



GD GOENKA
— WORLD SCHOOL —

GD Goenka Education City, Sohna Road, Gurugram

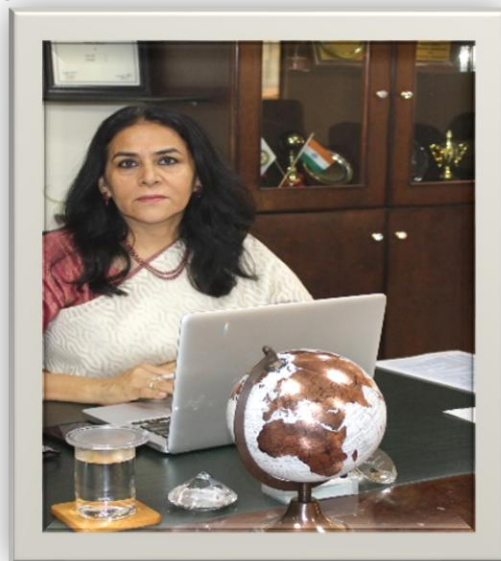
IB PYP NEWSLETTER

JAN-FEB 2025

Message from the Principal, Ms Sonali Sinha

Dear Students, Parents, and Staff,

The months of January and February were filled with remarkable achievements and enriching experiences. We began the year with renewed enthusiasm as students and staff embraced new challenges. Academic excellence continued alongside dynamic co-curricular activities that fostered creativity and teamwork. February brought a series of exciting events, from sports competitions to leadership initiatives, reinforcing holistic development. A significant milestone was our school attaining Candidacy Status for the IB Career-related Programme (IBCP), which will run alongside the IB Diploma Programme (IBDP) upon authorisation to further expand future-ready learning opportunities. As we move forward, I encourage our students to remain dedicated and resilient. My heartfelt gratitude goes to our parents and staff for their continuous support.



Message from the PYP Coordinator, Ms. Poonam Singh

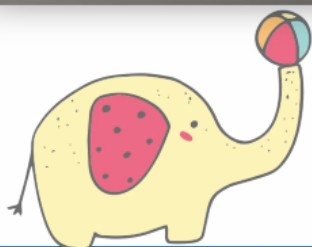
Dear Students, Parents, and Staff,

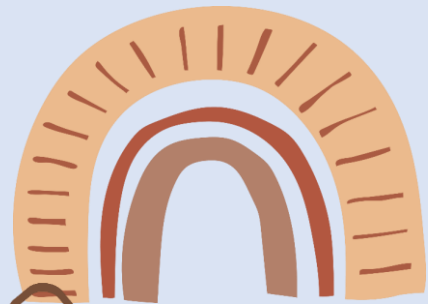
In today's rapidly evolving world, academic excellence alone is not enough; the ability to understand, express, and manage emotions plays an equally vital role in a child's development. Emotional Quotient (EQ) shapes how children navigate challenges, build relationships, and develop resilience.

At our school, we strive to foster an environment where emotional intelligence is nurtured alongside cognitive growth. Through inquiry-based learning, collaboration, and reflection, students are encouraged to recognize their emotions, develop empathy, and make responsible decisions. Whether through storytelling, role-playing, mindfulness activities, or student-led discussions, we empower them with the tools to express themselves confidently and compassionately.

As educators and parents, our role is to support children in becoming emotionally aware individuals who can adapt to diverse situations with confidence and kindness. By prioritizing EQ, we are shaping young minds not just for academic success but for a future where they lead with empathy, resilience, and a strong sense of self.

Let's continue working together to create emotionally intelligent, caring, and balanced learners!





GRADE NURSERY



TD Theme: Sharing the planet

Central Idea: People share the planet with different animals for coexistence.

LINES OF INQUIRY:

LOI 1: Types of animals.

