



PYP 2021-2022

VISION STATEMENT

GGs aims to nurture resilient, holistic, empathetic & lifelong learners in a multi-cultural environment, for a sustainable future.

MISSION STATEMENT

GGs graduates will be responsible global citizens empowered to contribute to society in various capacities by providing them the freedom to be, to act, to impress and to dream. GGS incorporates an inquiry-based curriculum and extensive co-curricular experiences, acknowledging the role of community voice and student agency.

PYP Program Development

Curriculum overview

Unit Duration (in weeks)	Unit title	Unit Concepts	Learning outcomes / expectations	Skills (ATL), LP, attitudes	Main formative a
Week 1- Week 10	Art is everywhere!	Key concept: Function Related concept: Role Elements of art: Color: complimentary colors	Students will know: 1. the elements of art: line, color, pattern, texture and space 2. line and pattern in illuminated letter art 3. the complementary colors 4. space in art: middle ground, foreground and background 5. texture painting Students will understand: 1. how the elements like: line, color, shape, texture and pattern have an important role in art. 2. how significant are lines and patterns in making an illuminated letter artwork 3. how the color wheel helps to show the relationship between colors.	Attitudes: Creativity Students will start showing creative attitude towards the things they see around and will try to show creative approach towards the things they do as during the unit they will be regularly challenged to show creative ATL: Thinking Skills: Reflective skills As our goal in this unit is to get students explore and identify the features of a variety of art elements, we will be developing their reflective	FA1: Students wi painting composi the complementa FA2: Students wi texture art and wi reflection on the FA3: Students wi ...

	Pre-nursery	Nursery	KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>								
Focus of exploration:	An inquiry into the ways how we discover the world around us; how we express our ideas and feelings.	An inquiry into the ways in which we express ourselves and enjoy our creativity.	An inquiry into culture and values while appreciating and enjoying human creativity.	An inquiry into different cultures, beliefs and values, appreciation of others' perspectives	An inquiry into the ways in which we express ideas, feelings enjoying and extending our	An inquiry into and reflection on the ways in which we express beliefs and values through	An inquiry into the ways in which we reflect on, extend and enjoy our creativity appreciating aesthetics	An inquiry into the ways in which we express our creativity - Exhibition
Central idea:	We use different ways of expression to express ideas and feelings about the things we discover around us.	People use different creative ways to express themselves.	People appreciate their culture and celebrate important events in many creative ways.	People become global citizens by exploring and appreciating different cultures, their beliefs and values.	People enjoy using different forms of art to creatively express their feelings and ideas.	People share their culture, beliefs and values in different creative ways.	We start appreciating aesthetics when we reflect on and enjoy different forms of creative expression.	We appreciate other's values and beliefs while enjoying our own ways of creative expression.
Key concept/s:	Function	Form, Perspective	Perspective, Causation	Form, Perspective	Form, Perspective	Form, Perspective	Function, Form	Perspective
Related concept/s:	Communication	Structure, Views	Culture, Values, Reasons	Descriptives, Beliefs	Pattern, Opinion	Characteristics, Beliefs	Role, Characteristics	Values and beliefs
Lines of inquiry:	1. How we discover the world around us using our senses 2. The different ways we can express our ideas and feelings	1. Creative forms in which we can express ourselves 2. How the choice of the form we express ourselves depends on what we enjoy doing	1. Why people have special celebrations 2. The different ways we celebrate special events	1. Cultures, their values and beliefs are different 2. What being a global citizen means	1. The creative forms in which people express themselves 2. How perspectives vary when interpreting creativity	1. The creative forms in which people can share their culture 2. How local art can represent the cultural values and beliefs of people	1. Different forms of creative expression 2. The role of reflection in the choice of the form of expression 3. Aesthetic appreciation as a result of reflection on creative ways of expression	

PYP curriculum has undergone some changes this year. It is designed keeping in mind the school vision and mission statements in consideration. It shows the learning and progressions within, across and between the subjects and activities. There is a balance of stand-alone subjects and the transdisciplinary programme aiming at covering different themes through the learning processes, goals and content, focusing on a holistic set of skills and knowledge through learning engagements and assessments.

Emotional Learning

“When educating minds of our youth, we must not forget to educate their hearts.” – Dalai Lama.

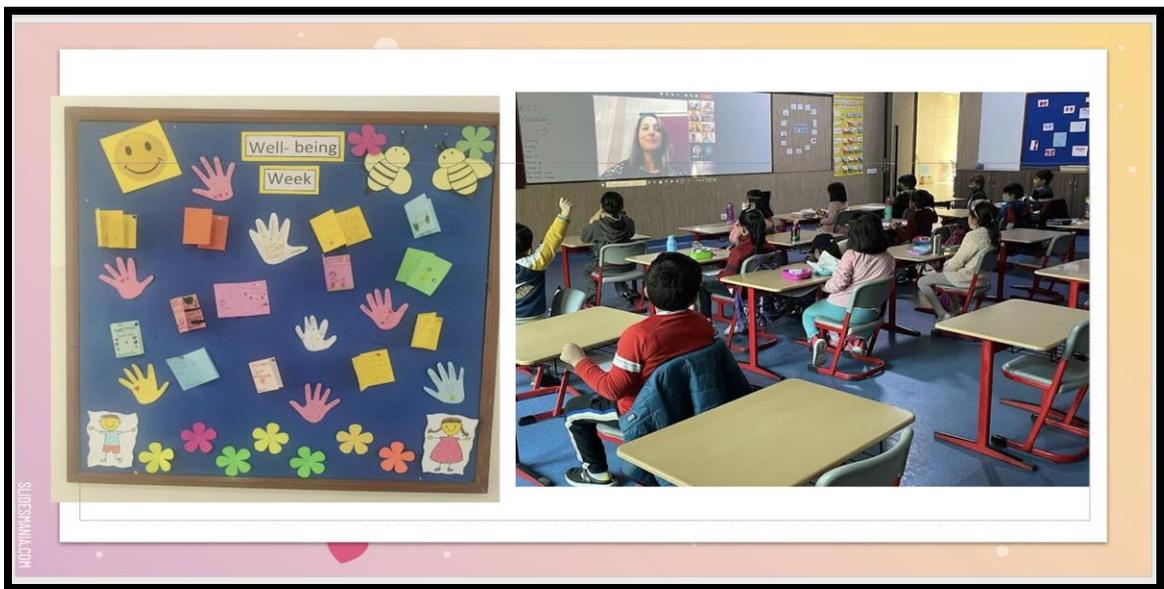
This quote was the inspiration for the GGS team to acknowledge and focus on the social emotional well-being of our young learners. The importance of it has been recognised as essential for their holistic development and fostering resilience and a growth mindset of young children. Being emotionally sound instils a sense of belongingness in a person which is correlated with interdependence, self-confidence and mental health.

The need for a robust Emotional learning program was also essential due to the unprecedented times and the challenges faced by our learners as they had to suddenly transition into the online mode of learning.



Wellbeing week

The week was filled with various activities to develop a positive state of mind amongst students. Though nurturing resilient, mindful, and self-confident students is an ongoing process, this week aimed to celebrate and showcase the impact and success of this program in enhancing student wellbeing.



Play Based Learning

Introduced for the first time this year, Play has become the most favourite subject across all grades. Students not only had fun during the lessons, but also revisited and practiced all that they learnt during regular lessons. Play also gave the open wings to explore their creative sides and enhance all other skills. The activities throughout the year also helped the students to nurture fine motor, gross motor, visual perceptual, cognitive, emotional, and self-regulation skills. During playtime students also rekindled their social skills by interacting with peers and surroundings.

The finale of the year witnessed Spring Flurry, a complete week dedicated to play activities. This left the students with memories and learning for life and a sweet giggle on their faces.



Playing through the screen during online classes



Exploring together



Fun with nature



Feeling the nature



Creativity through nature



Experiencing nature



Being close to nature



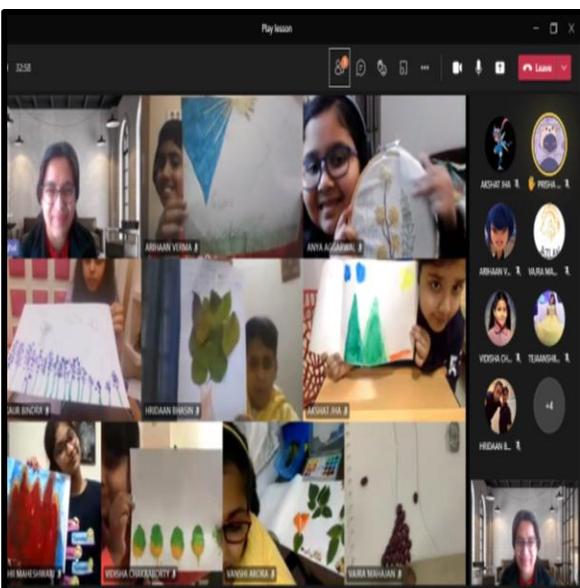


Inventing through nature



Inquiring through nature

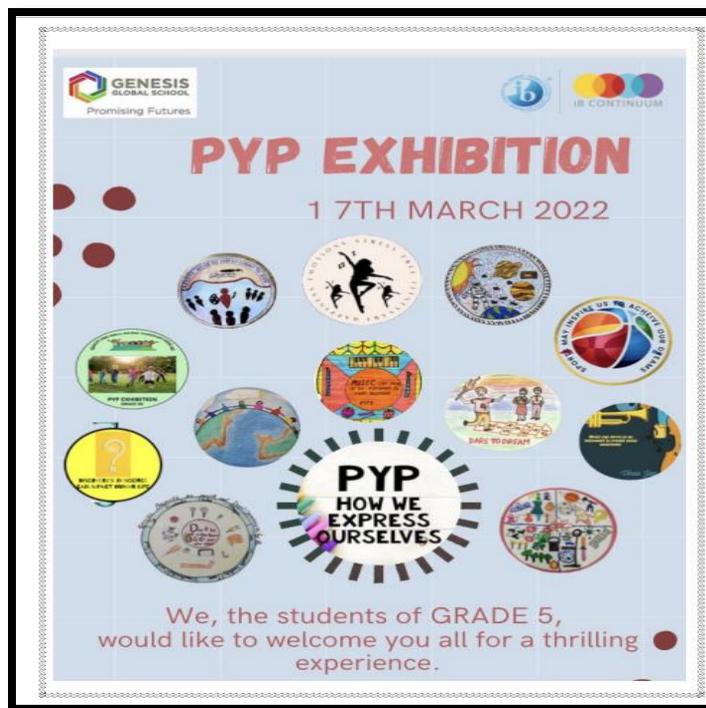
Challenges in nature



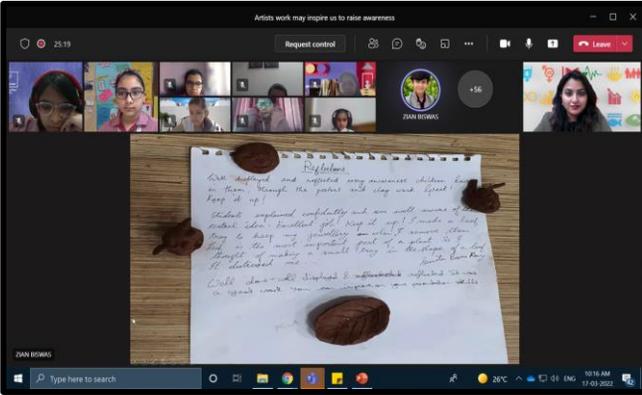
PYP Exhibition

The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. This year too there has been a slight learning curve from going digital to physical and then again to digital learning environment. But being an IB continuum school, students rose above all the circumstances and explored, enjoyed, and lived every moment of their learning journey.

As a starting point for the Exhibition, the students spent some time thinking about their passion related to the theme, 'How We Express ourselves'. It was heartening to see them engage in an in-depth, collaborative inquiry process. The supervisors helped them as facilitators; guiding and ensuring that the process went on smoothly, despite the challenges. The PYP exhibition orientation helped the parents to get an in-depth understanding of the process and purpose of the exhibition. The students showcased their journey using various medium of expression, with aplomb. They imbibed the true essence of a risk-taker and raised to the occasion. The entire experience was exhilarating and fulfilling as students acquired new skills and used them effectively to achieve desired goals as a team and as an individual.

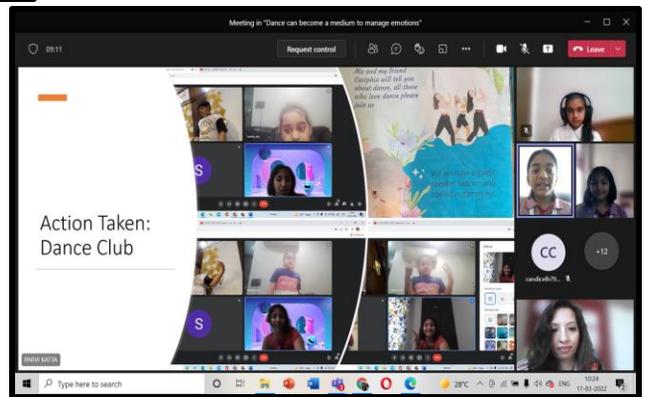


PYP Exhibition Glimpses- How We Express Ourselves



Artists' work may inspire us to raise awareness.

Dance can become a medium to manage emotions and encourage healthy lifestyle.



Discoveries in Science can impact human life.



Music can serve as an instrument to create social awareness



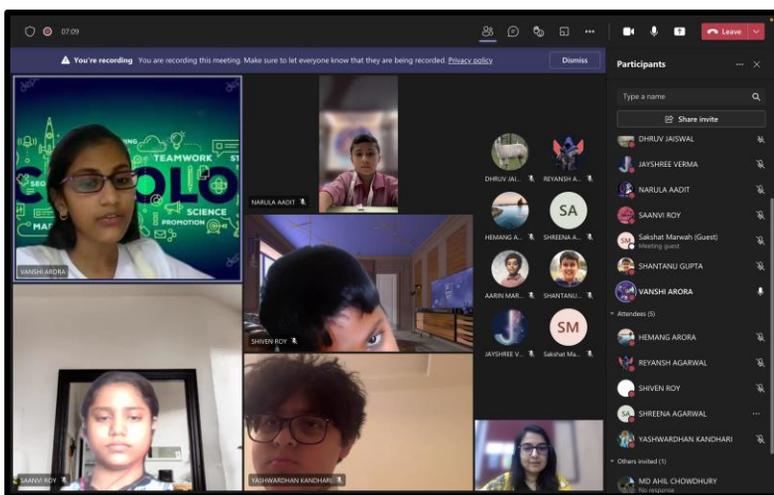
Music may inspire us to lead a mindful life.





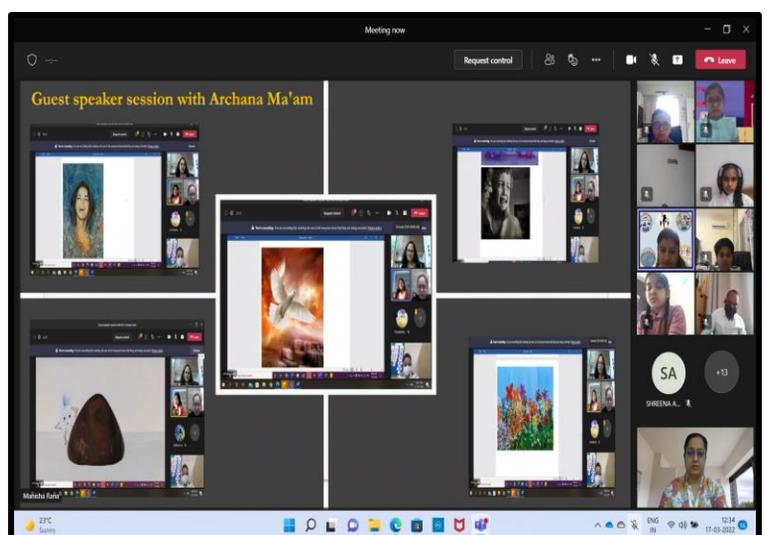
Playing sports may inspire us to achieve our dreams

Sports promotes teamwork and equal opportunities for all



Technological advancement can lead to social awareness

Visual art can serve as a tool to promote equality and well-being



Parent Child Program

A Parent child program is a specially designed program to help toddlers prepare for 'Pre-School' phase. The program helps in emotional, physical, intellectual, social and creative development of the baby, it helps kids to be more independent, develop imaginative thinking, enhance gross/fine motor and hand-eye co-ordination skills. The Parents get a chance to be part of initial learning journey of their child and are exposed to the learning activities which are full of fun and leading to the source for experiences that a child can have in the early years, making it the most powerful tool to influence the child's early development. Also, the program builds trust and understanding between parent and child and strengthening the bond.



