

fenestra

A Window to our Culture of Learning and Sharing

VOLUME X

MAY-2023

NOOR KHAN BAZAR EDITION



Art by Mizbah Fatima

**Until you spread your wings you'll have no
idea how far you can fly - Napoleon Bonapart**

ART GALLERY



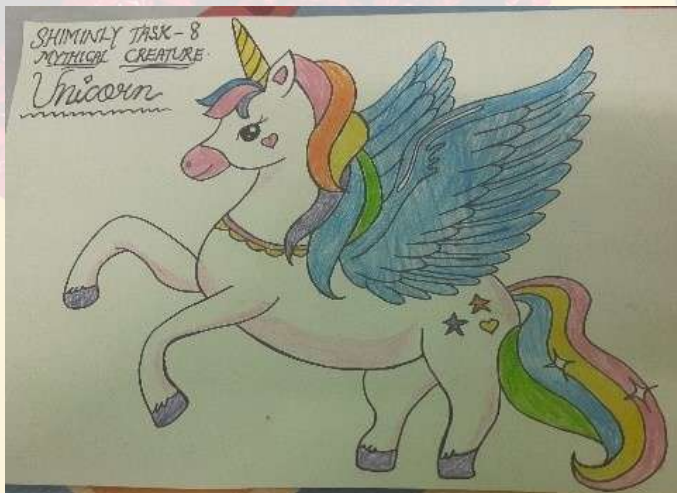
Free Hand Sketching and Shading (Left), Quilling Ideas (Right)



Marble Paint Art on Book Marks (Left), Glass Paint Scene on Aluminum Foil (Right)



Doodling Imagination (Left), Doodling What's on My Mind! (Right)



Mythical Creature- Unicorn (Left), Brush Paint Art (Right)

Making the Best of Early School Hours: Early Birds Can Catch More Than a Worm

By Mustafa Zaidi, Joint Director (Curriculum)

The early bird gets the worm. The worm that we want our 'little birdies' to have is crucial to their survival. It wiggles with curiosity, wonder and amazement as our 'little birdies' excitedly make an attempt to find meaning and connections in the world around them. The early bird can catch more than a worm. Then, it snuggles into an intellectually and emotionally rewarding experience called learning. The entire process of learning is enabled by the conditioning of body, mind and soul - a healthy body, a receptive mind and a peaceful soul.



Most effective teaching-learning practices and approaches guide us to an understanding that the human mind and soul are most receptive to learning immediately after sunrise. The physical and spiritual energies, as per the collective ancient wisdom, are highest immediately after the break of dawn. These energies depreciate as noon approaches and activities related to cognition are not advised thereafter.

It has been directly observed that students' capacity to learn nosedives after lunch hour and they become distracted in the classroom. For both students and staff, the post-lunch time is counter-productive. The Indian lunch box is traditionally packed with high-glycemic-index foods.

As a natural physiological response to digestion, we experience a dip in alertness and energy levels. A study published in the journal Quarterly Journal of Experimental Psychology established that "Performance on the immediate memory task was better in the morning than the afternoon." 1

The key to waking up early is to sleep early. Both actions are verified by and are overwhelmingly demonstrated in nature. On a Himalayan trek in 2012, and again in 2018, I experienced this truth: the indigenous people, the animals, the birds and the plants (in a certain way) sleep and wake up at the same time, and much earlier than what most of us are accustomed to in our bright and burning cities. For a few days, I too felt one with nature. An early start grows into a bright day.



An early start at the Rajaji National Park, Uttarakhand, 2018

Resonating with the broader consensus of the school community, the management decided to change the school timings across all the campuses from June 2023:

Student arrival: 7:25 AM

Student departure: 1:45 PM

Following is the estimated impact of the new school timings on the work-life balance of a student:

At school, students

- tend to concentrate better in a classroom setting due to high receptivity

- will have the cognitive advantage for creativity and problem-solving
- will be involved in Mindfulness activities in the 1st period focussed on self-control, hormonal balance, meditation, yoga and reflection
- will be able to participate in the after-school sports programmes

At home, students

- will be compelled to sleep early to get up early
- will be able to develop time-proven early morning routines & habits required for spiritual, personal and professional growth
- will be able to spend quality time with the family, having lunch at home
- will be able to take enough rest before self-study / tuition / coaching
- will have an early breakfast which is healthy for brain nutrition

This simple yet monumental change sets the course to making a lasting impact on our lifestyles and habits. Small improvements in life result in big changes over time.

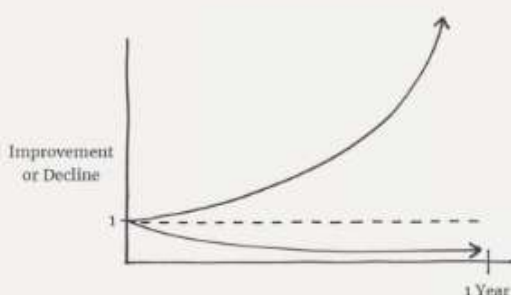
How wonderful to think of it in the words of James Clear: "If you can get 1% better each day for one year, you'll end up 37 times better by the time you're done." 2

We welcome all students, parents and staff to experience the power of an early morning start.

The Power of Tiny Gains

$$1\% \text{ better every day } 1.01^{365} = 37.78$$

$$1\% \text{ worse every day } 0.99^{365} = 0.03$$



Philosophy of Education at Focus School

By Sheherbanoo Fathi, Vice Principal-Curriculum

The aim of education at Focus School is to prepare children for the 21st century. To equip them with skills, values, and behaviours that prepare them to thrive in a more diverse and interconnected world. At Focus School we prepare students to develop the ability to be engaged citizens and creative and critical thinkers who can work collaboratively to solve real life problems. Sealby (n.d.) suggests that students should "have a sense of belonging, of being in and of the world, and a joyful sense of their connection with other people and places. Students must exhibit respect between different cultures, religions, ethnicities, and a considerate attitude towards nature."

The Focus School mission statement - "The School provides for students' holistic development: encouraging them to be critical and creative thinkers; guiding them to be principled and compassionate; training them for physical health and preparing them for higher studies and work. Convinced that education is a means of establishing justice and mercy in the world, Focus High School ensures that its programmes are accessible to all." (Focus High School, n.d.) is closely aligned to this philosophy of education.

Accomplishing The Philosophy In School, Classroom, And In The Society As A Whole

Global problems have a direct or indirect impact on us locally. Therefore, the education system and the issues that we face in our communities and classrooms are influenced by what happens around the world. Likewise, our small local actions contribute toward global change.

Professional Development

By Amena Ara Imran, Primary Years Programme Coordinator

WHAT?

As the mission statement of our school goes, that we are a community of lifelong learners who enable themselves to excel and that in turn will help benefit the institution and the students. The evolving leadership roles and smooth functioning of a school plays great emphasis on the changing role of teachers. They are expected to teach in increasingly multicultural classrooms with greater significance on integrating students with special learning needs in their classrooms. They are encouraged to make effective use of information and communication technologies and make their classes more engaging, interesting, interactive and involve parents in the child's work.

Education systems provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce.



WHY?

The development of teachers beyond their orientation programme can serve a number of objectives like:

- Develop leadership skills which helps in better organization and planning
- Exchange information and expertise among teachers to help weaker teachers become more effective.