LOI 2: Food and shelter

LOI 3: Being caring towards animals

Key Concepts: Form, Function, Perspective

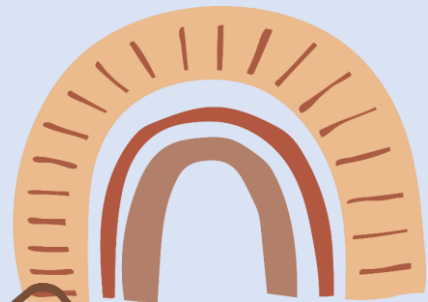
ATL's : Communication skills (Subskill: Listening, speaking, viewing) Self-Management Skills (Subskill: Fine Motor skills, Gross Motor Skills)

Attributes: Caring, Inquirer



A Quick Peek into Learning

Students explored seasons through group show-and-tell and engaged in interactive activities to learn about animals. They connected with animals through discussions, songs, and crafts, making learning fun. Incorporating animal sounds, homes, and babies enhanced their experience, while creative crafts and movement activities added a hands-on and physical element to their learning journey.



GRADE KG



TD Theme: Where we are in place and time

Central Idea: Homes may vary due to geographical conditions

LOI 1: Homes then and now

LOI 2: Materials used to build homes

LOI 3: Differences and similarities due to locations

Key Concepts: Change, Causation & Connection

ATL's: Social and Research Skills

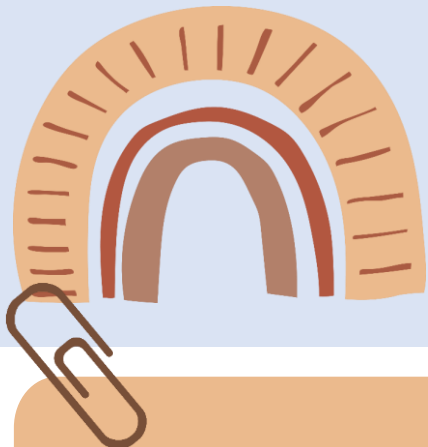
IB Learner Profile developed:

Communicators, Thinkers, Risk -Taker

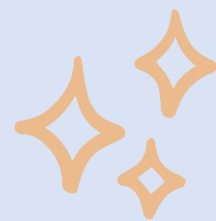


A Quick Peek into Learning:

Students explored stories and different types of houses, starting with The Three Little Pigs. They learned about various dwellings, from hay and mud houses to brick structures. The highlight was collaboratively building an igloo, fostering teamwork and creativity. To assess their learning, they created a pictograph, visually representing their knowledge of different homes. It has been a joyful month of storytelling, exploration, and hands-on learning.



GRADE 1



Trans-Disciplinary Theme: Where we are in place and time.

Central idea: Public areas evolve with time while serving society in different ways.

Lines of Inquiry:

LOI 1: Uses of public areas (Function)

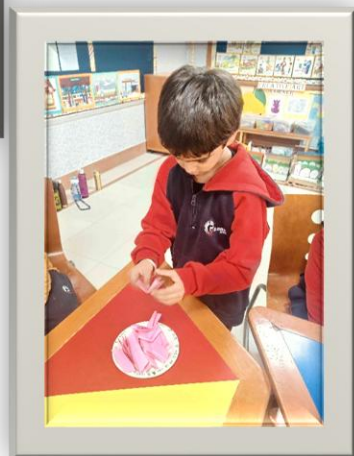
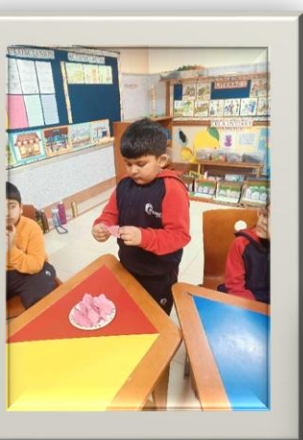
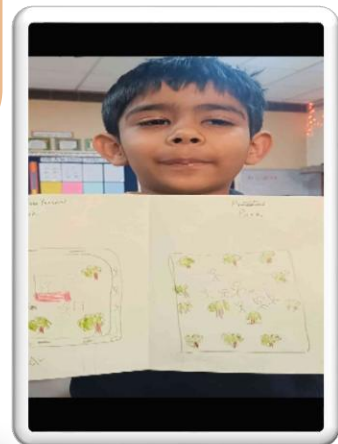
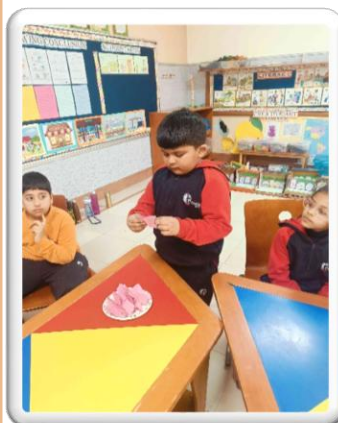
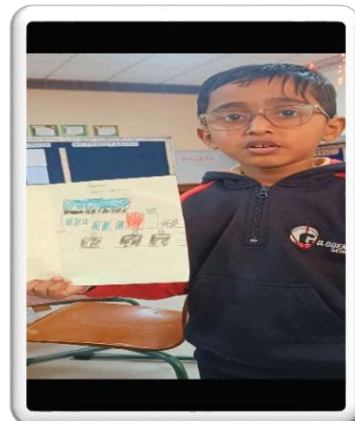
LOI 2: Evolution of public areas from past to present (Change)