Physical play

Physical play helps a child to develop coordination, balance, gross-motor skills (large movements like crawling and walking) and supports cognitive development.

Dance

Children learn to coordinate and control their bodies and the movement helps them develop spatial awareness



Music

Children learn to focus; it also helps in enhancing memory. Children learn to sing the song and explores instruments.

Story

Through stories children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the world.



Parent Child Program

Play based learning

Play improves the cognitive, physical, social, and emotional well-being of children. Through play children learn about the world and themselves. Children master skills that helps develop self-confidence. Using play as a context for learning various concepts, children explore, experiment, discover and solve problems in imaginative and playful ways.



Art

Art encourages creativity and imaginative thinking; it allows children to develop hand eye coordination and can help them hone their creative problem-solving skills.

Drama

Through drama children enhance their creative skills. Children learn to express their thoughts more creatively. It helps in improving the communication skills and understand the world around them.



Student Support Department

Student Support Department consist of 3 segments at Genesis.

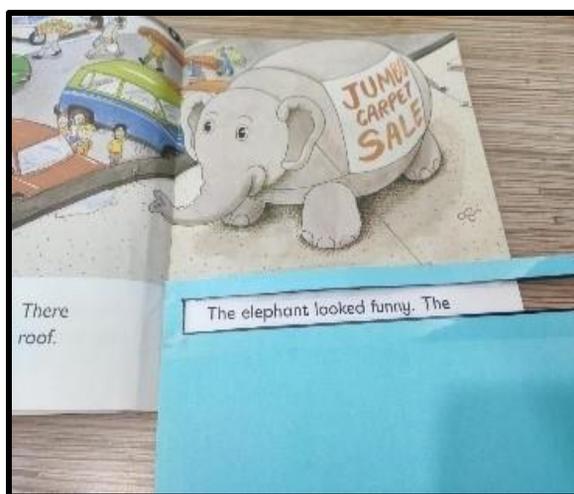
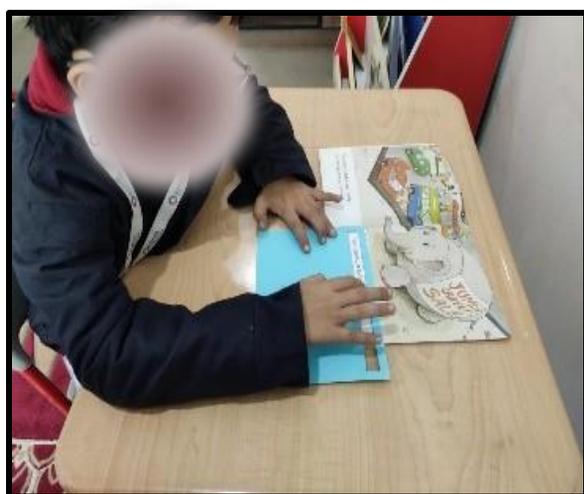
1. Individualized Learning Needs (ILN)
2. English as a Secondary language (ESL)
3. Elementary Hindi. (E Hindi)

Individualized Learning Needs (ILN)

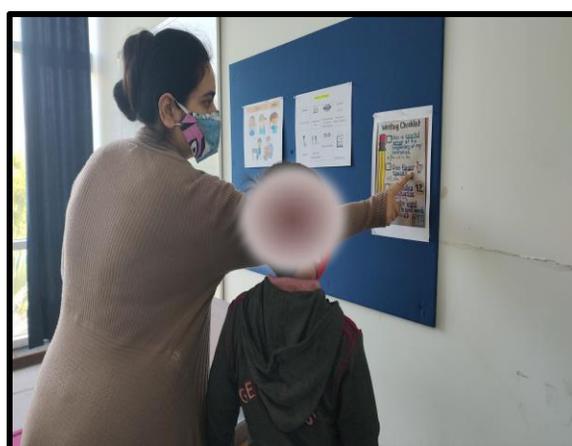
Individualized Learning needs has been one of the strongest pillar of Genesis since the inception of school. With a strong belief that individual differences and diversities are central to heart where all students enrolled should receive meaningful and equitable access to the curriculum. GGS follows an inclusive approach providing students with special learning needs with appropriate support and education within regular school hours. The ILN team consists of special educators, occupational therapist and ILN coordinator and student counsellor.

Our aims for children with Individual Learning Needs are to:

- Support their physical, social, emotional, or intellectual development.
- Give every child an access to the School Curriculum to the best possible extent.
- Include in all activities of the school as possible.
- Involve parents into the development of a partnership of support.



ILN-Remedial sessions.

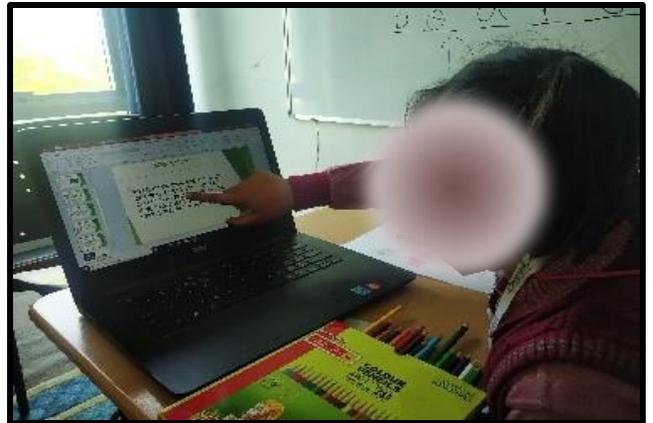




Exploring concrete material

Reading strategy

Visual discrimination strategy



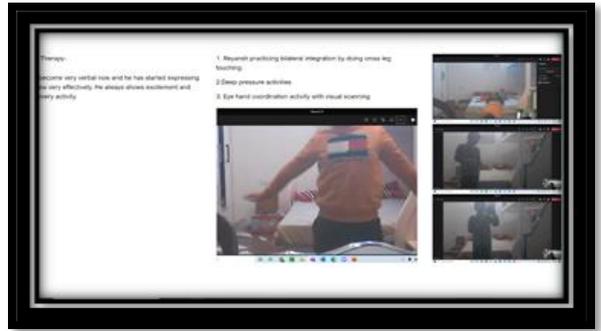
Occupational therapy sessions



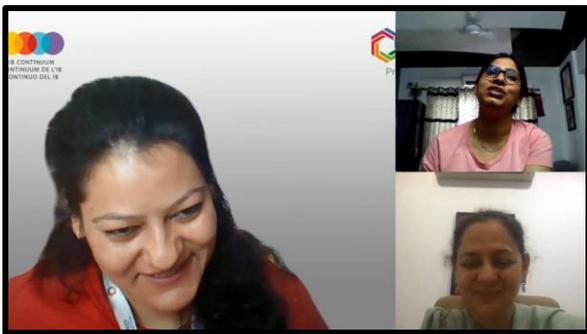
Counselling sessions



Individualized Learning Needs (ILN)



Monthly Newsletter from ILN department is one of the USP of ILN - The progress and the achievements of the student is shared with the Parent along with suggestions for improvements.



Parent Interaction is the core strength of ILN - Being transparent and open communication.



Meetings in - ILN Department – Once in a week ILN teams has department meetings and team meetings to discuss the improvements, concerns and challenges.



Collaboration of ILN department with Specialists

The students of ILN department get opportunities which is a result of the collaboration of 5 different area specialist who explore their talents and love for various activities. We collaborate with Art, Music, Sports, Robotics, Dance and Origami.

Origami and sports sessions, Art therapy, robotics, music



Unique and special programs by ILN department- Christmas and IDSD



Autism Awareness Month in April.-We are amazing 1,2,3

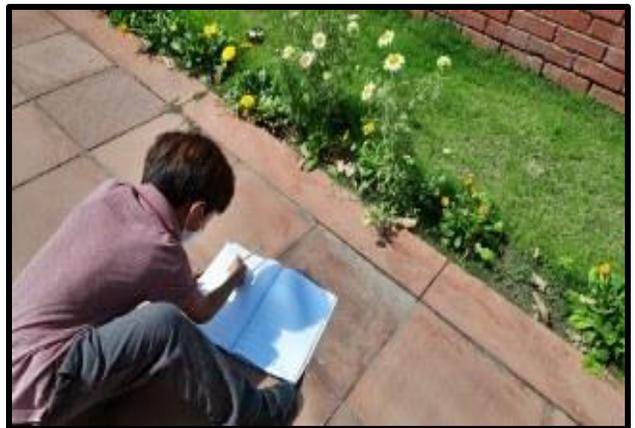
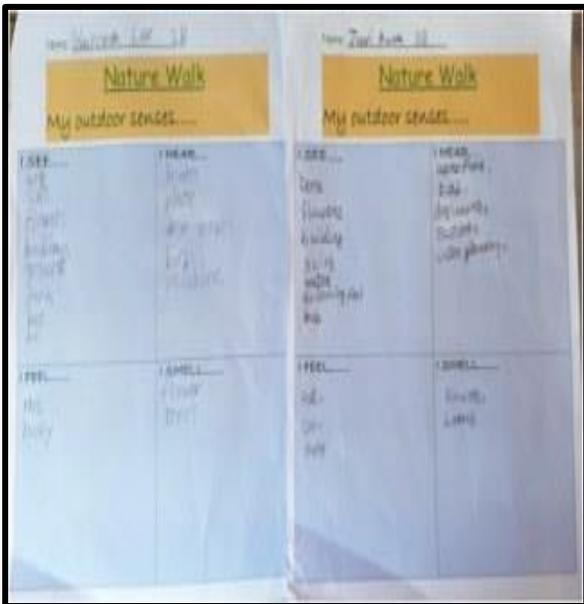


English as a Second language (ESL)

The mission of the ESL Program is to provide a base and support to non-native speakers of English a variety of ESL activities and tasks, which can help them eliminate the linguistic barriers in achieving their academic and personal goals. It helps them gain linguistic and cultural knowledge necessary to advance to learn mainstream subjects in their academics. In PYP there is a team of 5 people in ESL department.

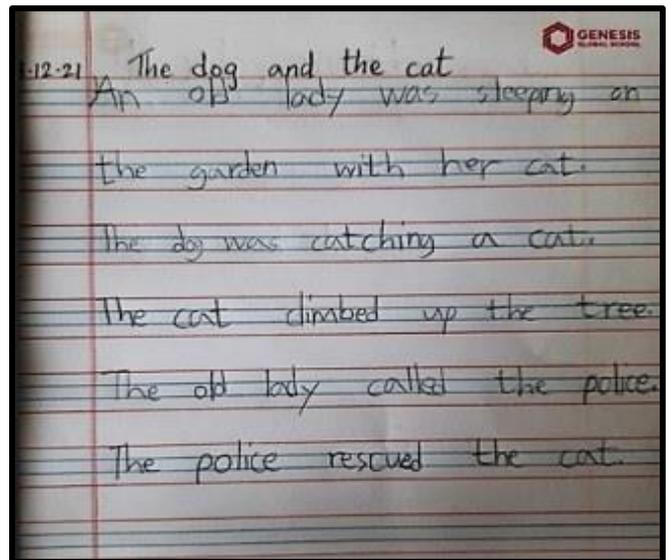
Nature walk activity.

Outdoor to learn concepts.



Flash card games .

Writing comprehension.



Framing sentences using flash cards.



English as a Second language (ESL)

Introduction to learning poetry with rhyming words, Short story- writing with the help of picture.



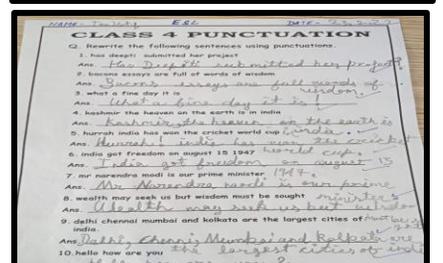
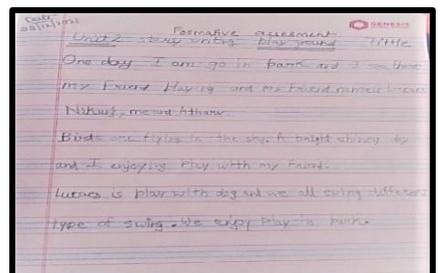
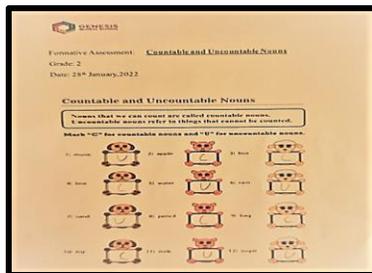
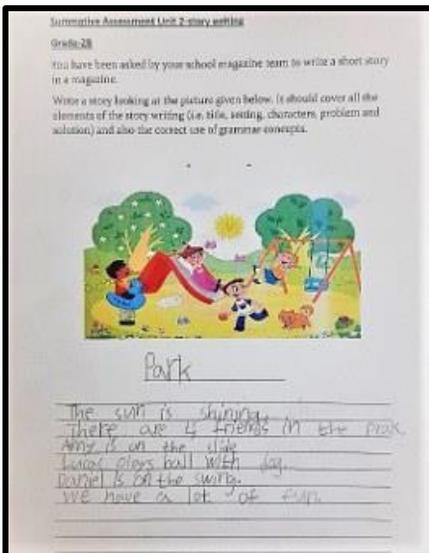
Articles and Nouns
Literacy Planet

Prepositions



Understanding elements of Poem.

Concept of verb through verb city

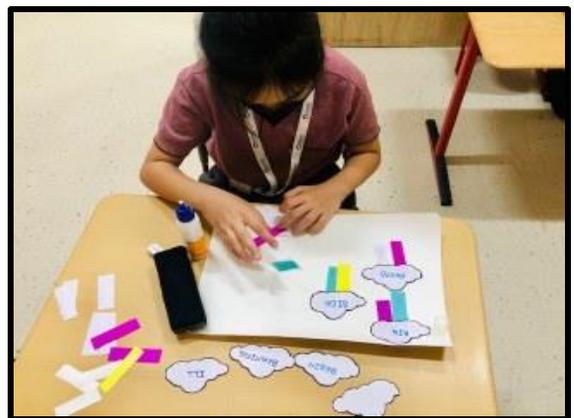


English as a Second language (ESL)

Being happy is part of all curriculum and so our ESL.

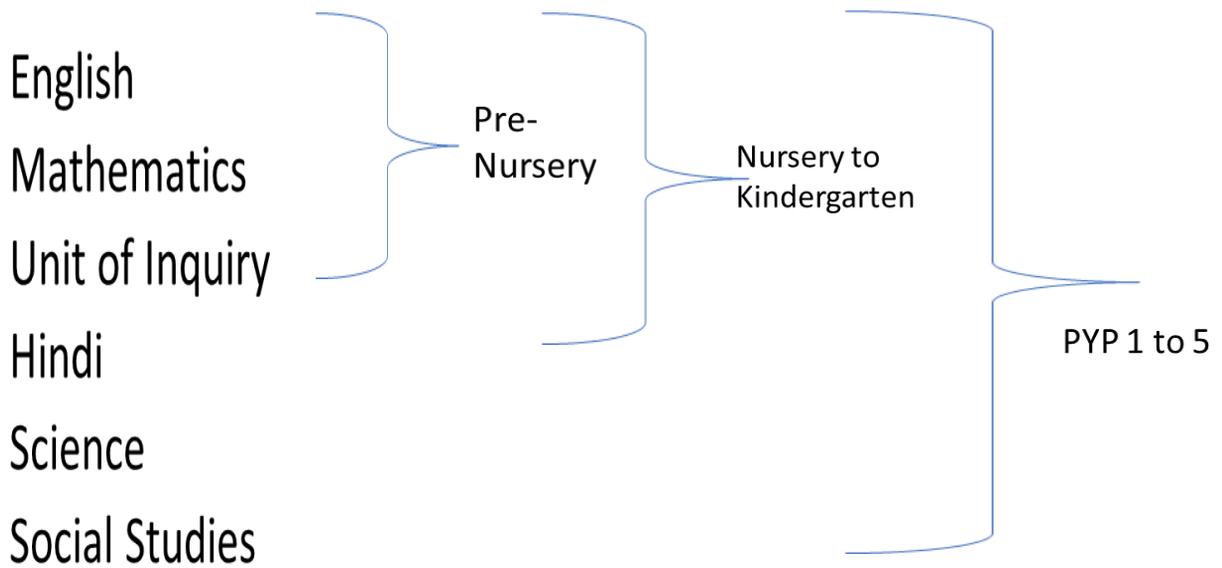


Learning is concentrated on four skills- Reading, Writing, Listening and Speaking in PYP 3.