For a sustainable and peaceful world and to improve things globally, we must make personal and local changes and work collaboratively (Sealby, n.d.).

At Focus School, SDGs are directly incorporated into the curriculum, wherein students acquire knowledge, analyse information, reflect on it and plan for strategic action. For example, during the PYP Exhibition, students realised the gravity of the low social income of the majority of the Indians, identified the cause and effect of poverty and decided to support the school's sub-staff by donating rice and pulses. At school children are trained to think in a critical, caring, creative and collaborative way through reasoning and explanation of their thoughts and ideas. Students also read picture books related to SDGs, to deepen their understanding of different world issues, and generate varied perspectives and ideas to solve problems. Street play also helped to raise awareness against the use of plastic. Participating in the Model United Nations was yet another effective strategy to deepen the students' understanding of world issues and aided them in planning for ways to solve them.

Yet another aspect of education at Focus School is to ensure quality education for all irrespective of race, gender or socio-economic status. To this end Focus High School Education board has expanded its wings and the current endeavour of taking up IZM School under its wing and to provide students with quality education will serve the highest philosophy of education and this in turn will help make a difference in the society.

References

Focus High School, (n.d.). Mission & Core Values. <https://focushighschool.org/mission-core-values/#:-:text=Mission%20Statement&text=The%20school%20provides%20for%20students,for%20higher%20studies%20and%20work>.

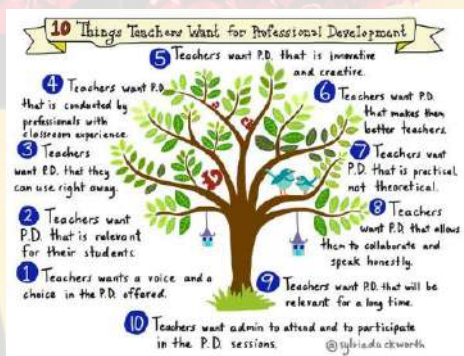
Sealby G., (n.d.). Philosophy for Global Learning tried and tested stimuli. Cumbria Development Education Centre (CDEC). <https://www.cdec.org.uk/uploads/Global-Schools/PhilosophyForGlobalLearning-Tried-&-Tested-Stimuli.pdf>

- When teachers/facilitators discover new teaching strategies through professional development, they are able to go back to their classroom and make changes to their teaching styles to better suit the needs of their students, better learning outcomes, upgrade their' knowledge of a subject, skills, attitudes and approaches in the development of new teaching techniques and circumstances to the educational approach.
- It enables teachers to apply changes to curricula or other aspects.
- Enable school as a whole to develop and apply new strategies concerning the curriculum

HOW?

Our school is very supportive in providing different platforms for teachers to upgrade themselves. Teachers are propelled into erudition and with this they emerge more confident in their conduct and they inculcate those new strategies learnt with their peers in their classes. They are asked to take out time from their busy and hectic schedule to go to the library once a week to read books that can help them grow professionally.

The school leaders take up courses to sharpen their skills like CENTA TPO, FIRKI, ISLI to name a few that help leaders to enhance their leadership skills. Professional development is indeed crucial since it has the potential to open opportunities for career advancement and promotions. It can assist in honing existing skills and in learning new ones.



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Vidya Amrit Mahotsav

By Syeda Lulu Fatima, Teacher Training Coordinator

The new model for National Education Policy is very interesting and is greatly needed in the Indian educational system. The first five years are crucial to a child's growth and development. Pre-primary teachers are in great demand every year. Numerous openings are available in government schools as a result of this National Education Policy.

With the help of government certifications like AIECCE (All India Early Childhood Care and Education) and JNCTE (Jawaharlal Nehru Council for Technical Education), which are valuable not only in India but also in other countries, our teacher training programme aims to educate young girls and parents to gain insight and knowledge of early childhood education.

Every year, our training centre hosts a showcase event where trainees can present their learning to teachers, school leaders and early childhood educators. In order to share our micro innovations with other schools, we organised Vidya Amrit Mahotsav, an early years conference this year. More than 300 participants from 15 different schools attended this event, which was also attended by more than 40 school Leaders and Early Childhood Educators.

The Vidya Amrit Mahotsav also raised issues concerning children, like mental health and artificial intelligence. Speakers who shared their thoughts and experiences at the event included Mr. Vignesh Krishnan, who was a member of Teach For India's founding cohort.

He shared his experience with educational equity. Ms. Rubina Majid is a teacher trainer. Mr. Shoeb Sayed, a Teach For India fellow who is actively involved in the School Transformation Programme throughout the country. Mr. Arshiya Afsar, the founder and former Director of Iris Florets and a certified mentor and trainer. Ms. Sujatha Gade, a renowned educator with more than two decades of experience in developing innovative pedagogies and promoting academic excellence.

I encourage aspiring parents and young girls to enrol in our various certified internship programmes, such as the Pre-Primary (online or regular), IB (PYP/MYP) & Short-Term Course. These programs not only prepare teachers for bigger career moves but also for inner transformations.



Best Reading Strategies

By Asma Fatima, ATL Coordinator & Librarian

Reading is an essential skill for all students. It can help students gain knowledge and understanding of new concepts, build vocabulary, and improve analytical skills. Unfortunately, many students struggle with reading due to lack of proper understanding of strategies and techniques. This article will provide the best reading strategies for students to maximize their learning potential. By providing an overview of the different types of reading strategies, this article will empower students to effectively comprehend and retain information from text.

- Read with Expression

One way to improve comprehension and engagement with the material is by reading with expression. This technique can help readers better connect with the text and become more invested in stories and ideas.

When reading with expression, it's important to pay attention to punctuation marks such as commas, periods, and exclamation points. These cues signal how the text should be read aloud and can help readers convey emotion and tone more effectively. Varying pitch, volume, and pacing can also enhance expressiveness while giving character to different parts of the story.

- Set a Purpose for Reading Strategies

One of the best reading strategies is to determine your purpose before you start reading. Ask yourself why you need or want to read this particular text. Is it for entertainment or pleasure? Are you trying to gain knowledge on a specific topic? Knowing your purpose will help guide how you approach the text and what information is most important for you to remember.

- Reading Aloud

Reading aloud is a powerful technique that can help you improve your reading skills significantly. This strategy involves pronouncing the words you read out loud, which helps you to better understand and remember the information in the text. It's an effective way to enhance your comprehension, vocabulary, pronunciation and overall fluency.

Reading aloud is also great for individuals who struggle with maintaining focus while reading. Pronouncing each word out loud can help increase concentration by forcing your mind to stay present with the material being read.

Citations:

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<https://www.learnwithhomer.com/homer-blog/3665/reading-strategies/>

<https://www.splashlearn.com/blog/how-to-teach-reading-to-kids-best-strategies-for-parents/>



How Does Action Take Place in the PYP?

By Khursheed Begum, Action Coordinator, C4A Homeroom teacher & TL

The Inquiry Cycle by Kath Murdoch is used in PYP to help students understand what 'inquiry' is. In order to help students better understand the content and ensure that they are questioning with curiosity in an interdisciplinary environment, it divides the inquiry process into six distinct stages.