LOI 3: Roles and responsibility towards public areas (Responsibility)

Key concepts: Function, Change, Responsibility

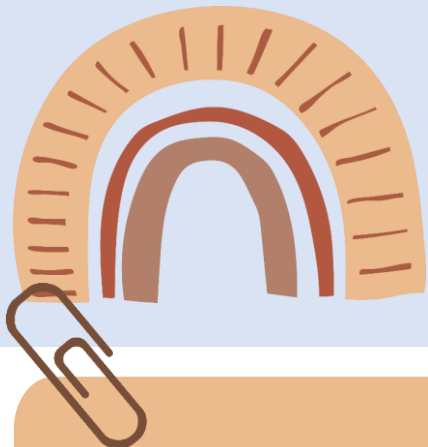
ATL's: Research Skills (Sub Skills - Information Literacy Skill and Media - Literacy Skill) and Thinking Skills (Sub Skills - Critical and Creative thinking Skills)

IB Learner's profile developed: Principled and Communicator



A Quick Peek into Learning

In this unit, learners explored different public areas, their importance, and their evolution over time. Through videos, books, discussions, and conversations with grandparents, they enhanced their research and thinking skills. They shared their findings through various activities and became aware of their role in maintaining public spaces. Taking action, they kept their classroom and play area clean while actively communicating the importance of caring for public areas.



GRADE 2



TD Theme: Sharing The Planet

Central Idea: Maintaining the balance of various organisms in an ecosystem is important for biodiversity.

Lines of Inquiry:

- 1: Types of ecosystem (Form)
- 2: Interdependence of organisms within an ecosystem (Connection)
- 3: Impact of human activities on ecosystem (Causation)

Concepts: Form, Connection, Causation

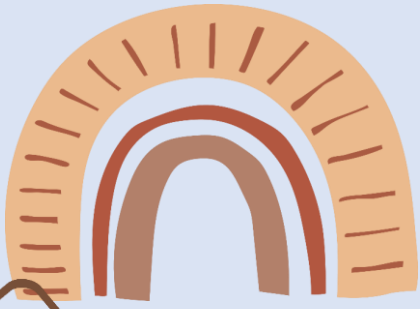
ATL's developed: Communication Skills (ICT skills), Research Skills (ethical use of information), Thinking Skills (creative thinking)

IB Learner Profiles developed: Open-minded, Caring, Inquirers

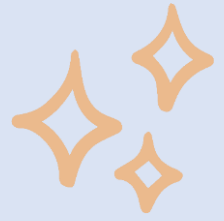


A Quick Peek into Learning

Grade 2 learners explored various ecosystems—desert, rainforest, arctic, and aquatic—understanding their biotic and abiotic components, climate, and biodiversity. They investigated climate zones and the interdependence of organisms, showcasing their knowledge through food chains and food webs. Connecting with SDGs 13, 14, and 15, they reflected on climate change and human impact on ecosystems. Through hands-on activities, quizzes, and discussions, they developed strong research, thinking, and communication skills while taking action to protect the environment.