Academics

Subjects in PYP



Additional Language choice options for grade 4 and 5

French, German, Spanish, English, Hindi

Specialist Subjects

Music, Dance, Design, Visual Arts, PSHE

Pre - Nursery



Learning letter formation with natural material



Forming letter with loose parts



Development of prewriting skills



Identification of letter through scooping- sensory play



Hunting objects and picture beginning with the sound/f/



Pre - Nursery



Identifying the letter in nature



Learning the sound of letter /u/ by going under the table



Picture reading



Joining the dots

Nursery



It's fun to read and form the words



Flip the egg



Multi-sensory techniques
Making words with play dough



Inquiry in the capital letters

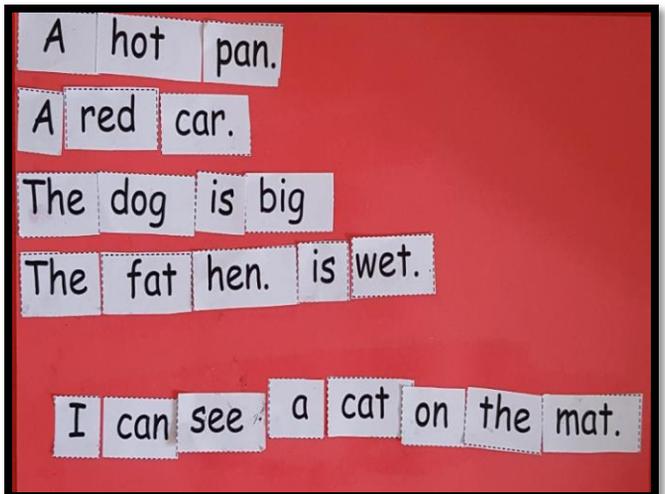
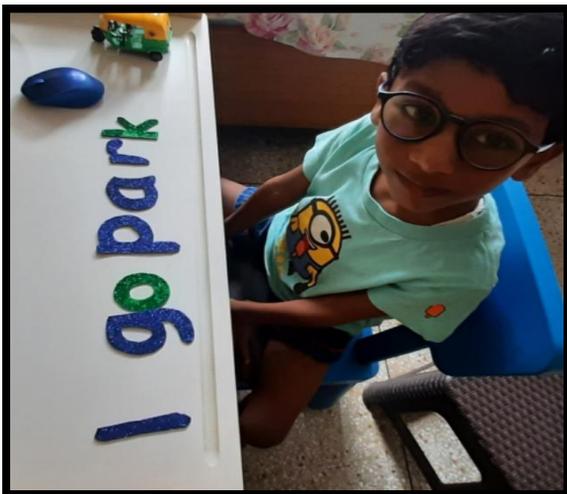
Kindergarten



Sorting right words-Feed the shark

Multisensory Techniques

Word Building and sentence structure activity for reading, Sense of sight , hearing and touch



Station rotation : sorting, matching , auditory , visual presentation



PYP 1



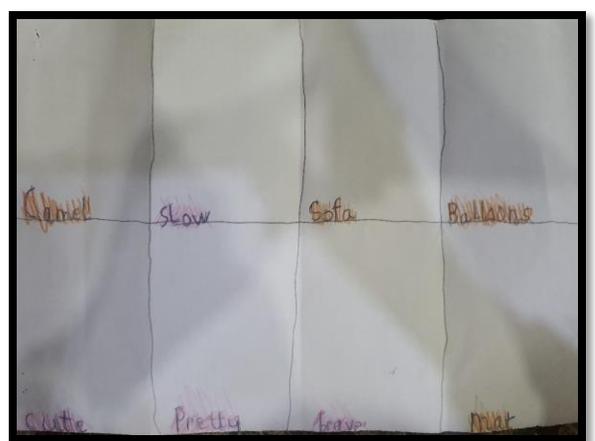
Riddle Bingo

The students enjoyed playing bingo by guessing riddles.



Cut and Paste activity-

Singular and plural tree- The students sorting different nouns in singular and plural category.



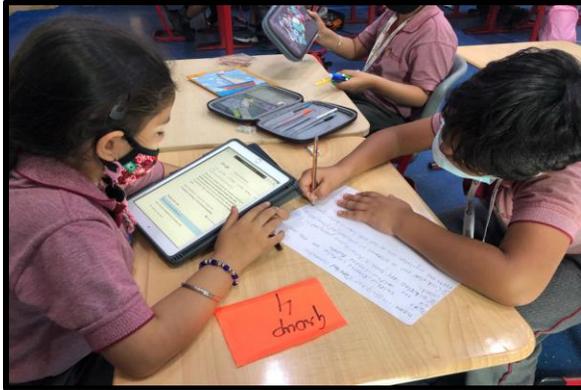
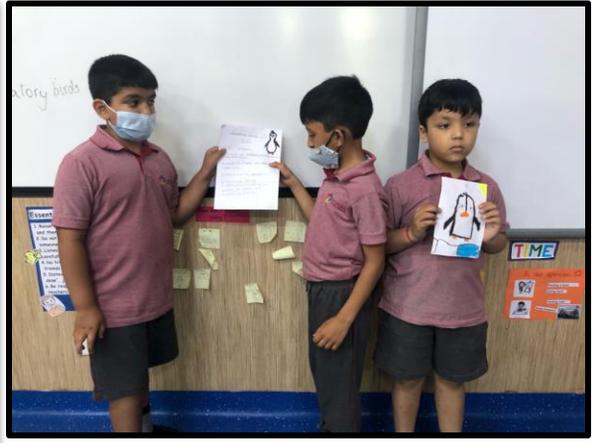
Enacting their favourite character



PYP 2

Research work

The students used their research skills to inquire into and wrote information text and then presented the same using their communication skills



Sorting of countable and uncountable nouns



PYP 4

Role play

Enhancing communication skills by planning and presenting role play on safety measures to be followed during natural disaster



Gallery Walk

Students used their research skills to explore and inquire gathering information regarding specific countries and their special attractions. They enhanced their note taking and communication skills while presenting the collected information.

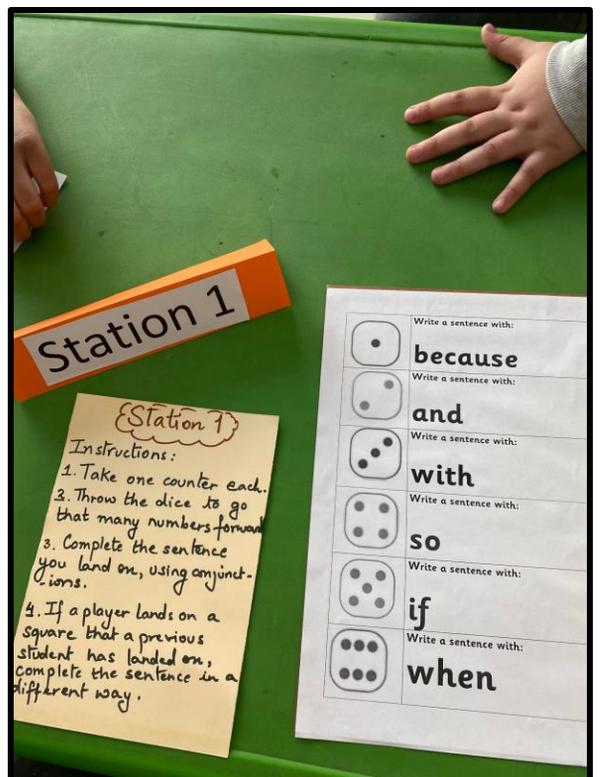


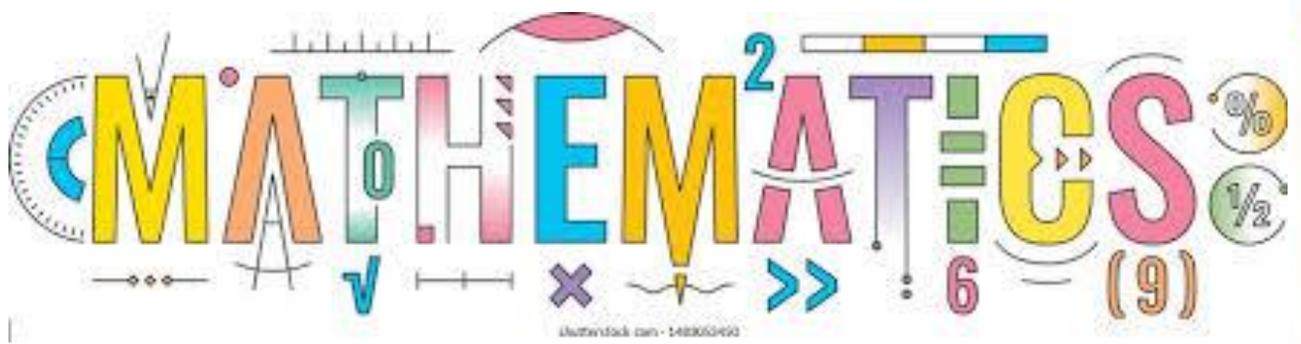
PYP 5

Sorting Activity on Prefix



Station rotation activity - Conjunctions





Pre - Nursery



Understanding the concept of heavy and light through experiential learning.



Learning through play

Learning to quantify with real life objects.



Learning position words left and right through body movement



Sorting and counting

Pre - Nursery



Creating patterns with loose parts and natural material



Enhancement of thinking skills and hand eye coordination

Nursery



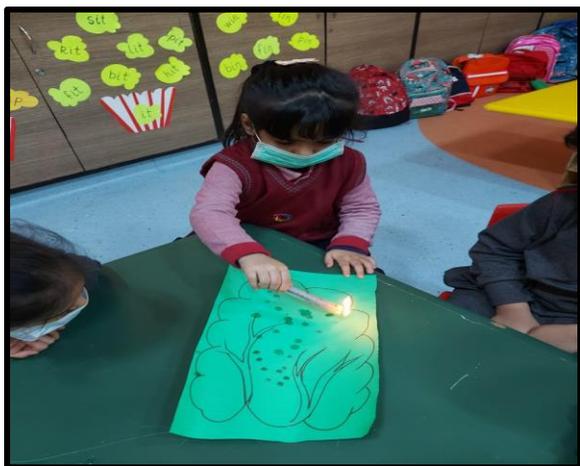
Exploring the concept of money – Opened a market



Exploring the concept of money – Experience a restaurant



Inquiry in concept - Area



Experiential learning in different concept



Nursery



Fishing the numbers – Before and after



Fun with numbers



Fun with shapes



Creating pattern with musical instruments



Nature is where we learn

Kindergarten



Using various resources to understand the greater-smaller concept



Multisensory techniques: Learning while playing- Inquiring about Math concepts through



Experiential Learning- Hop skip and jump (Skip counting)



Fun story session with shapes

PYP 1



Mathomania was celebrated in the entire week. Students explored different floor activities and understood the usage of Mathematics.



Students recapitulated the concept of Tens and Units using ice- cream sticks.



Logical reasoning is an essential skill that lay foundation of learning how to make choices/decisions and solve problems. Students loved learning about how to solve a 'Sudoku' of different shapes followed by a challenge task.

PYP 2

Math Day was celebrated focusing on the understanding of various number concepts like skip counting, value, number operation while playing games like math relay, number snakes etc.



PYP 3

Students created beautiful artwork using 2D and 3D shapes, which they showcased through an exhibition.



PYP 4

Learning angles – 'Its best learnt when done'



Learning fractions – Hands on learning engagement using gram/kidney beans as manipulatives.



PYP 5

Working with the fraction kit



Playing with board games they created





TRANSDISCIPLINARY THEMES



Pre - Nursery



Making their own boats by reusing carton boxes.



Sorting activity



Sensory play



Hunting insects.



Dressing up as insects around us and enjoying insect parade.



Making their favorite insects.

Pre - Nursery



Enactment of stories and role play



Making their favorite insects.



Spotting insects in natural environment



Learning the benefits of honey from Mr. Sajal Ghosh

Nursery



Express using their face expression



Gallery walk



Inquiry in pet animals – Guess who am I?

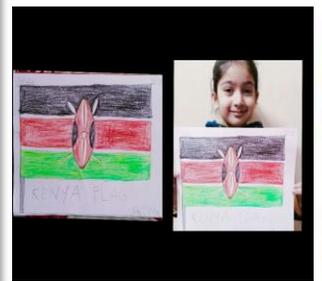
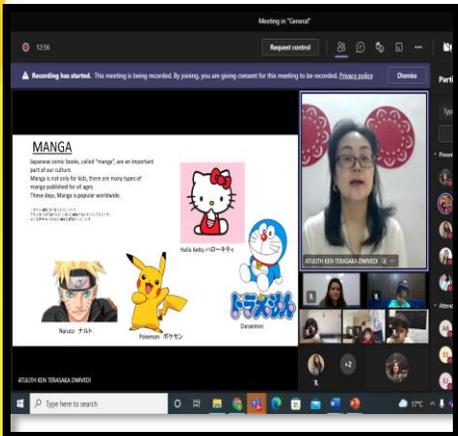
Sensory technique – Making pet animals through play dough



Advocacy and participation – Pet adoption

Kindergarten

Theme: How we express ourselves: Students inquired into various celebrations which are marked locally and globally. They explored the significance of these festivals and how they are celebrated in different parts of the world. They honed their research skills by finding out some interesting facts and information about the festivals celebrated in Africa and Japan.



Guest speaker session from Japan

Guest speaker session about Kenya

Theme: How the world works: Students explored the various types of materials by using Edward de Bono's six thinking hats. They inquired into the characteristics of each material, their sources and their uses..

Kindergarten Factory project:

SDG Life on land: children have recycled and reused materials like card boxes, cereal boxes, toilet rolls, ice cream sticks, baskets, and created things like bird feeders, organizers, pencil stands.



Inquiring into material used in sports equipment and field (TD with sports)



Making a pictograph of different material



PYP 1



Under the theme- Who We Are, Students prepared a questionnaire covering most of the elements of SDG 3- Good Health & Well-being. They interviewed the teachers and students of the school and asked them few questions like should we waste food, what should we do with the leftover food etc.



Under the theme: Sharing the planet, students observed the living things and explained what makes living things living.

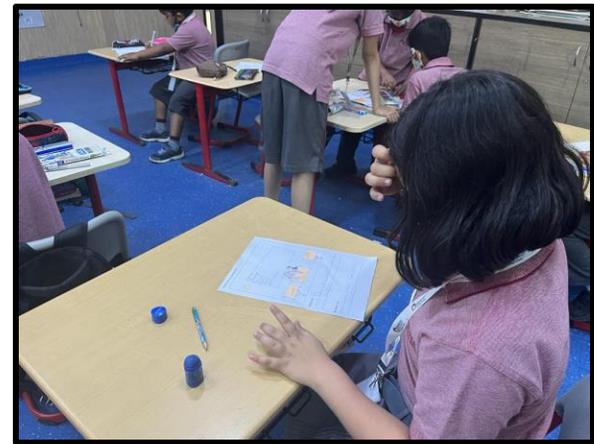


Under the theme: Sharing the planet, students inquired into a life cycle of a plant. A seed germination activity was conducted to observe how a seed grows. They were able to understand that all the living things change as they grow.

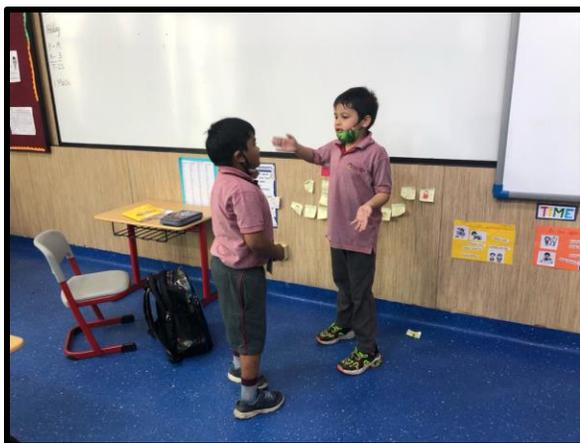
Under the theme: How we express ourselves, students enthusiastically explored facts about South Africa and also explored why it is called Rainbow nation. They further enjoyed making a Zulu cap.