Tuning In, Finding Out, Sorting Out, Going Further, Making Conclusions, and Taking Action.

Action is frequently thought of as the stage of learning where students can demonstrate how, through the inquiry cycle, they develop a thorough comprehension of their subjects. The categories that most action falls under are feel, think, be, do, have, and say. Action in PYP can be taken in the form of :-

Participation - Contributing as an individual or group.

Advocacy - Action to support environmental/social/ political changes.

Social Justice - Action to support equality, rights and well-being.

Social Entrepreneurship - Creative, resourceful, innovative, sustainable social change.

Lifestyle choices - Recognising and reacting to the impact of production and consumption.

- Ask

What is the issue or problem that you want to address?

Communicate

Share your ideas on ways to take action that will address the issue or solve the problem.

- Timeline

Plan out what needs to be done to take action, when it needs to be done by, how you will get the resources that you need and who will be involved

- Initiate

Take action! Follow your timeline, collect evidence, and keep notes as you work towards and achieve your action goal.

- Opinion

Reflect on your action and share your opinion about how taking action has made a difference. How do others feel about the action that has been taken?

- Needs

Are there any needs that have still not been met? If so, what further choices can you make to help address these?

Action can be taken to make improvements to a situation or solve a problem, inform a target group, bring about a positive change, inspire others to make different choices, or create something to build on knowledge and understanding. Action might be immediate or long-term, repeated or continuous. It can occur at home, at school, in local or larger communities, and it can be individual or group-based, small- or large-scale. Students of C4 organized an Economics Mela where they sold goods or services of their choice. Students integrated the concept of profit and loss to identify the gain or loss incurred by calculating the cost and the selling price. Students also donated a small percentage of their profits towards charity by raising Rs.9000/- and donating towards a noble cause.



References: www.resources.ibo.org,
www.pypteachingtools.com, www.twinkl.com

Benefits of Co-curricular Activities

By Arshiya Maryam, Co-curricular Coordinator, Math teacher & TL

Co-curricular activities refer to activities that take place outside of the traditional academic curriculum, but are still an integral part of a student's overall educational experience. These activities can range from sports teams and clubs to community service projects and student government.

There are many benefits to participating in co-curricular activities, both for students and the broader school community. In this article, we will explore some of these benefits in more detail.

1. Develops leadership skills:

Participating in co-curricular activities provides students with the opportunity to develop leadership skills. Whether it's leading a sports team or organising a fundraising event, students are given the chance to take on leadership roles and develop their skills in communication, organisation, and decision-making.

2. Improves social skills:

Co-curricular activities also provide students with the opportunity to develop their social skills. Working with others on a project or team requires students to learn how to communicate effectively, resolve conflicts, and work collaboratively towards a common goal.

3. Enhances academic performance:

Participating in co-curricular activities can also enhance academic performance. Research has shown that students who are involved in co-curricular activities tend to have higher GPAs and perform better on standardised tests than those who are not involved.

4. Provides opportunities for personal growth:

Co-curricular activities can provide students with opportunities for personal growth and self-discovery. Whether it's through exploring new interests, taking on new challenges, or working on a community service project, students can gain a sense of purpose and fulfilment outside of the classroom.

5. Builds community and school spirit:

Participating in co-curricular activities can also help to build a sense of community and school spirit.

Students who are involved in these activities are more likely to feel connected to their school and their peers, and are more likely to develop a sense of pride and loyalty to their school.

In conclusion, co-curricular activities provide a wide range of benefits to students and the broader school community. From developing leadership and social skills to enhancing academic performance and promoting personal growth, these activities are an important part of a well-rounded education both inside and outside of the classroom.

Reference:

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NURSERY

Setting Routines

By Priya Srivastava, Nursery
Homeroom teacher

“Our children are counting on us to provide two things: consistency and structure. Children need parents who say what they mean, mean what they say, and do what they say they are going to do.” - Barbara Coloroso

Everything in life is a cycle, from the sunrise to the sunset, night and back to a new day. This is a routine of our planet Earth. Likewise, there is a cyclic clock for the human body. We rise and shine with the sun, followed by the workout, fresh up, dress up and go on with the challenge of the day till our body gets back to sleep. This cyclic routine is the body clock.

A big challenge that parents today face is the lack of routine in the life of their children. Be it school days or holidays, children don't seem to do anything on time as they have too many distractions with technology seeping into every part of their lives. It is very important to cultivate a habit of following a routine to help kids cope with changes in their lives. A routine sinks in a basic level of discipline in their lives and keeps them both mentally and physically engaged.

It also challenges them to complete tasks within a stipulated time frame, so they know the importance of time management. For children, having a routine is particularly important, especially for the sake of their mental health and behavior. Having a routine helps to bring consistency and comfort to a child's life, as well as providing a sense of normality. Children tend to fear the unknown, and while change is important in life, it can also create a lot of added stress for children.

Routine helps to reduce this stress and brings with it a feeling of security.

A consistent routine will help your child and their “body clocks” with many day-to-day basics such as the ability to take naps and sleep well at night for physical relaxation but also for the brain cells to grow and improve the memory power of your child. Rather than always being told what needs to happen, your child will feel confident to go ahead and be in charge of themselves. When children feel empowered and independent, they are less likely to rebel or retaliate.

While establishing and maintaining routine has a wealth of benefits, it's vital to also remain flexible. Spontaneity and creativity are important factors in a child's life. Remember to stay sensitive and adaptable to the needs of each child (and adult). When a schedule becomes too regimented or strict, the benefits will be reduced, and children may feel controlled by it rather than freed by it (which is the ultimate goal).

One of the best ways a parent can enhance self-esteem in their child is by setting up predictable routines. When a child knows what to expect, they will eventually have the confidence to take the initiative to do things for themselves. Confidence is built when expectations are known.



Lacing Beads

Learning Is Fun

By Sameera Roopani, Nursery Homeroom teacher

“Tell me and I forget, teach me and I may remember, involve me and I will learn” is the best quote to describe what fun learning is all about.

To the child, play is not simply a distraction to keep them entertained, play is the key to learning about the sensory and physical world around them. Meaningful play helps the child to develop various skills, process concepts, learn about themselves and the world around them.

All play is meaningful to the child. Laura Kubansky’s research shows that fun makes the mind feel easier to comprehend and retain information. Play is often talked about, as if it were a relief from serious learning. But for children, play is serious learning.

When teachers use activities that make learning engaging and fun, students are more willing to participate and take risks. Having fun while learning also helps students retain information better because the process is enjoyable and memorable and is imprinted in the memory of the brain.

As a pre primary teacher, I make sure that play is well incorporated in the learning experiences. Some of the activities done in my class are as follows:

- Clay moulding [A child shows his\her creativity by moulding with even a small amount of clay.]
- One to One Correspondence [It helps children develop cognitive skills]
- Sandpaper letter tracing [It develops and enhances the fine motor skills]
- Free play [Play improves the Cognitive, Physical, Social and Emotional well-being of children.]