GRADE 3



TD Theme: How We Organize Ourselves
Central Idea: Human innovation may lead to change in the world around us

Lines of Inquiry:

LOI 1: Circumstances that led to the development of important inventions (Causation)

LOI 2: Life before and after inventions (Change)

LOI 3: Impact of inventions on society (Connection)

Concepts: Change, Connection, Causation

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: Inquirers, Knowledgeable, Thinker



A Quick Peek into Learning

Learners explored various inventions and inventors who made life easier. They differentiated between inventions and discoveries, brainstormed ideas, and created a timeline of key inventions. Through research and case studies, they compared life before and after inventions, gaining insight into their impact. To showcase their learning, they recreated famous inventions and shared their significance. These activities enhanced their research, communication skills, and knowledge.



GRADE 4



TD Theme: Where we are in place and time

Central Idea: Uniqueness of ancient civilisations continues to influence the present society.

Lines of Inquiry:

LOI 1: River valley civilizations around the world (Form)

LOI 2: Factors that influence a civilization to change over time (Causation)

LOI 3: Impact of civilization on the modern society (Connection)

Concepts: Form, Causation and Connection

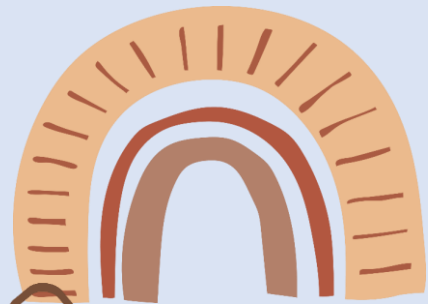
ATL's developed: Communication skills (Literacy and ICT skills), Research skills (Information Literacy and Media Literacy skills)

IB Learner Profiles developed: Knowledgeable, Inquirer, Communicator



A Quick Peek into Learning

The "Civilizations" unit began with an engaging pre-assessment, where students analyzed historical images to explore the significance of history. They investigated ancient river-based civilizations, understanding their impact on the modern world. Through readings, e-learning, and research, they examined key aspects like culture, politics, inventions, and geography. Using creative organizers, they showcased their findings, deepening their understanding of civilization development.



GRADE 5



TD Theme: How we express ourselves

Central Idea: Poetry reflects the perspective of human expression.

Lines of Inquiry:

LOI 1: Techniques, forms and poetic devices communicated by poetry(Form)

LOI 2. Writing, sharing and presentation of poetry(Perspective)

LOI 3. People's connection to poetry (Connection)

Concepts: Form, Perspective and Connection

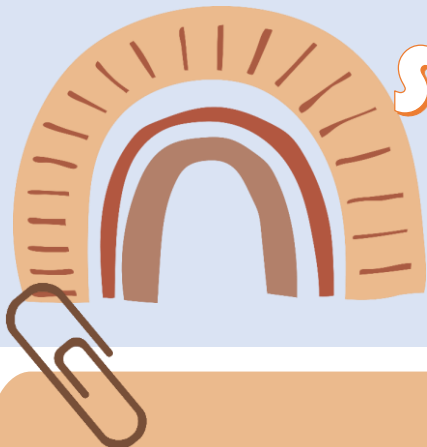
ATL's developed: Communication (Literacy skills), Thinking(creative thinking)

IB Learner Profiles developed: Thinker, Communicator, Open Minded



A Quick Peek into Learning

Students read and analysed different poems in groups. Each group designed a placemat to represent the poem's meaning, incorporating visuals and defining new words with the help of a dictionary. Learners investigated various poetic devices, including similes, metaphors, alliteration, personification, and rhyme, through research, videos, and sample poems. They deepened their understanding by incorporating these techniques into their own poetry, compiling their work into booklets, and sharing them with peers to enhance their communication skills.