PYP 2

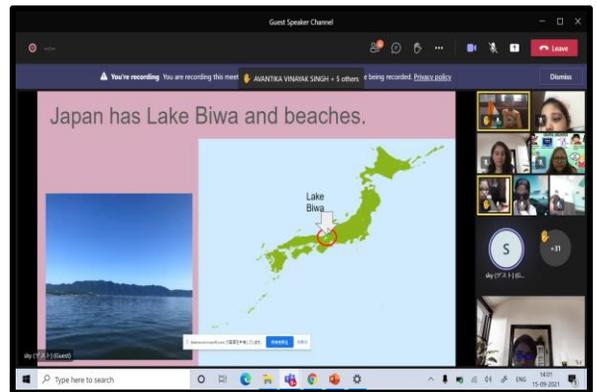
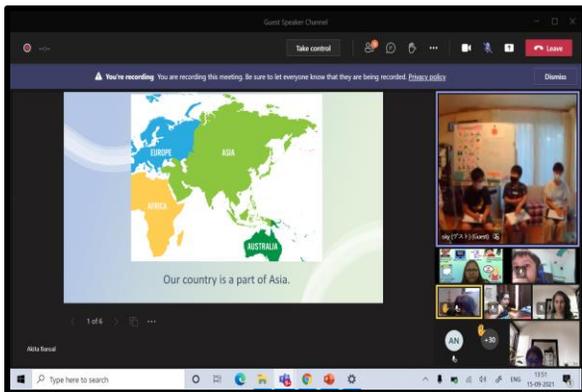


Under the theme :How the world works the students conducted experiments to inquire into the properties of air and reflected on their understanding while reflecting on their scientific investigation sheet



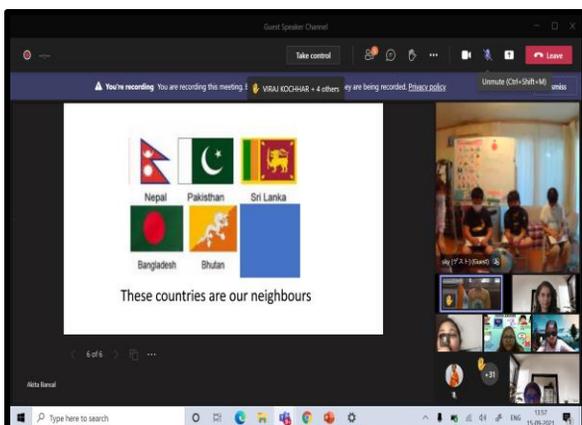
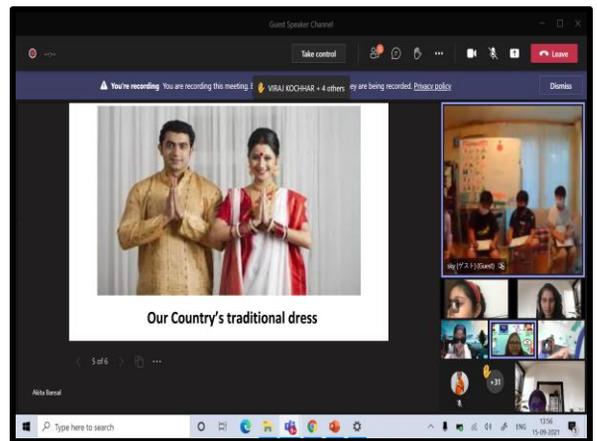
Under the theme : How we express ourselves the students used their social and communication skills and expressed themselves on issues of social importance

PYP 2



Mystery Skype

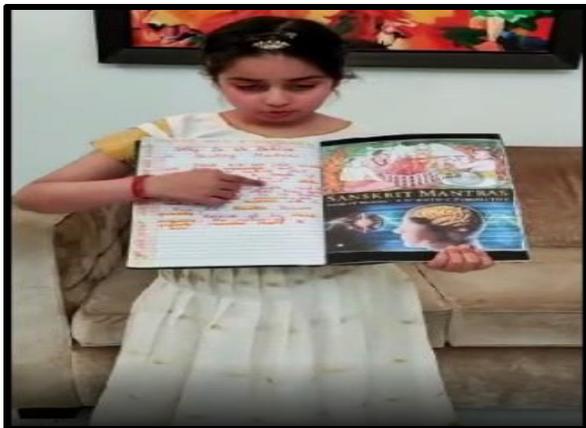
Under the theme Where we are in place and time the students of PYP 2 had a mystery skype session with a school in Japan. The students of both the school guessed each others countries by getting cues from the school about their location , dress and culture



PYP 3

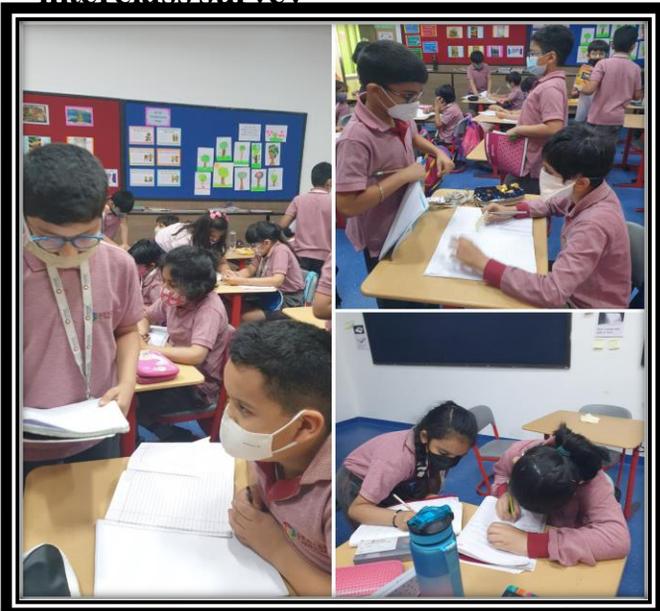
Theme: How We Express Ourselves

Dress to impress: Students dressed up to participate and showcase diversity at a cultural fashion show thus highlighting different aspects of cultural elements



**How we organise ourselves-
Tuning into new unit through
interclass survey**

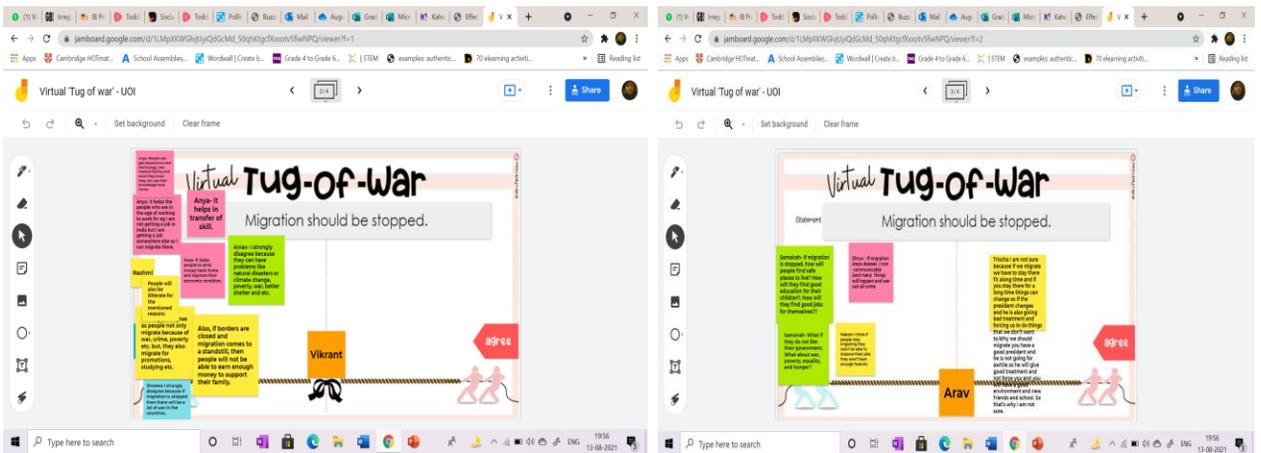
Setting up Mock Market



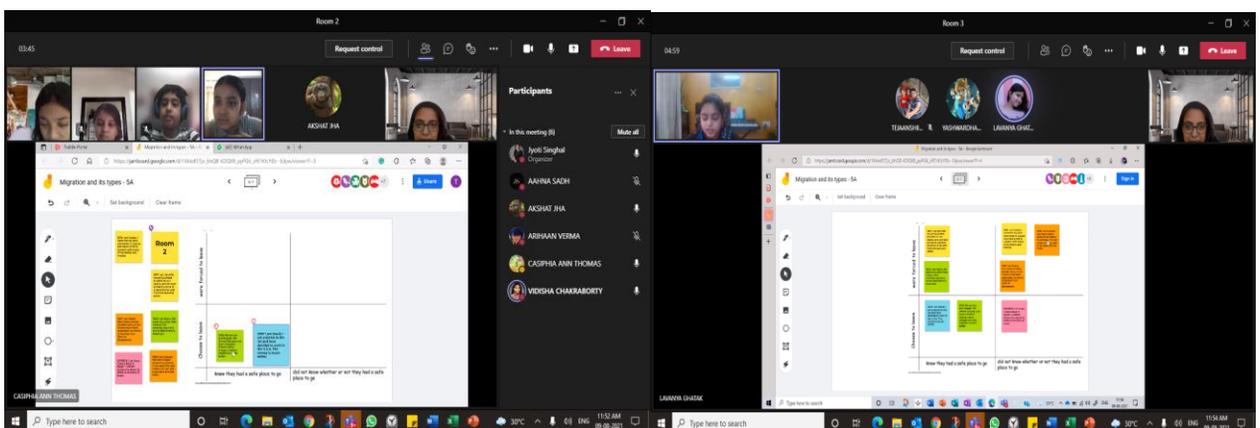
PYP 5

Theme - Where we are in place and time

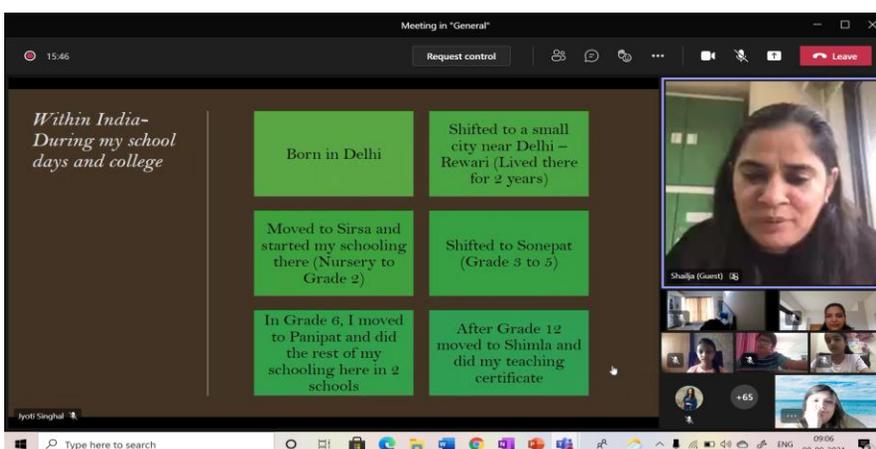
Students enhanced their thinking skills and shared their opinions through 'Tug of War' strategy.



Students enhanced their social skills while sharing their opinions through Google Jamboard. They implemented the **Carroll sort** strategy during this activity.

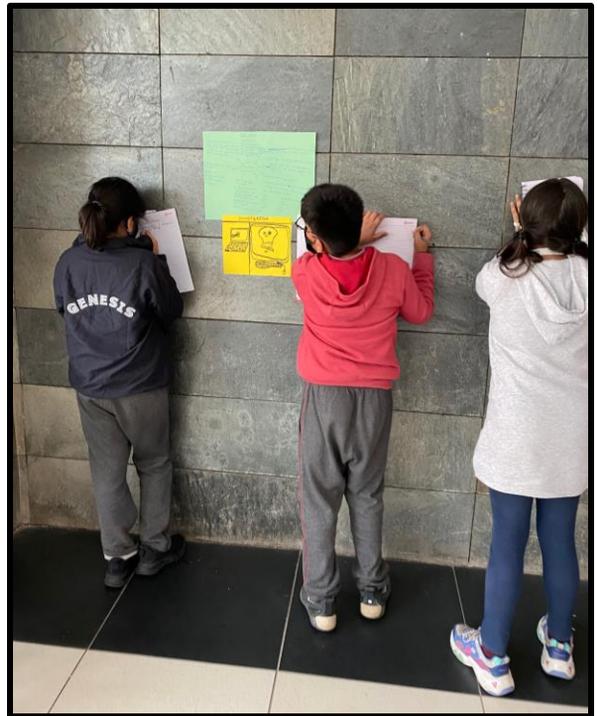
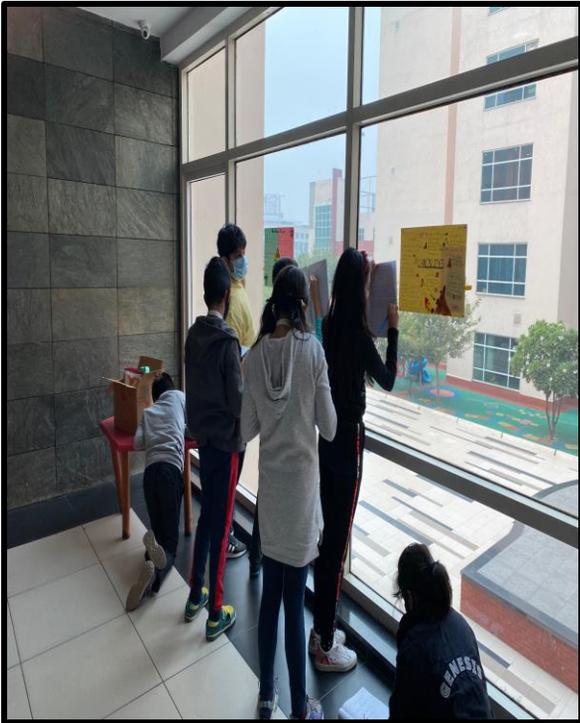


Guest speaker session with Ms. Shailja Datt from Japan



Theme – How we organize ourselves

Students researched on various disasters (natural and human – made) and shared their work through a gallery walk.



Theme – How the world works

Students worked on their communication skills while sharing their opinions through the strategy of **opinion line up**. They shared their arguments on the statement - 'Humans have a positive impact on the environment.'

Humans have a positive Impact on the Environment.

Opinion line up

What do you think about this statement? Do you agree or disagree?

Take a stand
Do you agree or disagree?

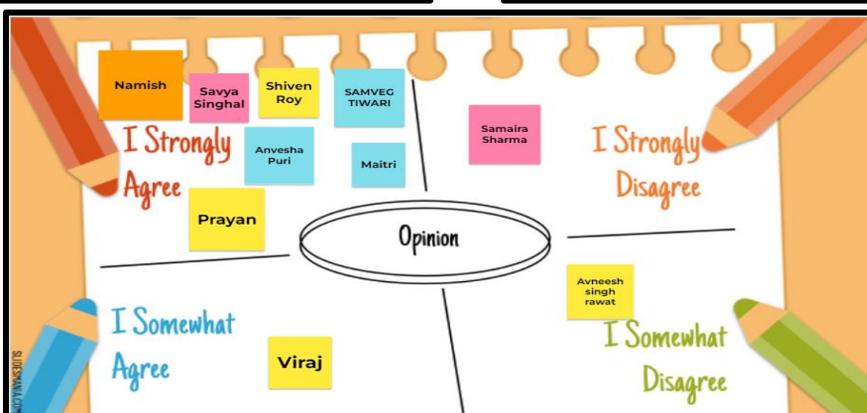
Support your opinion
Give reasons

TASKS TO DO

- Think for two minutes. Take a stand and share your opinion.
- Try to persuade the rest of the group that you are right. Make notes in your notebook.
- Based on the discussion, write the argument of the other side in your notebook.

Humans have a positive Impact on the Environment.

Agree	Disagree
Yashwardhan – (somewhat) humans are helping animals, many trees are planted, sustainability practices	Akshat – pollution, cut trees
Prisha – somewhat – harm by use of plastic, some people are working on sustainable practices.	Ashwika – humans don't support nature
Arihaan – planting plants, using sunlight instead of artificial light	Casiphia – Somewhat – inventions are harmful for environment, pollution–some people support nature
Zian – somewhat – killing animals is controlling the population of animals.	Nipun – strongly disagree – pollution, animal are harmed, food wastage.
Tanay – water being polluted, they are cleaning water too.	Arihaan – pollution, building over nature
Tejaanshii – inventions for betterment.	Vidisha – animals are being harmed, diamond mining
	Aahna – use of plastic in various items which harming nature.
	Overconsumption of fossil fuels.
	Advik – We need to have a balance with nature and transform our habits for a better world.