Clay Moulding (Left), Sand letter tracing (Right)



Blowing Activity (Left), Improving Emotional and Social Skills (Right)



Swachh Abhyaan



Sand Play Activity



Traffic Safety Rules

PPT



Learning about Germination



Making Words with Leaves and Twigs



JAM Session



Show and Tell Activity



Fun Games with Parents

PP2

Importance of Physical Play for Kindergarten

By Kaiksha Anjum, PP2B Homeroom teacher

Kids are ever-evolving and constantly developing as they progress in their schooling lives. Teachers and parents get to know the personality, interests, and hobbies of their kids and so do the kids as they go about tapping into endless fun and new experiences in life. They are gradually coming into their own personality every single day of their early years.

They aspire to be a doctor at breakfast, and as the day progresses, they dream about being an astronaut. Nothing really is constant in their ever-excited twinkling eyes except one thing i.e., playtime. No matter how tired or sick a child is, we see them asking anybody and everybody to come play Cricket, peek-a-boo or just about anything.

As teachers, we always think of ways to attract and maintain our students' attention; but the only thing that does that effortlessly and effectively is physical play. We tend to think playing is merely a waste of time but the kids we were back in our school days who used to patiently wait the whole week for one hour of games period, beg to differ.

A little tweak in our perspectives reveals to us how and why statistics keep showing that kids have higher attention spans during playtime and that they learn and grow immensely while at it.

They not only enjoy themselves but at the same time, learn critical values like integrity, honesty, teamwork, self-control, motor skills, spatial awareness, sensitivity, empathy, coordination and whatnot.

This is something that takes place naturally and at a subconscious level and as teachers, we just have to grab this opportunity to inculcate these values in them. Kids don't understand mere words like 'Be kind' but they instantly imbibe those words the moment they pick up a fallen team member while playing. The behaviours and habits that they pick up while playing go a long way in shaping their character as adults.

Introducing carefully designed physical activities at school can not only improve their physical but emotional as well as mental health. It doesn't necessarily have to be in an outdoor setting; anything that makes the kids move around, be creative, and active will do the job. When you reach out to kids in their language, they surrender themselves to you. You just have to lead the way then. You walk the first two steps, they do the rest eight, and we have a healthy child that effortlessly learns as he plays.

Transition from Kindergarten to PYP

By Sara Azher, Pre Primary TL & PP2A Homeroom teacher

Change is constant for an adult; but for a child, change can be difficult and daunting. This is easily seen when a young child graduates from preschool or UKG to Grade 1. A new environment, new schedule and many more new changes to adapt.

This phase is critical and challenging for the social, emotional and academic development of the child. So as teachers, we need to be more alert and need to pay extra attention to the fact that the transition is a shift from a warmer, caring environment to a less flexible and intimidating classroom.

Transition is both exciting and anxious.
What causes transition stress?

- Half Day to full day school
- New teachers and new friends
- Varied teaching strategies and pedagogies
- Shorter play time
- Inquiry based learning
- More mindful and responsibilities

A DAY IN CLASS 1

For better exposure and making students comfortable, PP2 teachers planned a 1 day transition from PP2 to class 1. On this day students were taken to class 1. They were informed and told why they were taken to a new grade. They were instructed and were introduced to the teachers so that they could familiarise with them. Students were quite comfortable and enjoyed doing activities in class 1. This will help them adapt to a new environment despite the challenges which will be overcome as days pass by.

WHAT PARENTS CAN DO?

- Parents can explain and counsel children about the transition.
- Plan day to day activities for fun learning.
- Assess reading for first grade.
- Review current skills and reinforce them.
- Practice being organised.
- Prepare your child to be independent.

These tips will help your child transition into a new environment. Always remember, A little preparation can help pave the way to a successful transition.



Students using "Lets Read" Material to Enhance Language Skills (Left), The Concept of "Time" through Hands on Activity (Right)



Explaining "Inquiry Cycle" to Parents (Left), Story Telling on SLC Day using Flannel Board (Right)



Meditation at Imlibun Park.

Events



Winners of the Creative Races Held on Sports Day Event



Telugu Day Celebration 3- C



The Adventurous Way to be Online!



Telugu Day Celebration 1



Teachers' Praying for their Children



PP2 Performing Dupatta Drill with Zeal



Health Camp-Vision Screening



Health Camp-Dental Checkup (Left), Earthquake Drill (Right)



Ready to Lead their Teams



Milad Un Nabi



Glitter Plate Drill Performed by Tiny Toys of Nursery



Urdu Day Celebration



Adventure Trip



Coffee Morning with Parents



It's Just the Beginning!- C5B



Exploring Bermuda Bridge at Adventure Trip



Taking Oath on Sports Day

CLASS 1



Parent Involvement in SLC



Sharing their Learning



Exploring Science Through Sink and Floating Activity



Action Taken (Reuse Water For Planting)



Plotting Graphs



Student Led Session on Water Conservation



Happy Diwali!



Life Cycle of a Plant



Group Activity on Life Cycles



Prayer for Our Nation on Republic Day



Encoding Spatial Memories



Experiential Learning at Field Trip

CLASS 2

Incredible Journey

By Class 2 Team

The child arrives like a mystery box...

With puzzle pieces inside.

Some of the pieces are broken or missing...

And others just seem to hide.

But the heart of a teacher can sort them out..

And help the child to see.

The potential for greatness he has within

A picture of what he can be.

- Paula J. Fox



As the year comes to an end, I can proudly say that it has been an incredible journey. From an unknown set, to the bond we share today. The year had its ups and down but we sailed through it. We shared many wonderful memories and also had fun learning.

Children learn by observing, listening, exploring, experimenting and asking questions. Being interested, motivated and engaged in learning is important. It can also help if they understand why they're learning something.

One such unit was 'Air', under the theme 'Sharing The Planet' where children actively exhibited all the essential elements of learning. The reason to inculcate this unit was to awaken children about the alarming damage made by the negligence of humans and to shoulder them the responsibility of becoming conservers and consumers rather than just a mere user.

Children seemed to be enthusiastic about the theme and were able to relate the topic to their real life situation. We began the topic with a nature walk where children were asked to notice things and were encouraged to observe with all their senses. Children learned to focus their attention and take in the details of things around them. It was a peaceful and a reflective experience for them.



An Early Morning with Nature (Left), Morning with Nature (Right)



Distinguishing Natural and Manmade Materials (Left), Creating a Mind Map of the Picture Story (Right)



SLC-Natural and Manmade Resources(Left), Team in Action to Fix the Picture (Right)

CLASS 3

The Power of Research Skills

By Syeda Tasneem Fatima, Class 3B
Homeroom teacher

Kids are born inquirers; they have a natural curiosity to explore new things and are eager to learn. Research skill play an essential part in the IB classroom. Students explore new things through various resources such as personal interviews, case studies, books, observation and guest lectures. It also teaches students to think critically and find out solutions to problems.

In my classroom research skill plays a vital role as my students love to inquire and share their findings with their peers.

By engaging with students and listening to their perspectives, we can learn from their experiences. Sometimes it's also a new learning for me as they share information which I am not aware of!

During our unit on 'Adaptation', as a part of the inquiry, students were required to carry out project work, based on a selected topic. Students started by brainstorming ideas, discussing with their classmates and pairing up with like-minded peers and started seeking and gathering information about the topic they selected. Students were quite enthusiastic to find out about animals as it's one of their favourite topics. They gathered information about how animals adapt in a different environment and how they change physically and behaviorally. Students gathered information from various sources, and ICT integration also played a crucial role in the inquiry. It provided students with a wide range of digital tools and software to explore their creativity. Some students choose to make a PowerPoint presentation of their inquiry and others crafted handmade paper slides. Finally, students communicated their learning in a clear and conscious manner.