SPECIALIST SUBJECT

HINDI

Grade 1: Students practiced reading and writing with the 'ऊ' मात्रा, answered comprehension questions, presented poems, and read stories with follow-up exercises. They were introduced to 'ऐ' मात्रा through a YouTube story.

Grade 2: Students developed thinking and writing skills through picture writing, sentence reading, and comprehension activities. They engaged in story reading, buddy reading, poem recitation, and the 'Suno Aur Likho' activity.

Grade 3: Students practiced picture writing, comprehension exercises, and story presentations. They explored 'One Word Substitution' through interactive activities and enhanced their vocabulary by reading storybooks.

Grade 4: Students improved their reading skills through story sessions, buddy reading, and comprehension exercises. They deepened their understanding of 'One Word Substitution' after an initial knowledge assessment.

Grade 5: Students worked on story reading, comprehension, story completion, saransh lekhan, and formal letter writing to refine their thinking and writing skills.



SPECIALIST SUBJECT

ART

Nursery: Young learners engaged in freehand drawing and coloring activities to express their thoughts and develop fine motor skills.

KG: Coloring activities enhanced fine motor skills and hand-eye coordination. Learners experimented with shape stencils to boost creativity.

Grade 1: Mosaic Art was introduced to enhance curiosity and fine motor skills. Students cut and arranged colored paper pieces to create mosaic designs.

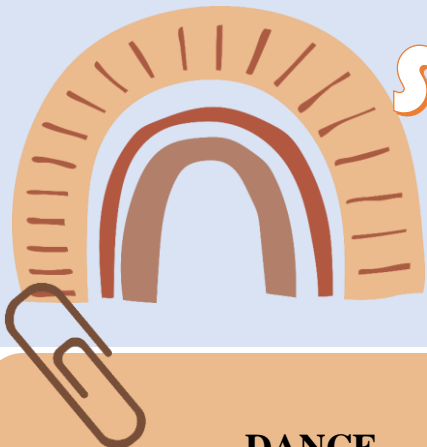
Grade 2: Learners explored Romero Britto's bold and vibrant art style, using geometric patterns and bright colors to create expressive artwork.

Grade 3: Students experimented with painting techniques like washes, dry brush, and wet-on-wet, exploring color mixing and brushwork to create expressive paintings.

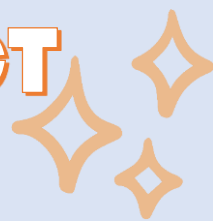
Grade 4: Learners practiced Pointillism by blending dots to form seamless artworks, layering colors for depth and vibrant transitions.

Grade 5: Through posters and mixed-media collages, students creatively represented SDGs 11, 16, and 17, reflecting on sustainable cities, peace, justice, and global partnerships.





SPECIALIST SUBJECT DANCE & PE



DANCE

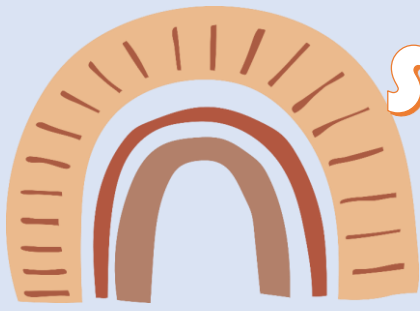
Students have been diligently practicing the fundamental footwork technique known as “Tatkar” at a slow pace to refine their precision and rhythm. Alongside this, they have been exploring various dance forms, gaining a deeper understanding of movement, expressions, and coordination. Through dedicated practice sessions, they are enhancing their grace, agility, and synchronization, laying a strong foundation for their dance skills.



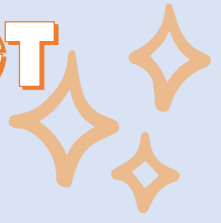
PE

Students engaged in a variety of dynamic activities to enhance their motor skills. They participated in parachute play, where they collaborated to lift, shake, and maneuver the parachute in different patterns, strengthening both their gross and fine motor skills. They also practiced baton exchange, focusing on proper hand placement, smooth transitions, and effective communication. Additionally, students took part in a hurdles race, which helped refine their locomotor skills and overall coordination.