Science

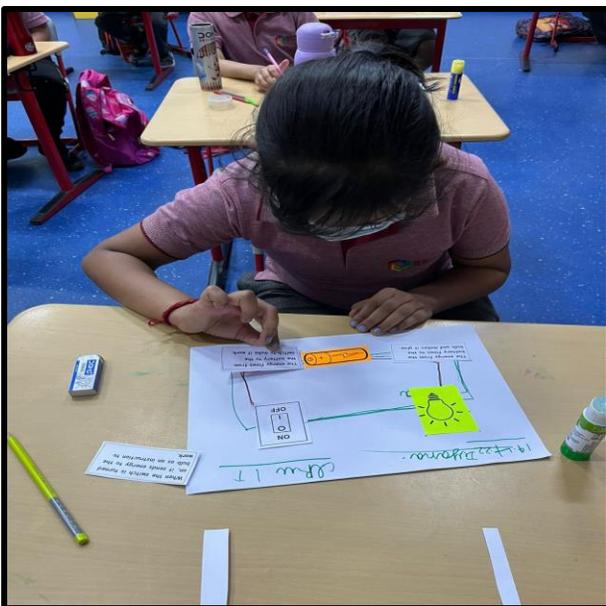


PYP 1

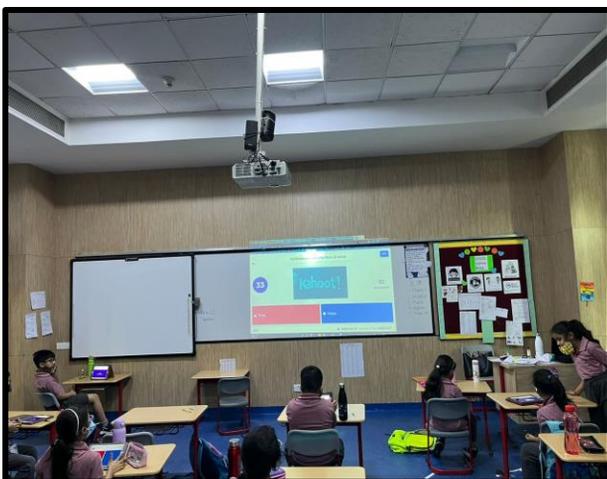
The World of Sounds- In this unit, students explored the meaning of sound. They came up with the notion of sorting the sounds into man-made and natural sounds. The Sound Lab was created for the students to explore different sounds and how they travel.



PYP 2



The students inquired into the working of a circuit and then used their thinking skills to create one using cutout of a battery bulb and connected wires to it. They finally summed up their understanding playing a kahoot as an exit ticket based on the circuit.



PYP 3

Hands on experience with spring balance to understand the measurement of force



Inquiry into 'Materials' using 'What if' visual prompts

Inquiry into change in materials

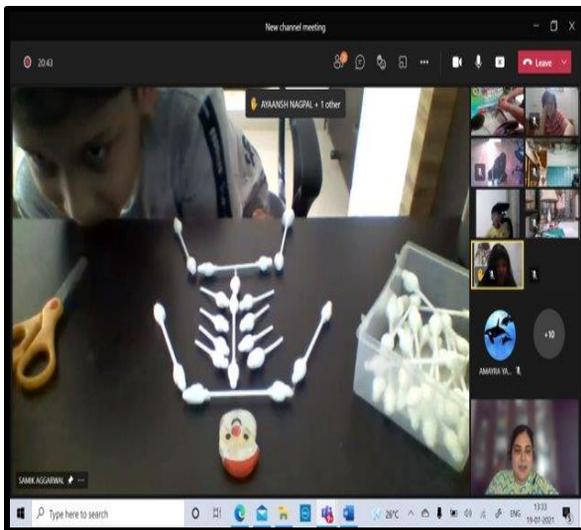


PYP 4

Students inquiring into the change of states of matter for the term 'Sublimation'



Making the skeleton to understand movement of bones and muscles.

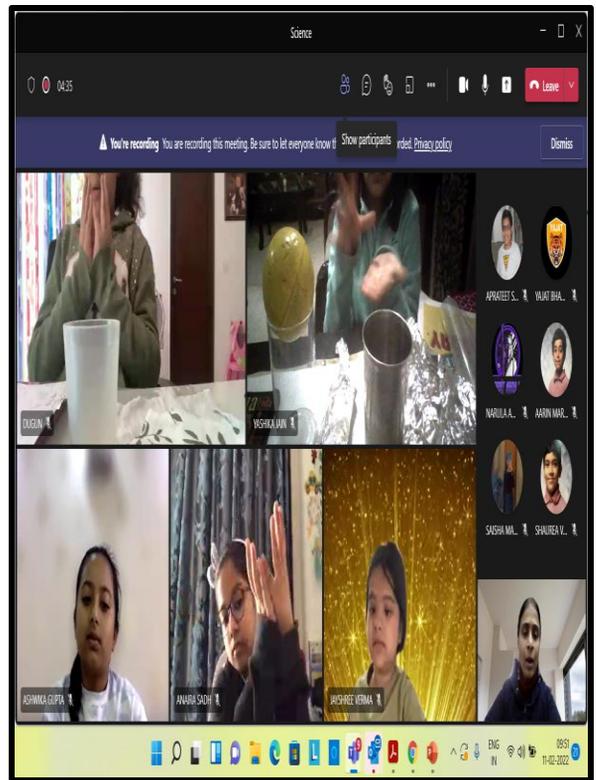
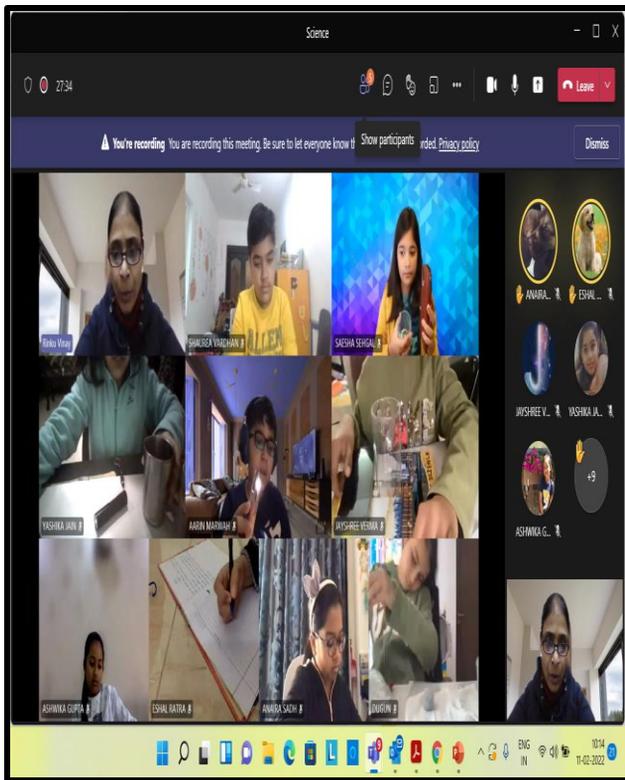


Created a lego city to talk about healthy community



PYP 5

Students conducted experiments to find out the different properties of light.



Students conducted experiments to find out the different stages in the life cycle of a plant.



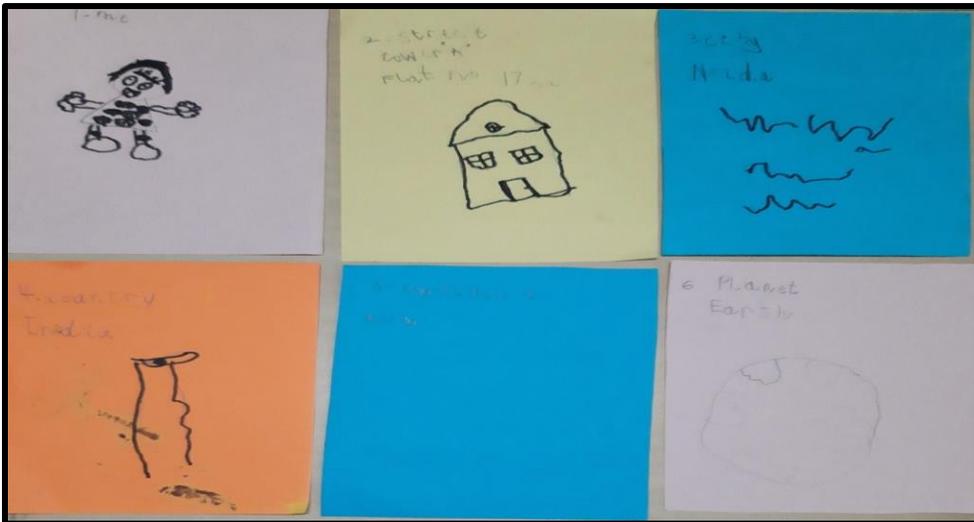
SST

Social Studies

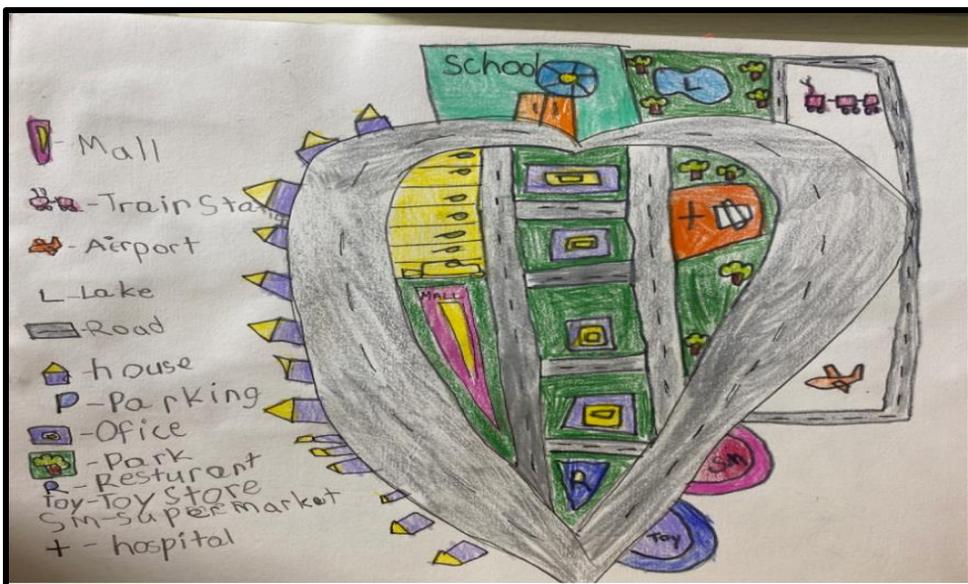


PYP 1

The students created their own Flipbook and located themselves on the world map



The students drew Road map from their home to school



The students reflected their understanding about 3R's through beautiful posters

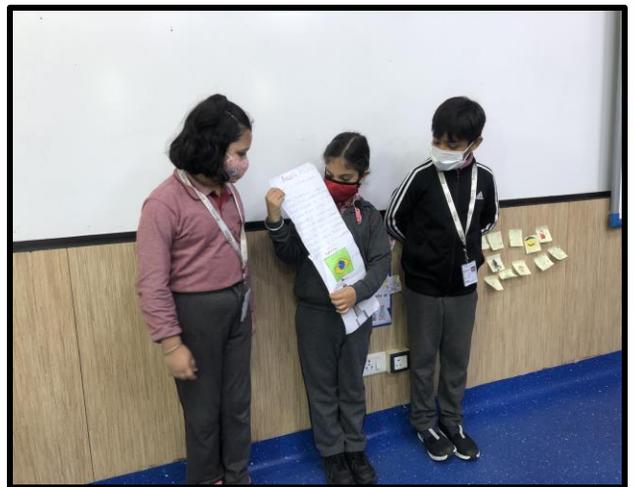
The students understood different cultures around the world, and they made beautiful Zulu cap of South Africa



PYP 2

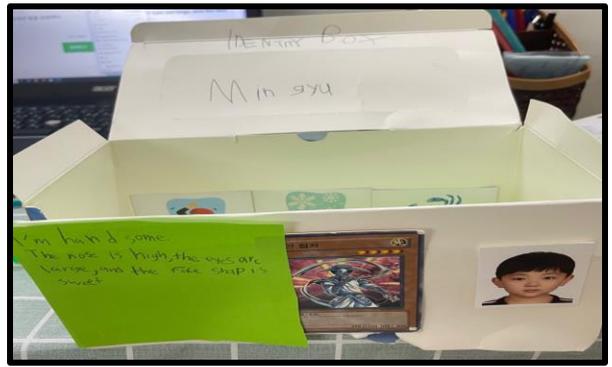


Presentation of the Summative task using the GRASP model for their unit on climate zones wherein the students played the role of a weather man and highlighted facts with respect to the climate , food and clothing.



PYP 3

IDENTITY BOX- Students inquired into the topic culture and identity thus exploring various aspects that contribute towards their identity and their uniqueness.

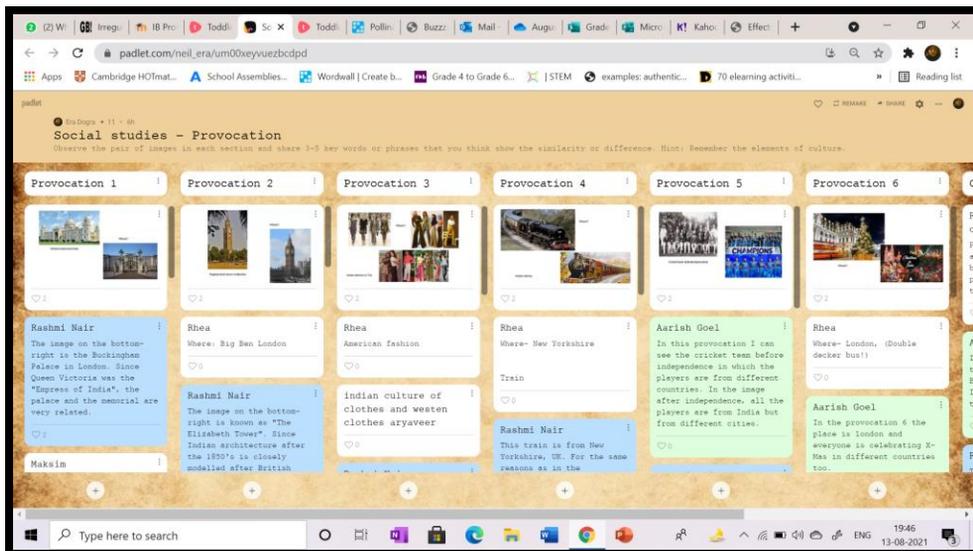
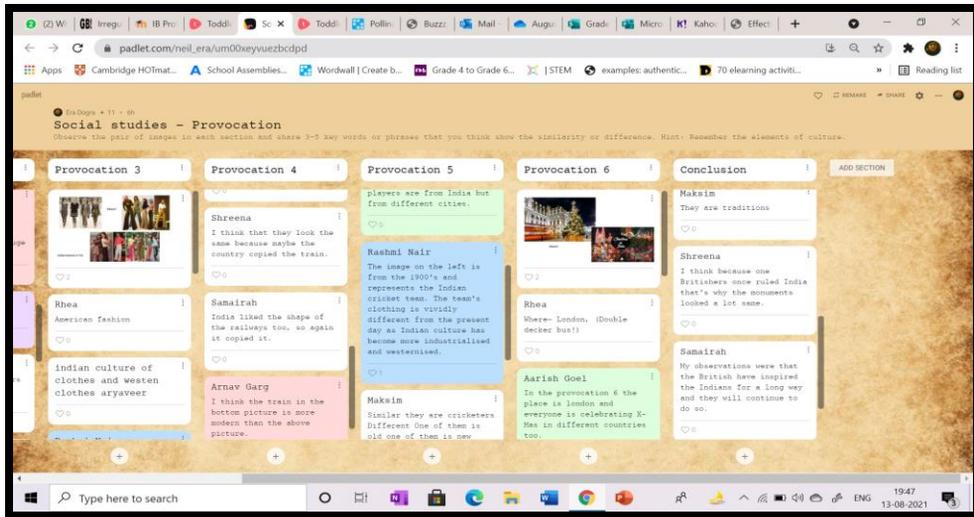


Waste Sorting Activity- Inquiry into waste management

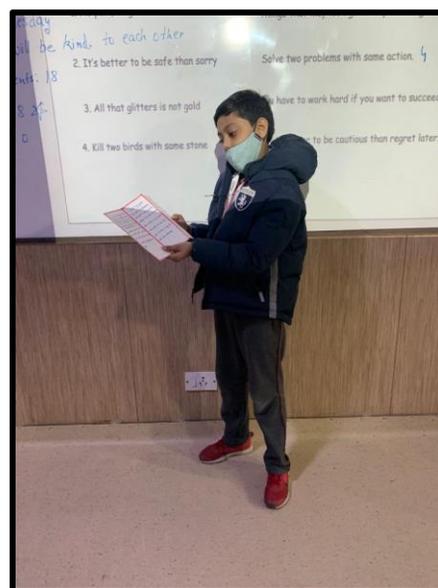
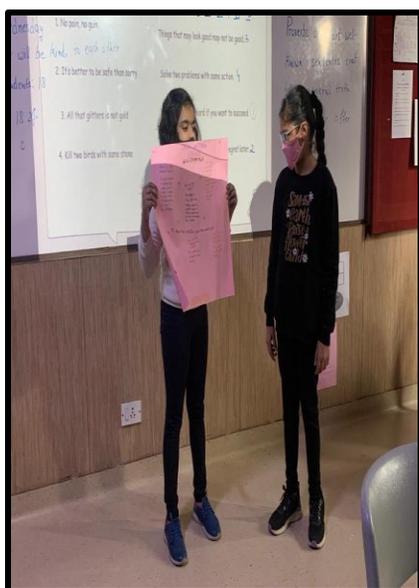


PYP 5

Provocation for the influence of British culture on Indian culture and vice versa.