By working on their area of interest, students not only enjoyed the task but also will remember it for the rest of their life.

In conclusion, students can enhance their research skills by developing a research plan that teaches them to think critically and independently.



Learning in Progress (Left),
Representation of Molecules in Matter
(Right)



Not Everything is Made of Matter (Left),
Sharing the Presentation of Biomes with
Peers (Right)



Triorama Activity (Left), See-Think-
Wonder (Right)



Showcasing the Learning (Left), Layers
of Earth with Clay Dough (Right)

CLASS 4

What differentiation looks like in my classroom

By Khursheed Begum, Action Coordinator, Class C4A Homeroom teacher & TL

Twinkl - "Fair is not everyone getting the same thing - it is about giving everyone what they need in order to succeed".

Differentiation is the instruction that helps students with diverse academic needs and learning styles master the same challenging academic content. Differentiation aims to improve all students' performance, including those who are lagging behind and those who are performing above year level expectations. Barriers to learning may include:

1. Learning needs, difficulties, low levels of motivation, interest or engagement in a subject
2. Medical needs and physical impairments
3. Difficulty in understanding a language

The 2 main differentiation techniques that I follow in my classroom are:

1. Think-Tac-Toe: Think-tac-toe is an approach that gives pupils a range of exercises to choose from, allowing them to choose how they will demonstrate what they are learning. You might provide the students with nine options when playing think-tac-toe. The think-tac-toe board, for instance, would let students select from a variety of alternative assignments, such as generating a comic book, a computer graphics presentation, a board game, developing a quiz, etc.

Vocabulary terms 1. Write any 8 vocabulary terms used in this unit and define them	Newton's Laws 2. Describe each of Newton's laws. Use a sentence and at least 2 examples	Creative Journal 3. Write a creative journal entry to describe what the world would be without friction
Experimenting magnets 4. Design an experiment testing the forces that magnets apply	Venn Diagram 5. Using a Venn diagram, compare and contrast between contact and non contact forces. Include at least 2 points for each sections and give an example for each	Experimenting Friction 6. Design an experiment to test the amount of friction that different surfaces have
Quiz 7. Play a quiz on forces.	Foldable 8. Develop a foldable/pamphlet with three tabs that defines and illustrates the concepts of magnetic, gravitational and frictional force	Question time 9. How would baseball be different if it were played in space instead of Earth?

2. RAFT: RAFT is a writing strategy that helps students understand their roles as writers, the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences.

Role	Audience	Format	Topic
Newspaper Reporter	People	Article	How to preserve the monument?
Architect of Heritage Restoration	Government	Brochure	Creating awareness among the people on how to protect and restore their monuments
You	People	Poster Designing	requesting people to join hands for the clean-up of litter around the monument. The brochure should also contain information on how to preserve the monument.

Differentiation can also be done by segregating students into different groups according to their learning styles and assigning different tasks to each group. Students then work as a group to complete tasks. The same strategy can also be applied for conducting assessments where each student completes the assigned task individually. The goal of differentiation is to give every learner the chance to advance at their own rate. It is about ensuring that they comprehend the idea, information, or skill you are attempting to teach as best they can.

References:

differentiation | SharingPYP Blog (ibo.org) , Think-Tac-Toe: A Strategy for Differentiation (thoughtco.com)
RAFT | Classroom Strategies | Reading Rockets



Exploring Forces at Birla Planetarium (Left), Gears help to Increase the Force (Right)

CLASS 5

Reflecting on Reflection: The Power of Looking Inward to Grow and Learn

By Atiya Fatima, Class 5A Homeroom teacher & TL

As a teacher, I believe that reflection is a powerful tool that students should utilise to enhance their learning experience. Reflection is the act of looking back on past experiences, analysing them, and drawing lessons that can help inform future decisions. It is a crucial skill that every student needs to develop, as it not only helps them learn from their mistakes, but also enables them to become more self-aware and better problem-solvers.

Reflection can take many forms, from writing in a journal to engaging in group discussions. Regardless of the method used, the process of reflection involves stepping back from a situation and analysing it in a thoughtful, intentional manner. By doing this, students can gain valuable insights into their own strengths and weaknesses, as well as identify areas for growth and improvement.

In addition to helping students become better learners, reflection can also have a positive impact on their personal lives. By reflecting on their experiences, students can develop greater self-awareness and a deeper understanding of their own values and beliefs. This can help them make better decisions and navigate difficult situations with more confidence and resilience.

I encourage my students to engage in regular reflection as part of their learning process. Whether it's reflecting on a recent assignment or a social interaction with peers, I believe that taking time to analyse and learn from our experiences is a key ingredient to success. Reflection is a critical component of the PYP Exhibition.

It allows students to think deeply about their learning experiences, assess their progress, and identify areas for growth.

Reflection is an ongoing process throughout the PYP Exhibition, from the initial planning stages to the final presentation. During the PYPX, students used reflection to:

1. Enhance learning by making connections between their prior knowledge and their new learning. It helped them think critically about their experiences and develop a deeper understanding of the most pressing issues in the world.
2. Reflection helped students set learning goals and identify areas where they needed improvement. By reflecting on their progress, students came up with strategies and worked towards achieving results.
3. Students developed metacognition and began to think about their own thought process. This helped them become self-aware learners and identify their own strengths and challenges and developed strategies for improvement.
4. Reflection at every step of the inquiry cycle encouraged students to evaluate their own work and assess their own performance. This promoted self-accountability and responsibility for their learning.
5. Reflection at the end was an excellent opportunity for students to give and receive feedback from their peers. This created a collaborative learning environment and helped students develop their communication and social skills.

Overall, reflection is a vital component of the PYP programme, enabling students to take an active role in their learning, develop essential skills and attributes, and become lifelong learners who are well-equipped to navigate the challenges of the modern world.

Our Journey through the PYP Exhibition

**By Zoha Keshwani & Shanaya Jessani,
Students of Class 5B**

We would like to express how privileged we feel to study in such a prestigious school. We enjoyed being active participant in learning and making classroom decisions. Throughout the Primary years, we gained a lot of knowledge, but the most memorable was always be the culminating event - the PYP Exhibition. After identifying the pressing issues in the world under the theme 'Sharing the planet', we settled on a few that we were keen to know more about and offer solutions to. We had a session with our VP, Ms. Shehrbanoo Fathi, and then a session with Ms. Atiya and finally framed our Central Idea, "Co-existence relies on maintaining a mutual and peaceful balance between all living organisms." We had 8 groups and each group had 10 students. We chose the groups Cyber Threats and Waste Management, these were quite interesting and fun. We enjoyed a lot with our groups, learning all about the different types of online threats and various ways to reduce plastic use and reuse papers, etc. The PYP Exhibition began with an opening ceremony which was admired by all audiences. This was followed by the ribbon-cutting ceremony and the PYPX was declared open. The event was a huge success and many people from the learning community attended it, including students from other IB network schools. What made the PYPX a wholesome experience was the opportunity to practice Student Agency.