SPECIALIST SUBJECT DRAMA



DRAMA

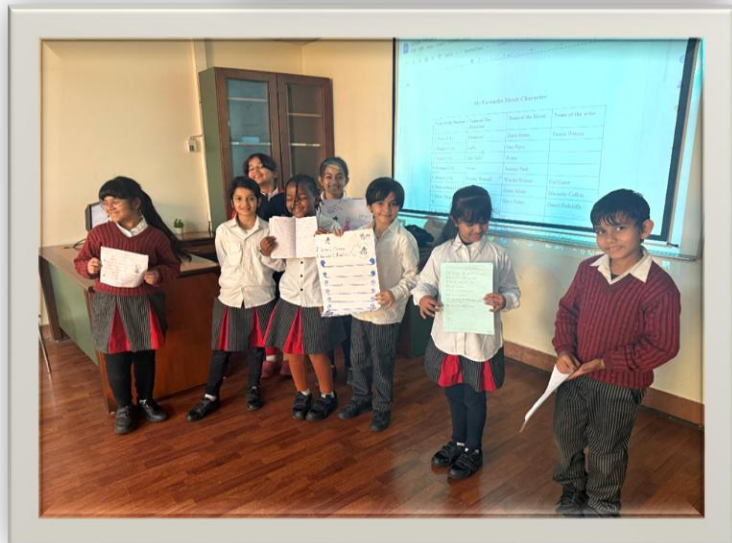
Nursery & KG: Students are preparing a poem enactment for their Graduation Day performance on March 22nd.

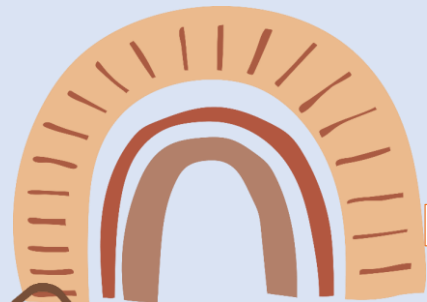
Grade 1: Students are collaboratively working on a group performance of the poem *The Friendly Garden*, highlighting teamwork and creativity.

Grade 2: As part of the My Favourite Superhero project, students are researching and preparing engaging monologues to bring their chosen heroes to life.

Grades 3 & 4: Students delved into the world of cinema through their Favourite Movie Character project, designing posters, scripting dialogues, and preparing for their final performances.

Grade 5: Students delivered a powerful play on SDG Goal 16—Peace, Justice, and Strong Institutions—showcasing their acting skills and deep understanding of global responsibility in a thought-provoking performance.