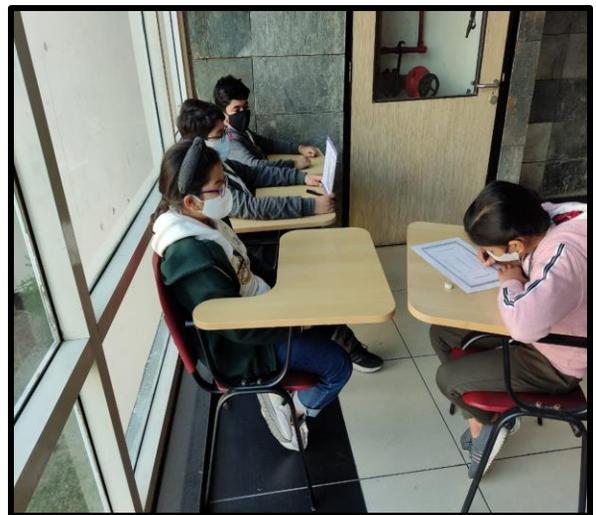


Students presenting brochures introducing their product/service and discussing the details of production and distribution for the rural people.



PYP 5

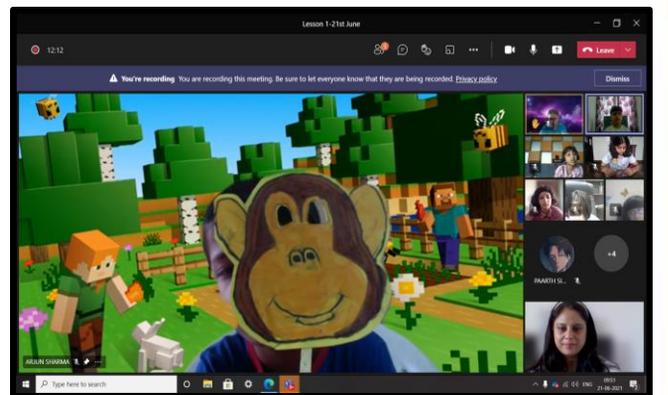
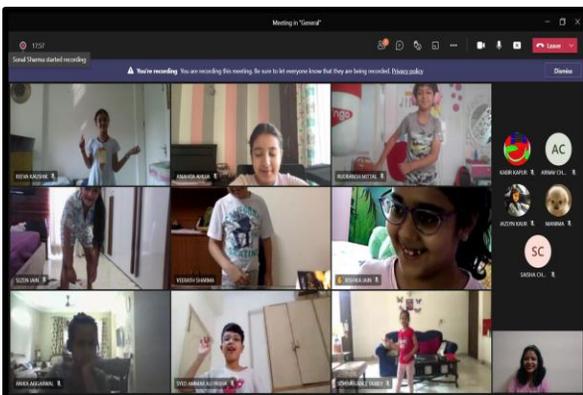
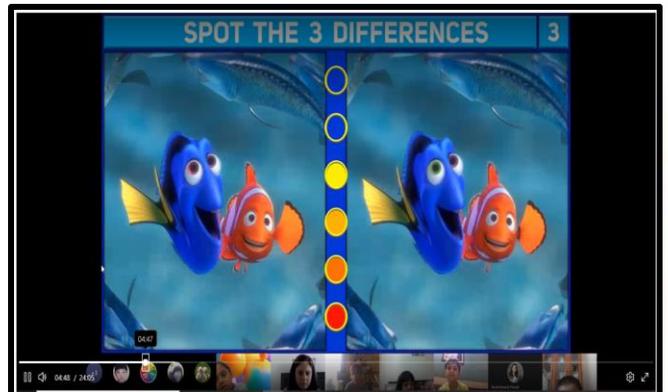
Station Rotation strategy used as a provocation for Industry



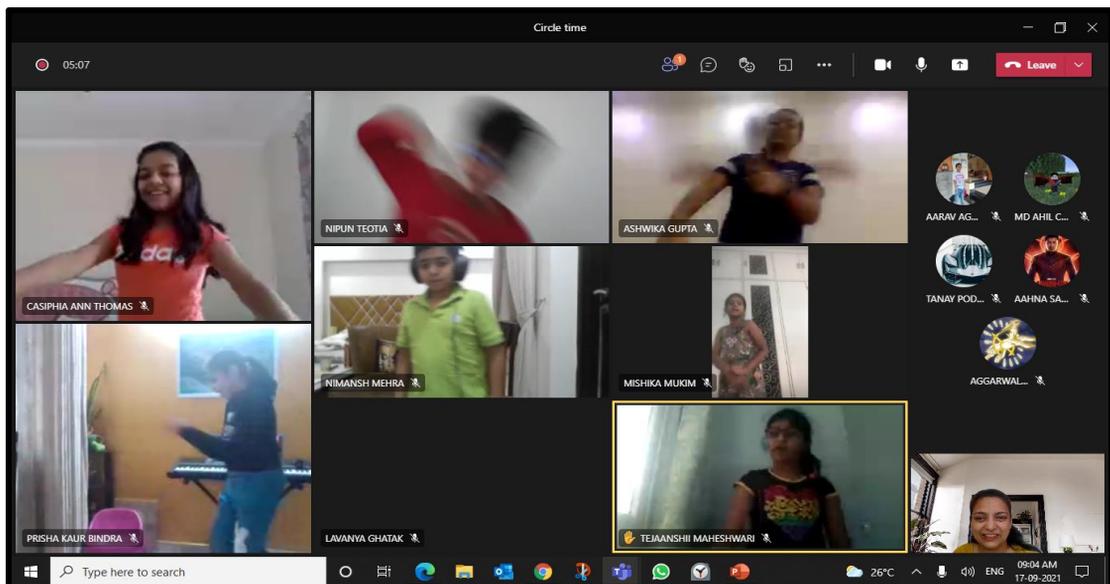
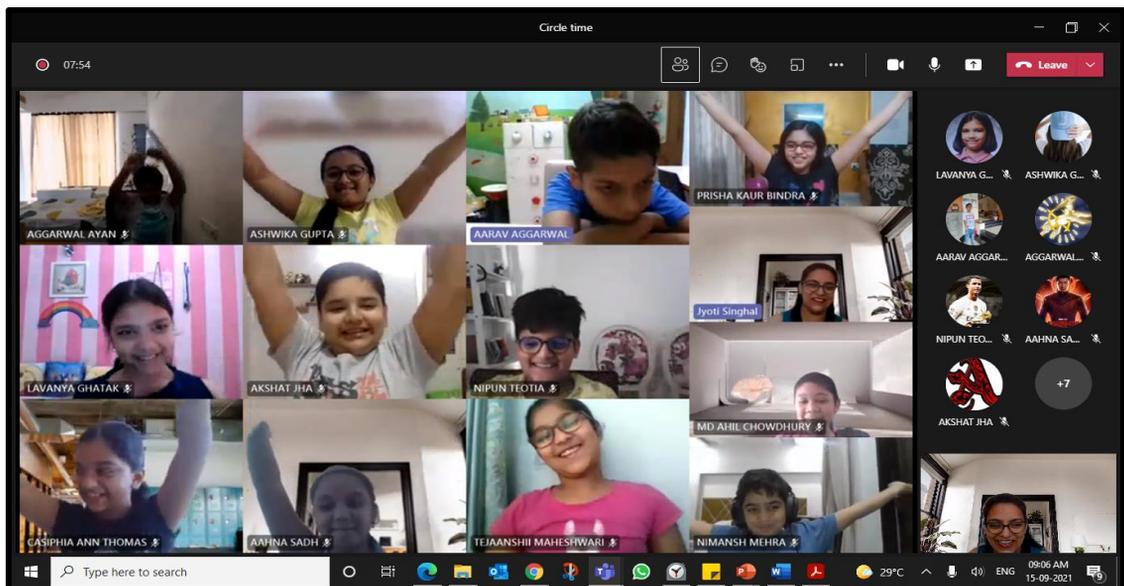
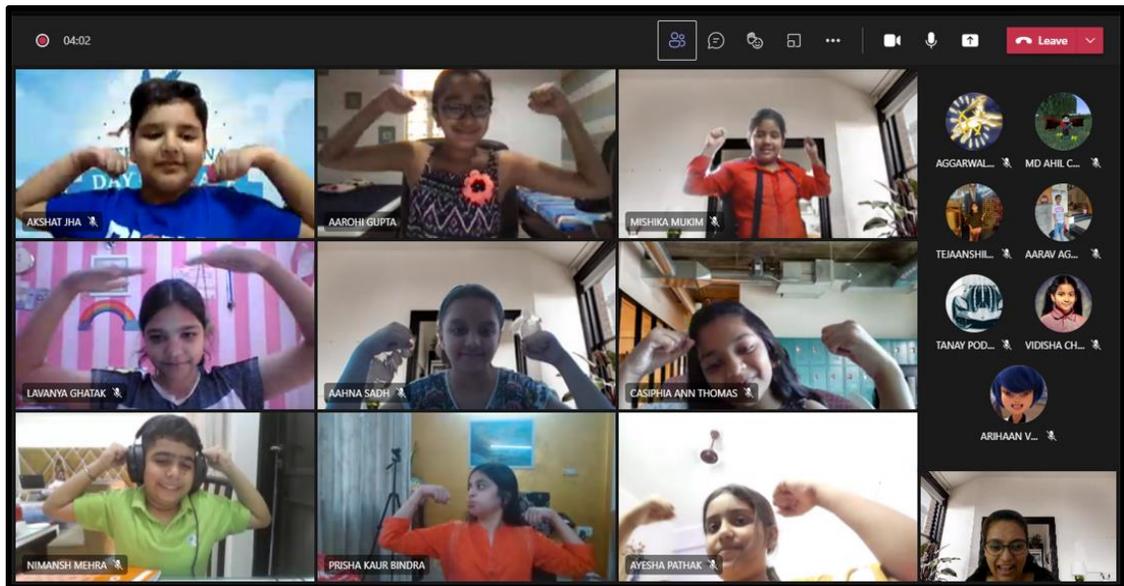
PYP marking local and global events

During Circle time

Circle Time sets the tone for the day ahead as students and teachers unfold the exciting activities together. All days of the week are given special names too! Like ‘Mindful Monday’, ‘Thoughtful Tuesday’, ‘Wonderful Wednesday’, ‘Thrilling Thursday’ and ‘Funny Friday’.



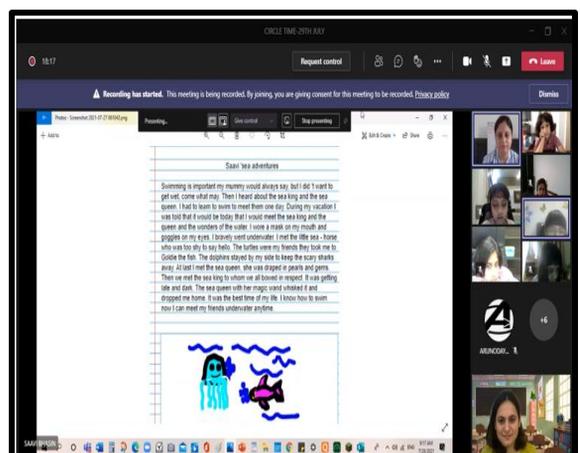
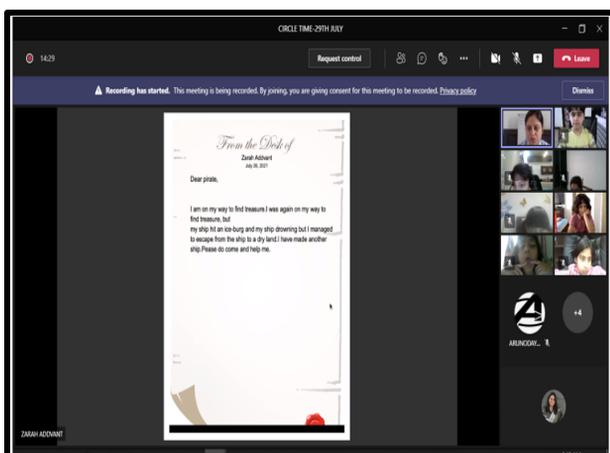
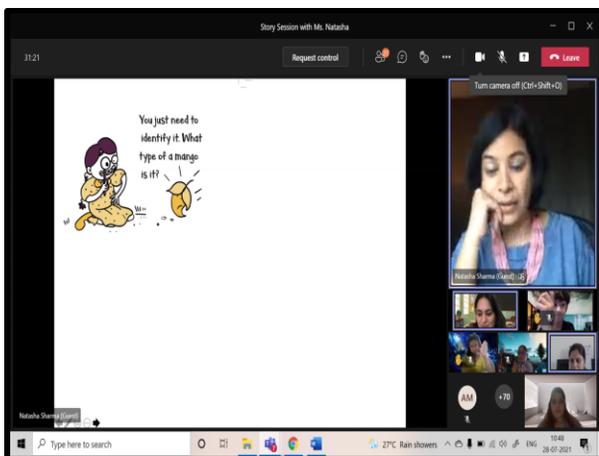
Circle time



Story Sessions



Storytelling is a wonderful way to sow a seed of imagination in young students. Telling a tale not only boosts listening skills but also fosters communication and social skills in children and helps increase a child's attention span. Benefits such as broadened vocabulary, development of thinking skills, use of expressive ways of communication, making connections and predications are profound by-products of story-telling.



PYP 4

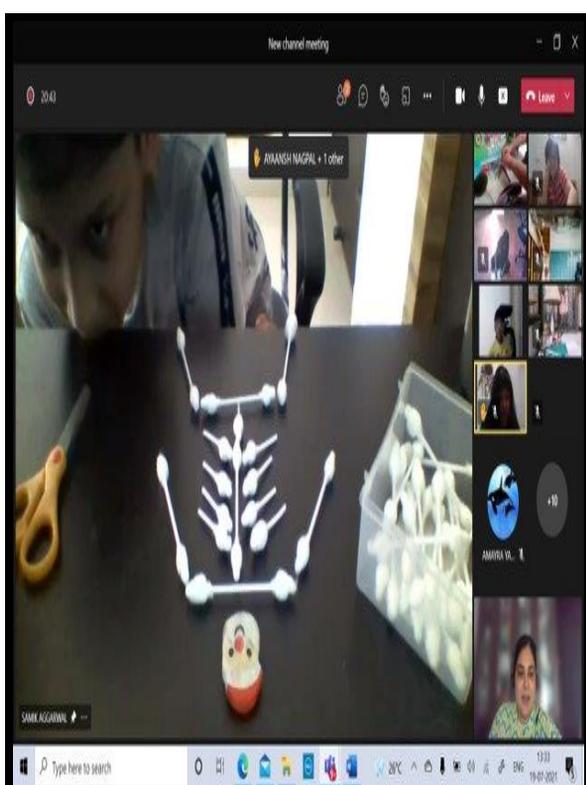
Story telling sessions



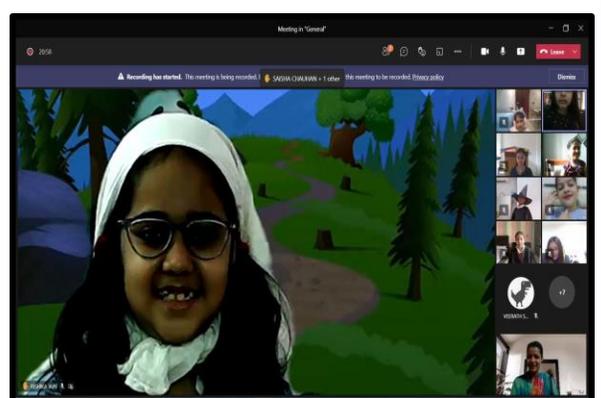
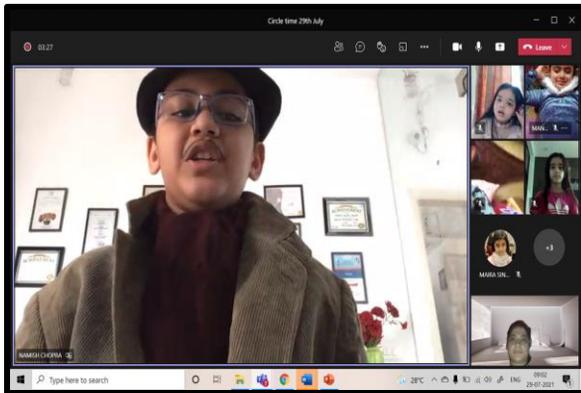
Making the skeleton to understand movement of bones and muscles.