We used our VOICE and CHOICE to spread awareness about the issues and took OWNERSHIP of our learning. We placed enough emphasis on all pillars of IB, that is - Agency, Attributes of learner profiles, Action, ATL skills, Concept, and Knowledge. At the end of our inquiries, each group took meaningful action and hope we continue being mindful citizens and make it a part of our lifestyle. We enjoyed this year thoroughly and hope that the other batches to come will love it as much as we did.



**Visit to the CII Green Building (Left),
PYPX-Behind the Scenes (Right)**



**Skit on Important Leaders of India in
History (Left), Getting Energized to form
the Peace Logo on Sports Day (Right)**



**Session on Academic Honesty (Left), Ms.
Sheherbanoo Fathi Guiding Students to
Frame the Central Idea (Right)**



**Our Expression of Heritage shows what
we Value (Left), Items made by Students,
put up for Sale during PYPX (Right)**

HINDI

छात्रों में सीखने के प्रति रुचि

द्वारा नीता मिश्रा, हिंदी टी एल

"कहा जाता है की जो हम खुशी से सीखते हैं उसे हम कभी नहीं भूलते।"

छात्रों को यह बताना है कि हमें सीखने की प्रक्रिया को चार दीवारों तक सीमित नहीं करना चाहिए और इसे और अधिक मनोरंजक बनाना चाहिए। यह निश्चित रूप से एकतरफा प्रक्रिया नहीं है, छात्रों और शिक्षकों दोनों को एक दूसरे से बातचीत करने और सीखने के लिए मिलना चाहिए। इंटरैक्टिव कक्षाओं के साथ, सीखने की प्रक्रिया को मज़ेदार बनाया जा सकता है और इस तरह छात्रों को पारंपरिक रूप से कठोर सीखने के माहौल की तुलना में बहुत अधिक ज्ञान बनाए रखने को मिलेगा। किसी चीज़ को मज़ेदार तरीके से सीखना उसे रटने के बजाय उसे बनाए रखने का एक बेहतर तरीका है।

महत्वपूर्ण बात यह नहीं है कि हर बच्चे को पढ़ाया जाना चाहिए, बल्कि हर बच्चे को सीखने की इच्छा दी जानी चाहिए। एक ने कहा, यह उन शैक्षिक उद्घरणों में से है जो विषयों को रटने के पारंपरिक सीखने के तरीकों का मुकाबला करते हैं। लुबॉक ने स्पष्ट किया है कि बच्चों को किसी विशेष विषय का अनिवार्य रूप से अध्ययन करने के बजाय, उनके सीखने के अनुभव पर ध्यान केंद्रित करना चाहिए कि बच्चों को क्या और कैसे पढ़ाया जा रहा है। शिक्षकों की यह सुनिश्चित करने में महत्वपूर्ण भूमिका होती है कि वे अपने छात्रों को केवल कक्षा में सीखने तक सीमित करने के बजाय ज्ञान के लिए प्रयास को प्रज्वलित कर रहे हैं। सफल और असफल लोगों के बीच एकमात्र महत्वपूर्ण अंतर यह है कि पहले वाले वे दृढ़ निश्चयी और मजबूत नेतृत्व वाले लोग होते हैं, जो अपने निर्धारित लक्ष्यों को प्राप्त करने के लिए अपना सर्वश्रेष्ठ प्रयास करते हैं, जबकि बाद वाले अपने उद्देश्यों को प्राप्त करने के लिए दृढ़ता की कमी रखते हैं। जो आप हमेशा से चाहते हैं उसे प्राप्त करने का प्राथमिक चरण उस पर अपना ध्यान केंद्रित करना और लक्ष्य के रूप में लगातार उसका पीछा करना है। जब यह विश्लेषण करने की बात आती है कि वे सफल हैं या असफल, तो कड़ी मेहनत और दृढ़ संकल्प ही एकमात्र विशिष्ट कारक हैं। सर्वश्रेष्ठ शैक्षिक उद्घरणों में से होने के नाते, यह आपको अपने लक्ष्यों के बारे में भावुक होना सिखाता है ताकि उन्हें निश्चित सफलता में बदल दिया जा सके।

जिस कार्य में हमें रुचि रहती है वह हमें कार्य को आगे बढ़ने के लिए प्रेरित करती है



फल के नाम (Left), शरीर के अंग के नाम (Right)

URDU

زبان شخصیت کے اظہار کا ذریعہ

- صائمہ متین کی طرف سے

سماج میں اپنی شخصیت کو نمایاں کرنے اور اپنے خیالات کا اظہار کے لوگوں سے تبادلہ خیال کرنے کے لئے ہمیں زبان کا سہارا لینا پڑتا ہے۔

اس زمن میں اردو زبان کا کردار بہت اہم ہے جزبات کے اظہار کے لئے اس سے بہترین اور پر اثر زبان کوئی نہیں۔ اردو نہ صرف بر صغیر کی مشہور و معروف زبان ہے بلکہ اسکا چرچا بیرون ممالک میں بھی عام ہے۔ اسے پاکستان کی قومی زبان کا درجہ حاصل ہے اور بھارت کے بھی اکثر علاقوں میں دفتری زبان کی اہمیت رکھتی ہے۔ انسان کا سب سے بڑا تخلیقی کارنامہ زبان ہے۔ ہم زبان کے ذریعے ہی اپنے اور اپنے خالق کی بستی کا اقرار کرتے ہیں۔ اردو کے بلیغ اور وسیع الفاظ کے ذخیرہ کے ذریعے اپنی شخصیت کے متعدد پہلو کو اجاگر کرنے میں مدد ملتی ہے۔ انسانی زندگی میں یہ ایک اہم مظہر ہے۔ قوت تکلم انسانی شرف کا ایک امتیازی وصف ہے۔ یہ قوت اس قدر اہمیت کی حامل ہے کہ بعض اوقات اسے واحد امتیازی وصف کے طور پر ذکر کیا جاتا ہے۔ زندہ انسان اور زندہ زبان میں اس قدر قریب کی مشابہت ہے کہ کسی زبان کو زندہ یا مردہ کہنا مجازی طور ہی نہیں لغوی طور پر بھی درست معلوم ہوتا ہے۔ یہ نہ صرف تعلیم کا ذریعہ ہے بلکہ شخصیت کے نکھار کی آئینہ دار بھی ہے۔



زبان سے چیزوں کی (Left) زبان سے اظہار خیال پہچان (Right)