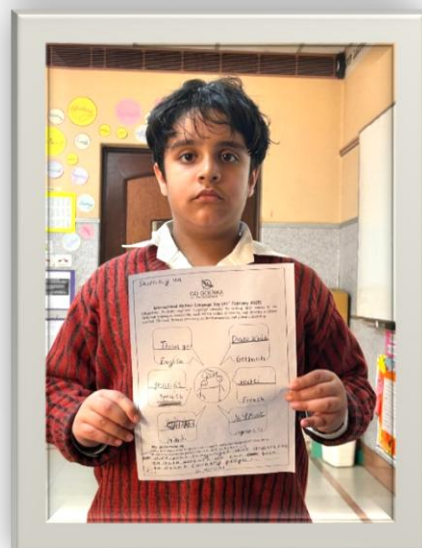
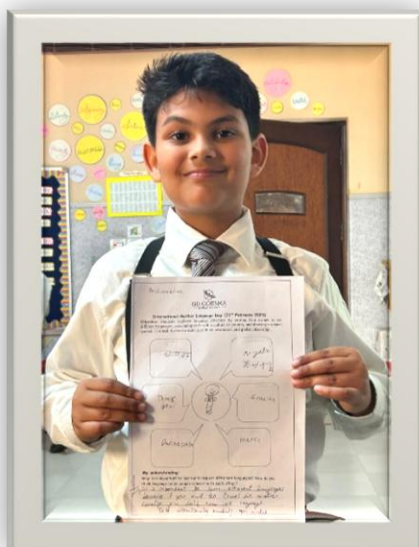
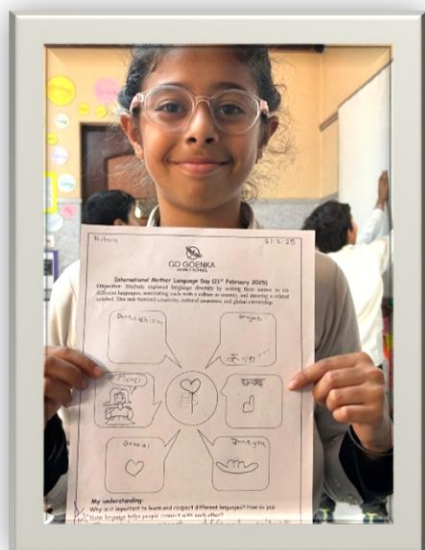
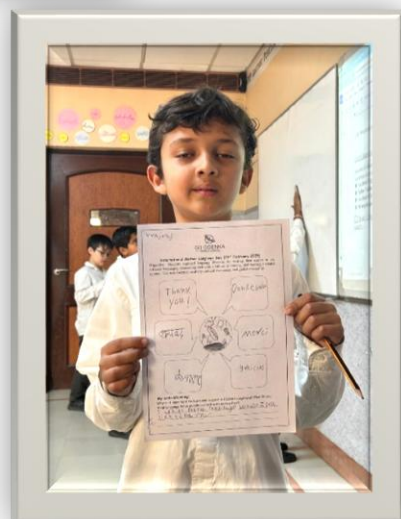


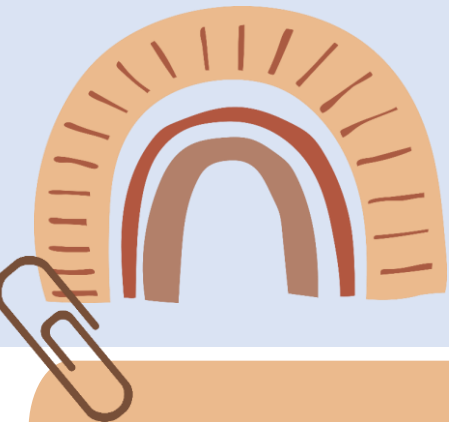


SCHOOL EVENTS

International Mother language Day

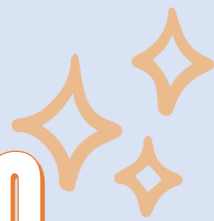
On February 20, 2025, students joyfully celebrated International Mother Language Day, immersing themselves in the beauty of diverse languages. Guided by specialist teachers, they learned greetings and magical words in German, French, and Spanish, while also sharing greetings in Punjabi, Japanese, Mandarin, and Hindi, drawing from their parents' knowledge. Adding to the excitement, Grade 1 students delivered a delightful Spanish song performance under the guidance of their form tutors. The event promoted cultural awareness and showcased the richness of multilingualism.





SCHOOL EVENT

PYP EXHIBITION



The PYP Exhibition is the culminating event of the IB Primary Years Programme, where students demonstrate their learning through an in-depth, collaborative inquiry. It empowers them to explore real-world issues, think critically, and take meaningful action. Grade 5 students presented their PYP Exhibition with enthusiasm and dedication. Guided by mentors, they conducted research, expressed their creativity, and showcased their understanding of key concepts and global perspectives. The exhibition nurtured independence, teamwork, and communication skills, preparing them for future academic and personal growth. Their inquiry focused on SDGs 11, 16, and 17, where they explored solutions to global challenges and ways to achieve these goals. Parents and other IB schools were invited to witness their inspiring journey.

