATIONAL SPORTS DAY



To honour the spirit of sportsmanship and the lasting legacy of Major Dhyhan Chand, the celebrated hockey legend who brought immense pride to our nation, National Sports Day was observed at GD Goenka World School. Goenkans enthusiastically participated in a variety of activities, including traditional games such as kabaddi, tug of war, and dodgeball. These events highlighted values like teamwork, discipline, and resilience.







# SCHOOL EVENTS

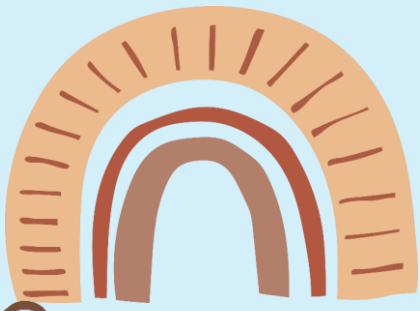
# INDEPENDENCE DAY



78th Independence Day was celebrated in school on 15th August. Students performed a play depicting the journey to independence and showcased dances representing one state from each region of the country.







# SCHOOL EVENTS

# TECHNOLOGY WEEK



Technology Week at GD Goenka World School has been a celebration of innovation, creativity, and learning. During the week, our students and faculty have delved into the fascinating world of technology, exploring innovations and trends that are shaping our future. Through inspiring talks, and interactive experiences, our students have explored the vast possibilities of technology and its impact on our world. We look forward to continuing this journey of discovery and innovation throughout the school year.