زبان کی اشاعت

Telugu

నిరంతర సమగ్ర మూల్యాంకనం

By Telugu Team

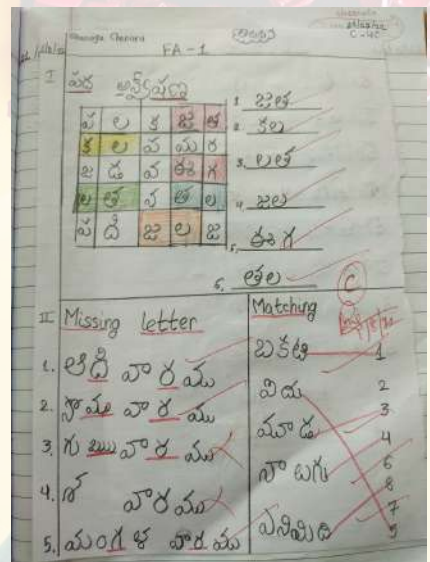
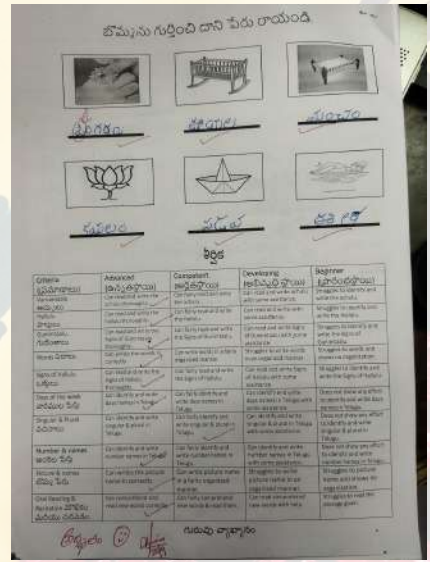
నిరంతర సమగ్ర మూల్యాంకనం మూల్యాంకనంలో భాగంగా పాఠశాలలో మూల్యాంకన విధానాలు విద్యార్థులను సంపూర్ణంగా పరిశీలించి ఉపాధ్యాయుడు తరగతిగది లోపల బయట విద్యార్థులను పరిశీలిస్తూ చేసే చిన్నచిన్న అంశాలతో పాటు క్రమానుగతంగా నిర్ణీత కాలవ్యవధిలో నిర్వహించే మూల్యాంకనాలు చాలా అవసరం. ఇవి వారంతర, మాస పరీక్ష, స్లిప్ టెస్టు, ఉక్త లేఖనం, ప్రి ఎసెస్మెంట్ రూపంలో గాని తీసుకోవడం జరుగుతుంది. అయితే ఏ మూల్యాంకన విధానం అయినప్పటికీ వచ్చే ఫలితాలనుబట్టి విద్యార్థిని ఒకరితో పాటు ఒకరిని పోల్చకూడదు, అంటే మూల్యాంకనం విద్యార్థులు ఎలా నేర్చుకున్నారు? ఏమి నేర్చుకున్నారు? అనే అంశాలు పరిశీలించడంతో పాటు నేర్చుకున్న అంశాలు స్థిరంగా ఉండేందుకు కూడా మూల్యాంకనం తోడ్పడాలి. అయితే ముఖ్యంగా ఈ విధమైన మూల్యాంకనాలను రెండు రకాలుగా చెప్పవచ్చు. నిర్మాణాత్మక మూల్యాంకనం [ఫార్మేటివ్ ఎసెస్మెంట్] మరియు సంగ్రహణాత్మక మూల్యాంకనం [సమ్మేటివ్ ఎసెస్మెంట్].

నిర్మాణాత్మక మూల్యాంకనం అనేది ఉపాధ్యాయులు విద్యార్థుల ప్రగతిని నిరంతరం పరిశీలిస్తూ అవసరమైన సందర్భాలలో ఉపాధ్యాయుడు పిల్లలకు సహాయకారిగా నిలిచి సరిదిద్ది ముందుకు నడిపించాలి. కేవలం మార్కులు, గ్రేడ్లు రూపంలో కాకుండా పిల్లలకు వారి సామర్థ్యాల సాధన స్థితిగతులను వివరణాత్మకంగా తెలిపి వారికి సరైన సూచనలను సలహాలను ఇచ్చి ప్రోత్సహించి అభ్యసనాన్ని మెరుగుపరచడానికి నిర్మాణాత్మక మూల్యాంకనం సహాయపడుతుంది. తరగతి గదిలో జరిగే చర్చలు పిల్లల సమాధానాలు పాఠం మధ్యలో మరియు చివర ఉన్న ప్రశ్నలు అభ్యాసాల గురించి చర్చిస్తున్నప్పుడు ఇచ్చే సమాధానాలు పిల్లలు రాసిన నోటు పుస్తకాలు, మౌఖిక పరీక్ష, తరగతి పని, ఇంటి పని, ప్రాజెక్టు పనులు, జట్టు పనులు, ఇతర మొదలైన వాటి ఆధారంగా పిల్లలు ఏమి నేర్చుకున్నారు ఎలా నేర్చుకున్నారు అనేది మనం అంచనా వేయవచ్చు.

బోధన అభ్యసన జరుగుతున్న సమయంలో నిరంతరం అభిప్రాయాలను తెలియ పరుస్తూ, విద్యార్థికి తమను తాము సరి చేసుకునేందుకు వీలు కల్పించాలి, అవసరమైతే మార్పులను చేయాలి దీనినే "నిర్మాణాత్మక మూల్యాంకనం" అంటారు. సంగ్రహణాత్మక మూల్యాంకనం సమ్మేటివ్ అసెస్మెంట్ అభ్యసన బోధన యూనిట్ ముగింపులో లేదా ఒక నిర్దిష్ట సమయంలో తీసుకోవడం జరుగుతుంది. సమ్మేటివ్ అసెస్మెంట్ అనేది అభ్యాస చివరి దశ. ఇది పిల్లల యొక్క జ్ఞానం నైపుణ్యాల ప్రమాణాలతో పోల్చడం జరుగుతుంది.

సమ్మేటివ్ మిడ్ టర్మ్, ఫైనల్ ప్రాజెక్ట్ పనులు చేసిన పరీక్షలు, టెస్టుల ద్వారా ఈ మూల్యాంకనం ఉపాధ్యాయులకు ఏ విధమైన పరీక్షలు సహాయపడుతాయి ఏ రకంగా తీసుకోవడానికి సహాయపడుతుంది. మధ్యంతర పరీక్షలు తీసుకోవడం అనేది దీనికి ముఖ్య కారణంగా చెప్పవచ్చు. అభ్యాసకుల గ్రేడులను ఫలితాలను మధ్యంతర పరీక్షలు మరియు వార్షిక పరీక్షల ద్వారా తీసుకోవడంలో కేటాయించడంలో సహకరిస్తుంది.

చివరిగా చెప్పాలంటే ఫార్మేటివ్ అసెస్మెంట్ బోధన అధ్యాయం లేదా విషయం పూర్తయిన తర్వాత ఫార్మేటివ్ అసెస్మెంట్ అనేది విద్యార్థి యొక్క సామర్థ్యాలను భాగాన్ని మెరుగుపరచడానికి తోడ్పడుతుంది, అదేవిధంగా సమ్మేటివ్ అసెస్మెంట్ విద్యార్థులకు వార్షిక ముగింపున విద్యార్థులు గడించిన సామర్థ్యాలను తెలియ పరుస్తుంది.



HOUSES



A Cute Pumpkin in the Patch



Mime Demonstrating Child Rights



3D Shapes in Real Life



Good Houses Take Work!



Lab Pe Aati Hai Dua Banke Tamanna Meri...