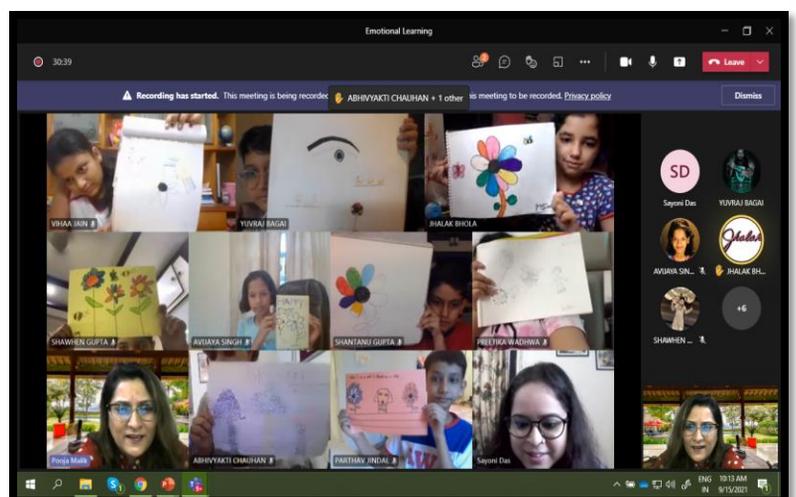
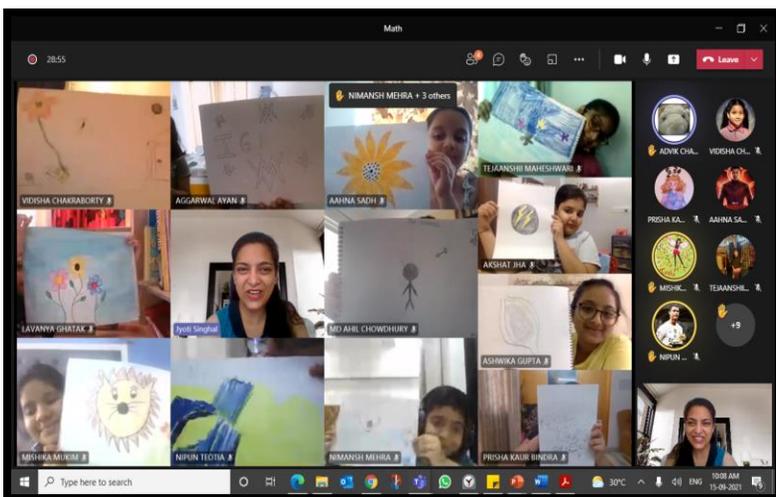
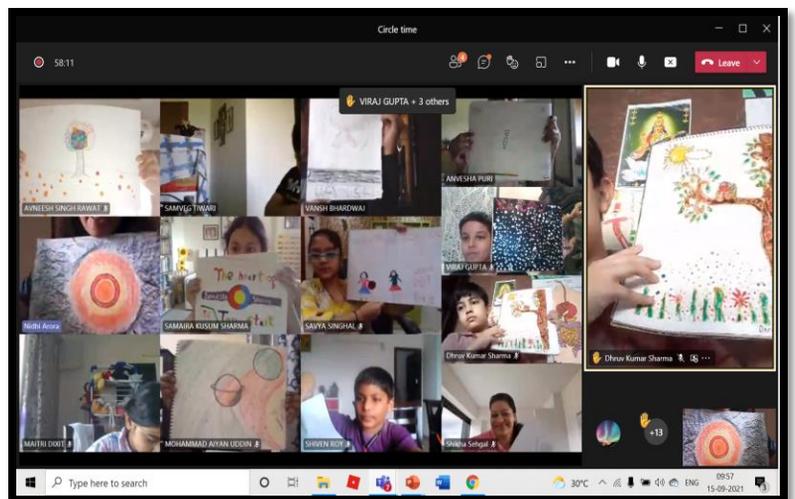
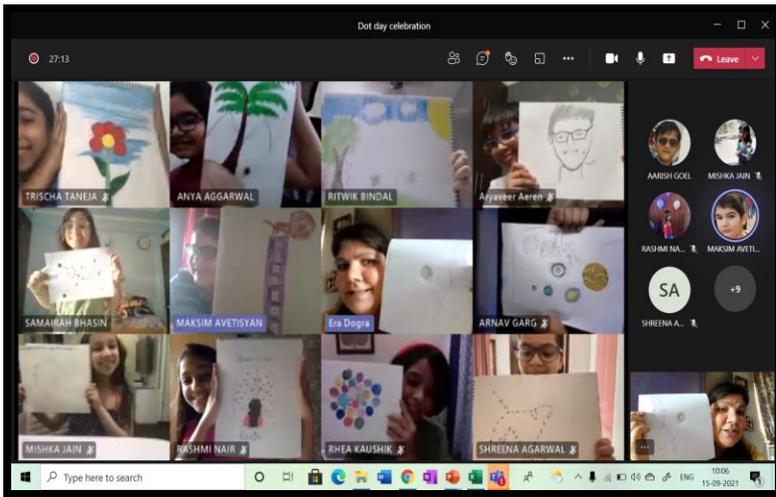
Learning fractions – Hands on learning engagement using gram/kidney beans as manipulatives.



Literacy Week Character Parade



International Dot Day



Spreading Awareness on World Hearing Day.



International Math day – Students of PYP 4 participated in fun filled Math activities - Follow the directions on a Coordinate plane



Character Parade



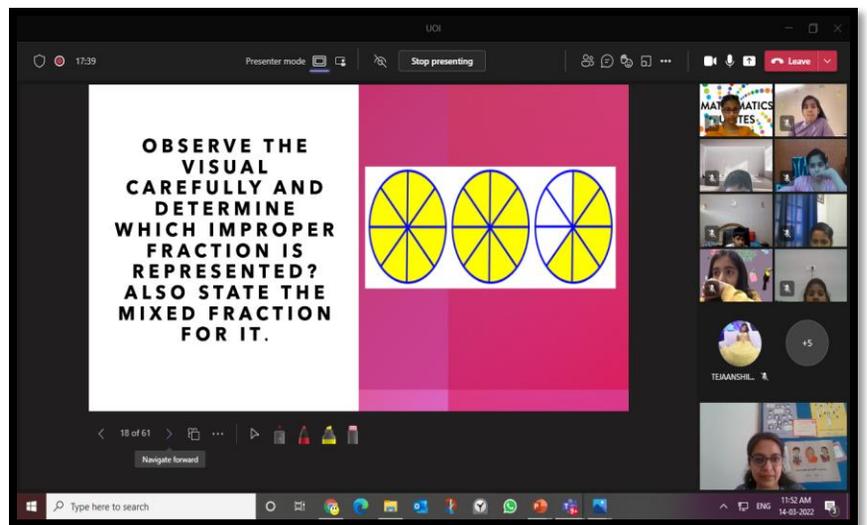
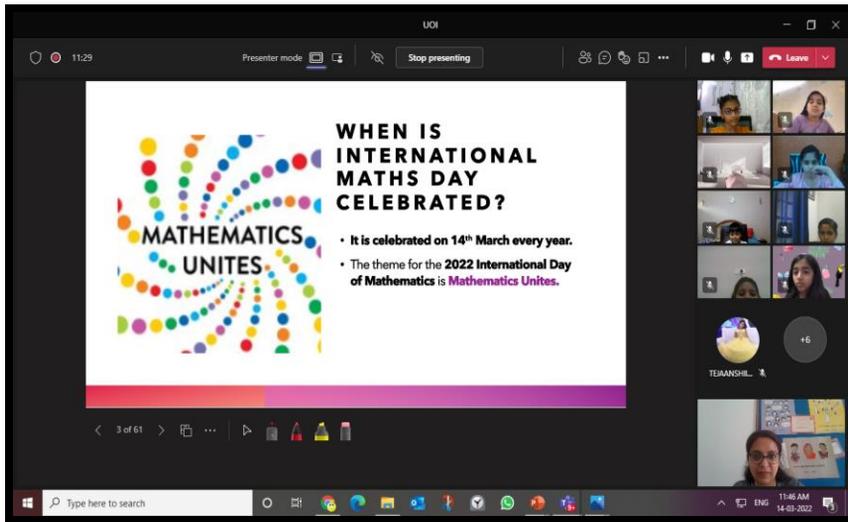
Interaction with Author



Keeping up with the tradition of celebrating our love for books, PYP 4 learners conducted a 'Character Parade' with a fantastic array of costumes from their favourite story book character. They discussed about authors and interacted with an author.

International Mathematics Day

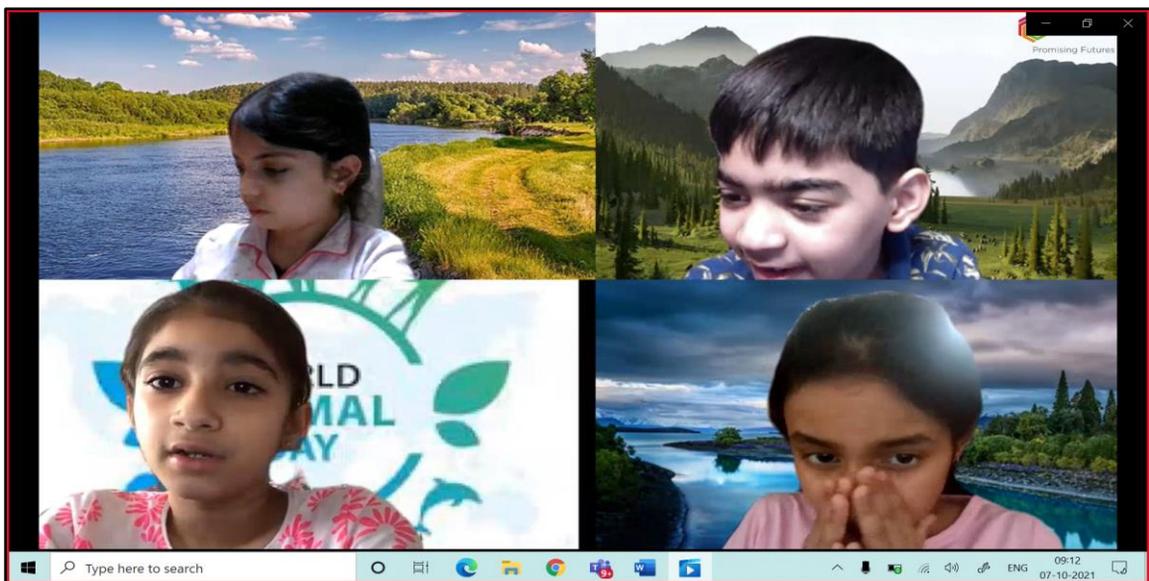
Students of PYP 5 participated in the Intraclass Math quiz to mark the day.



Important Assemblies



Celebrating Christmas – Singing carols

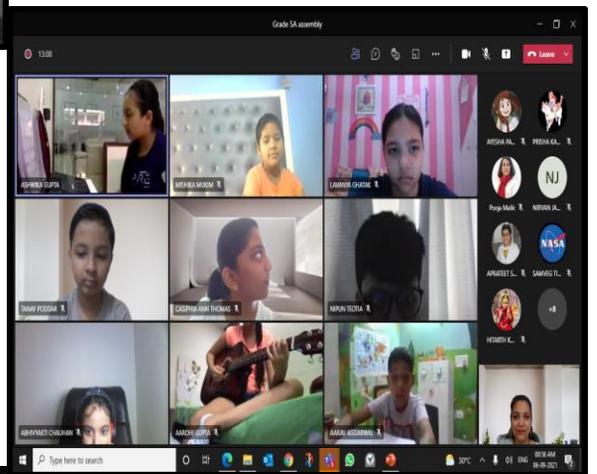


Assembly on World Animal Day



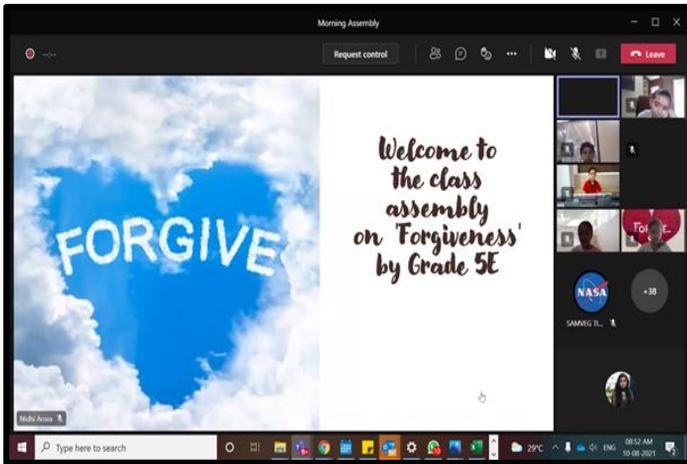
Holi Assembly

Important Assemblies



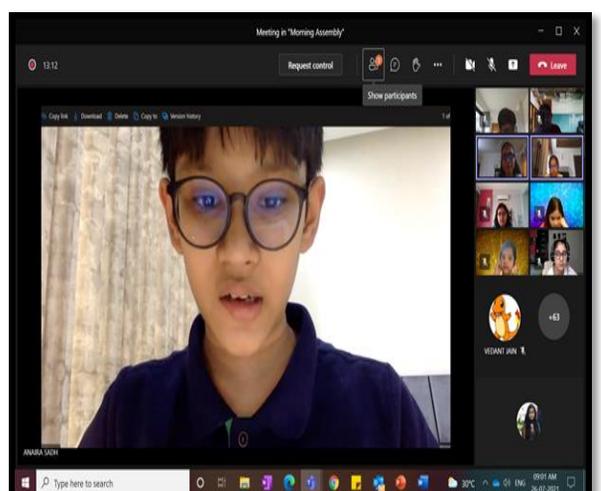
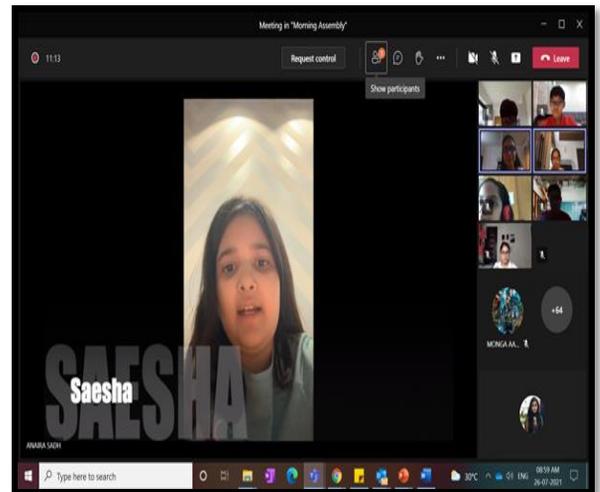
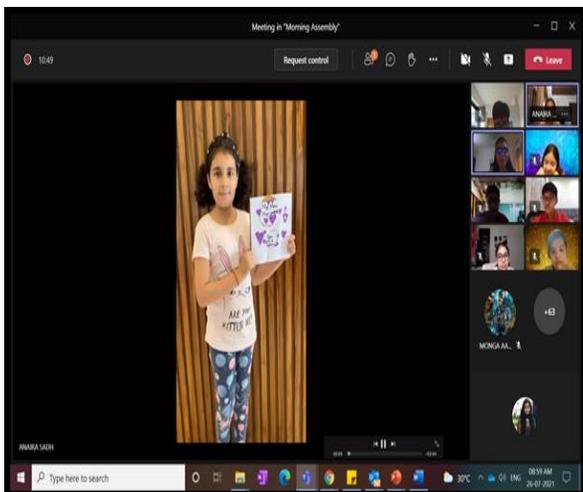
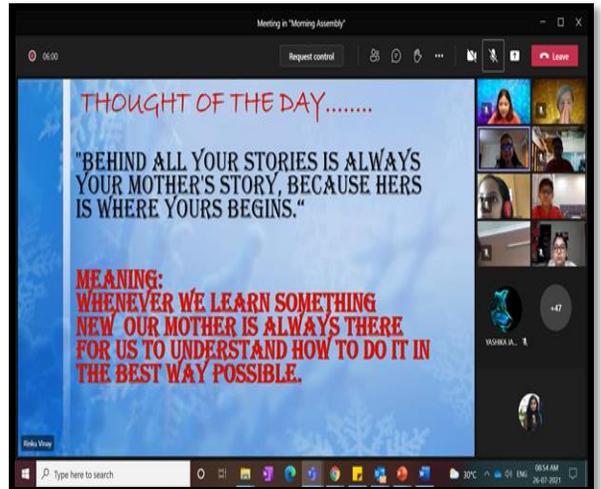
Important Assemblies