Our National Symbols



Famous Mathematicians of India



Hard Work Pays Off

ICT

ICT Integration in Teaching-Learning

By Ramya Kerla, ICT teacher & TL

Software tools make ICT classes fun and interesting. For Class 1, I took the concept of change to make students understand the different generations of computers. Class 2 explored with Paint tools during the unit Signs and Symbols and they drew different signs using shapes. Students of Class 3 made an excellent PowerPoint Presentation on their unit Landforms. Biteable.com was another Web 2.0 tool used by Class 4 to edit videos for their Topic Media. Taking presentation skills to the next level, students of Class 5 used Prezi to demonstrate their understanding of the Unit on Energy. Students used many more tools to integrate like Wordle, Excel, Word 2013, online games, Infographic (poster making), email etiquette, Seesaw (online portfolio), Kahoot (quiz) and Stormboard.

Through this integration, I feel that ICT enriches other lessons and helps students understand the subject interesting and enriching thus making technology an integral part of their learning.

- Students created Essential Agreements on Word documents and began their topic Cyber Safety. They also reflect on a checklist of basic tech self-management skills.
- Students browsed the information related to their Unit of inquiry and followed the internet safety rules to browse for resources. They organised their work in separate named folders.
- C3 students researched and created mind maps related to their topic Arts using the software Coggle.it
- At the end of unit C4 students reflected on a topic Energy by making a Prezi Presentation
- C5 Students created posters to express their Ideas and information confidently and creatively



Cyber Safety

Define cyber safety: measures promoting the safe usage of the internet, especially in order to protect against viruses, fraud, or other forms of attack.

Now let us see some rules for cyber safety:

- Keep personal information professional and limited.
- keep your privacy settings on.
- Make sure that your internet connection is secure.
- Be careful what you download.
- Choose strong passwords.
- Make online purchases from secure sites.
- Be careful what you post.
- Never give your personal information to strangers or others; like your address, details and phone number.
- Talking or chatting with a stranger is a big no.
- Don't check the mails and messages of strangers.
- Do not pick up the call which is from an unknown number, like from scam, Spam etc .

Now let us see a short video on safety tips. 5 Internet Safety Tips for Kids - YouTube www.youtube.com › watch click or type this link on youtube for watching the Video.

Note: remember to follow the rules.



MATH

Inquiry in Math

By Ameena Ghazala Khan, Math teacher of Class 3 and 4

“All students deserve an opportunity to understand the power and beauty of mathematics”.

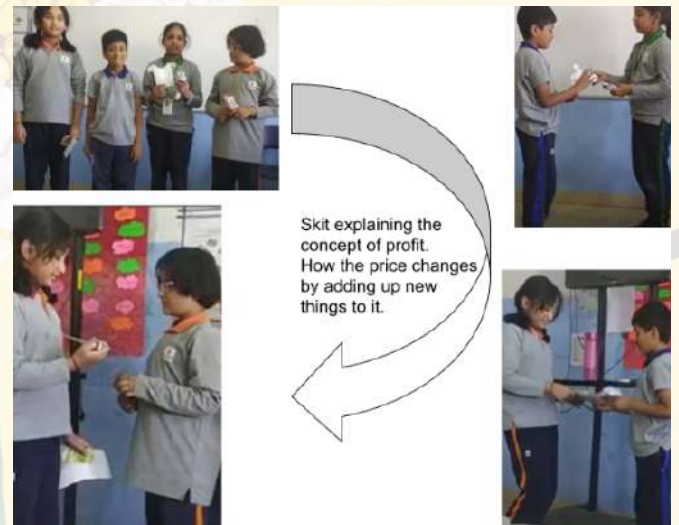
-National Council of Teachers of Mathematics (2000)

Ever wonder how easy it is to teach mathematics to young minds? Children by nature are curious about knowing and understanding things around them. It just takes the right question to build and enhance the curiosity in them.

First, to engage them we need to start with what they know already. It refines their confidence in themselves. With that knowledge, we can construct a deeper understanding and guide them in their inquiry. This will in turn enhance their ability to think and analyse.

In the second level, they will be able to transfer their new knowledge by showcasing their skills through activities. Lastly, they will be able to apply their knowledge to solve higher-order thinking problems and justify their learning.

What I understood from my experience of teaching, is that the learners are able to not just do maths but also understand mathematical concepts if they construct confidence about the new topic. They can do this by going back to the previous understanding and constructing the meaning of their own, then they can transfer the knowledge through activities and then applying it in their daily life.



Skit explaining the concept of profit. How the price changes by adding up new things to it.

In this skit, students constructed, transferred, and applied their knowledge and understanding. Also, they exhibited thinking and communication skills.

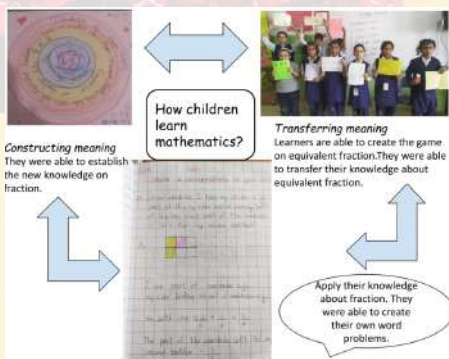


Class 4 students were able to build their own TLM for tables '2 to 5'.

"Fun time", students enjoying the game created by their fellow mate. Showcasing thinking and social skills.



Class 3, students showcasing social skill. One of the student is trying to help his team mates in understanding the concept of "division".

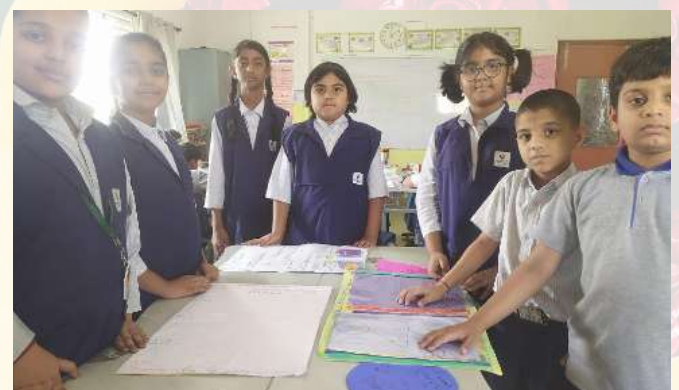


Constructing meaning They were able to establish the new knowledge on fraction.

How children learn mathematics?

Transferring meaning Learners are able to create the game on equivalent fraction. They were able to transfer their knowledge about equivalent fraction.

Apply their knowledge about fraction. They were able to create their own word problems.



Proud moment for me when I saw that my students were able to come up with their unique games for the Student Led Conference. It shows their confidence in their understanding of mathematics, rather than just memorising.

References:

National Council of Teachers of Mathematics (2000). Principles and Standards for school mathematics.

Physical Education



Chess Exercises the Brain and Improves Concentration



Hand eye coordination



Strengthening Posture to help Build Confidence



Yoga Improves Strength, Balance and Flexibility



Muscle Development Through Throwing



Focus on the Target



Team Coordination



Warm up Activates Nerves and Muscles, and Improves Performance

LAURELS TO THE SCHOOL



Achievements of Today are Stepping Stones for the Future Ones- Zahra Mahdi Awarded Best Delegate for MUN



Award for MUN



Gold Medalist from Inter-School Art Competition



Champions of Inter-school Orator Competition



'Courageous Champions' Win the Trophy



Laurels Achieved from PYP Sports Network Football



Proud Moment for Focus School- 1st Prize for Inter School Competition- Descriptive Writing



Award for Rangotsav Art Competition



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