Gandhi and Shastri Jayanti



Important Assemblies

Mother Day Assembly



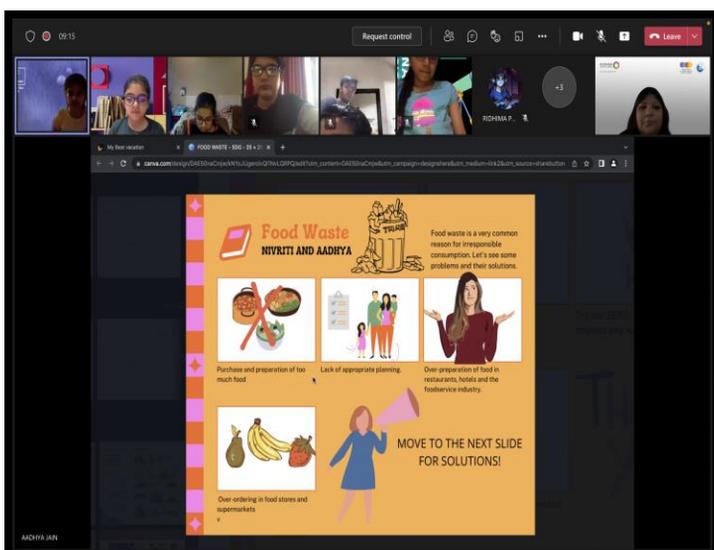
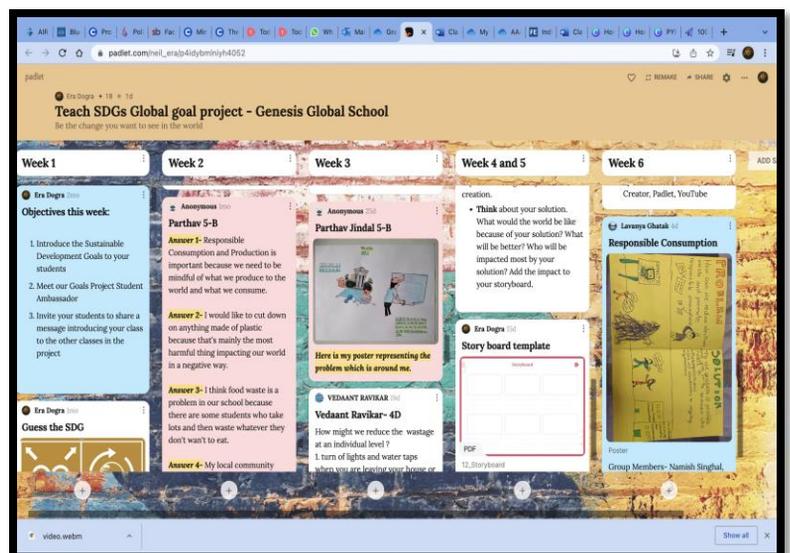
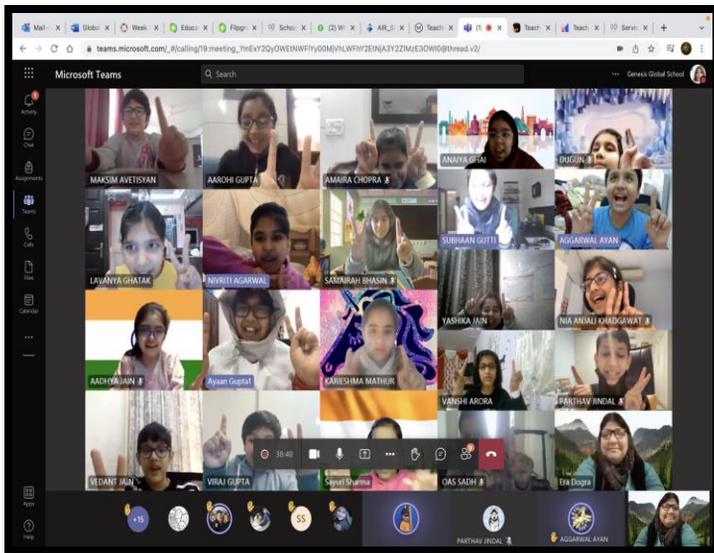
Academic achievements



Teach SDGs Global Project

PYP 4 and PYP 5

Students of PYP 4 and PYP 5 volunteered to participate in the goals project to become a knowledgeable learner and understand more about the Sustainable development goals. Over the course of the project weeks, they explored and brainstormed about problems and possible solutions for their assigned goal, Goal 12 - Responsible consumption and production.



Visual Arts

Achievements, Events,
Celebration and
showcasing

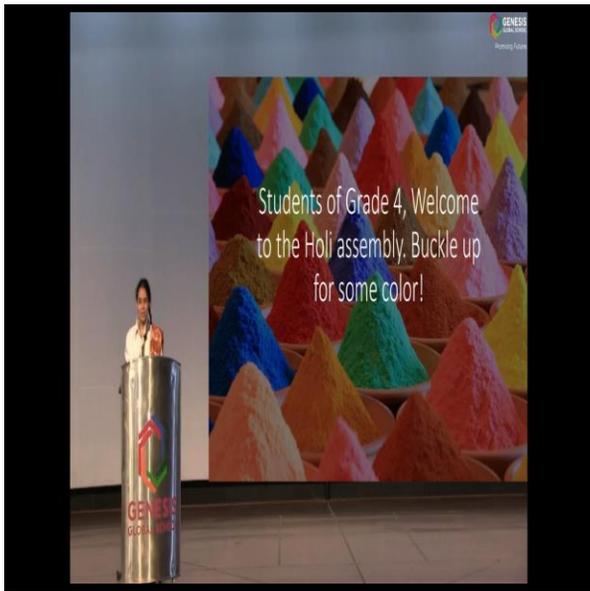
Curriculum Overview (Visual Arts)

The PYP Arts curriculum has undergone some changes this year. It is designed keeping in mind the school vision and mission statements in consideration. It shows the learning and progressions within, across and between the subjects and activities. The transdisciplinary nature of the programme aims at covering different themes through the learning processes, goals, and content. There is a focus on the holistic development of skill sets and knowledge through learning engagements and assessments.

Unit Duration (in weeks)	Unit title (topic/theme)	Unit Concepts (key + subject related)	Learning outcomes / expectations (what the students will Know/Understand/be able to do)	Skills (ATL), LP (<i>plan just 1 to focus on</i>), attitudes (if any specifically developed)	Main formative assessments (3-4 per unit)	SA (GRA
WEEK 1 to 10	Moving and exploring	KEY concept: Function	Students will know: 1. the fundamentals of dance (opposites, levels and size) move in general space through performing locomotor skills at different level and sizes 2. wide variety of opposites- (high/low, forward/backward, wiggle/freeze, big/small)	Attitudes : attention Students will develop attentive attitude towards everything around them due to their regular practicing of being attentive to details.	FA1. Students will be practicing moving safely in a defined area while using locomotor skills	You: out in anim are e findi very mov use s mov
		Related concept: Role	Students will understand: 1. how using the fundamentals	ATL: Thinking skills: Creative thinking		

Unit Duration (in weeks)	Unit title	Unit Concepts	Learning outcomes / expectations	Skills(ATL), LP attribute, attitudes	Main formative assessments
Week 1 to 8 Week	Number Circus	KEY concept: Function	Students will know: 1. what Indian place value chart is (p to 5-digit numbers). 2. the systems/rules for estimation, rounding off to nearest thousands, sorting out, counting, ordering, comparing and expanding numbers up to 99,999. 3. patterns in numbers up to 100. 4. the facts related to number operation addition and subtraction.	LP Attitude: Confidence Students will developed confidence while solving real a variety of problems connected with real life situations.	FA1: Students will play a spinner game to create five digit numbers and place in Indian place value chart. To complete the tasks they also need to reflect their understanding of how we write and model numerals, using the base 10 system to 99,999 and beyond.
		Related concept: System and Patterns	Students will understand: 1. how numbers up to thousands or	ATL: Thinking skills: Transfer	FA2: Students will be given a worksheet to identify, describe, extend, create, and make

Holi Assembly



Holi is one of the major festivals of India and is the most vibrant of all. The assembly was filmed in an offline mode and was telecasted online. The assembly consisted of a well scripted skit, a song and a dance interjected with narrators tying the entire spectacle together.



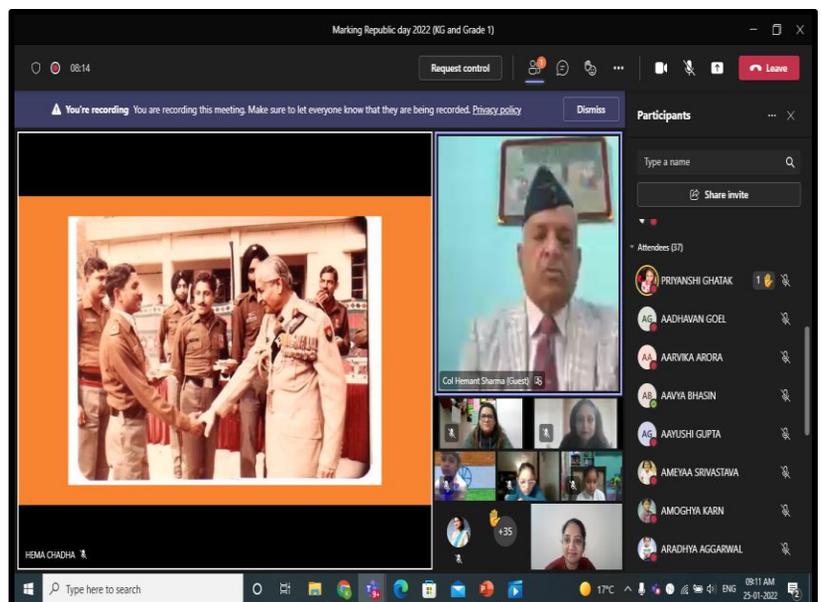
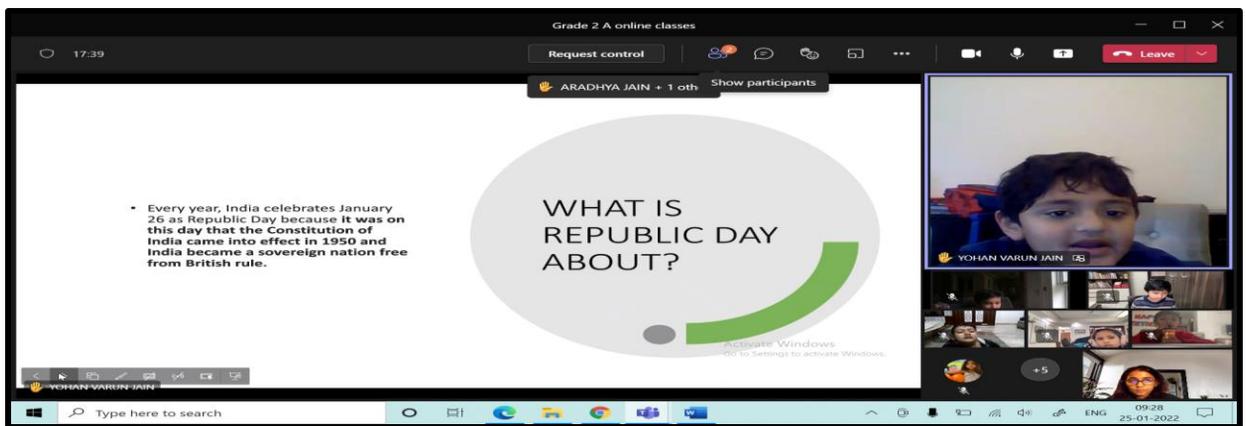
Art Fest

Students from Pre – Nursery to PYP 5 celebrated the festival of Holi on the campus. But with a difference. Holi was marked in the form of an Art Fest. They enjoyed the activity and enhanced their social and critical thinking skills as they collaborated, sketched and brought to life various figments of their imagination. It was a pleasure to see them collaboratively working, spreading their creativity, and changing a blank canvas into a masterpiece.



Republic Day

Students at Genesis Global school displayed a fervid love and respect for their country. Preparation for this celebration had started a week ago. Although due to current covid situation school is functioning online, but the energy of these young patriots did not dim. They celebrated with pride in glorying, expressing their love, respect, and zeal in talking about HOW and WHY Republic Day is celebrated in India. It is importance and value in Indian history.





Performing
Arts

The graphic features a blue ribbon that curves around the text. On the ribbon, there is a silhouette of a dancer, a smiling theatrical mask, a five-pointed star with a smaller star inside, and a treble clef.

Achievements, Events,
Celebration and showcasing

Curriculum Overview (Performing Arts)

The PYP Arts curriculum has undergone some changes this year. It is designed keeping in mind the school vision and mission statements in consideration. It shows the learning and progressions within, across and between the subjects and activities. The transdisciplinary nature of the programme aims at covering different themes through the learning processes, goals, and content. There is a focus on the holistic development of skill sets and knowledge through learning engagements and assessments.

music

Unit Duration	Unit title	Unit Concepts	Learning outcomes / expectations	Attitudes; Skills (ATL), LP	Formative asses
week 11- week 20	My community culture is my culture!	<p>Key concept: Causation Related concept: Impact</p> <p>Explore and Express Ideas Use imagination to explore musical ideas Explore different groups and communities which have their own music culture</p> <p>Music Practices Sing and play instruments to practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community Explore the purpose of music in the local community</p> <p>Present and Perform Rehearse and perform songs popular in their community</p> <p>Respond and Interpreted Listen to music, identify specific features and discussing why people make and perform music</p>	<p>Students will know:</p> <ol style="list-style-type: none"> 1. what music culture is 2. what different groups and communities are there 3. the purpose of music in different communities <p>Students will understand:</p> <ol style="list-style-type: none"> 1. how imagination can help to explore musical ideas 2. how the music culture of different groups impacts the group members' musical choices 3. why understanding the purpose of music is important to understand the culture behind it <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. use imagination to explore music 2. explore and make observations of what music culture different groups and communities have 3. explore and discuss the purpose of music in the local community 4. practise and perform a repertoire of chants, songs and rhymes 	<p>Attitudes: inquisitive Students start developing and inquisitive attitude towards their local community as well as other groups to understand their music culture and see how they vary and why.</p> <p>ATL: Thinking skills: Reflective; Social skills: Collaboration skills Students reflective skills will be enhanced and further developed through the learning activities where they will need to reflect on their own experiences, those of others, try to understand why and how the music culture varies for different groups and communities. They will also need to effectively develop and use their social skills as collaboration with others, local community members as well as other group members to understand their music culture and the features it has.</p> <p>LP: Inquirer Students will develop the attitude of being an inquirer</p>	
week 21 - week 30	My first concert	<p>Key concept: Function Related concept: Communication</p>	<p>Students will know:</p> <ol style="list-style-type: none"> 1. terminology related to the music elements 2. a repertoire of chants, songs and rhymes of a targeted group 	<p>Attitude: Practical Students in this unit learn how a practical attitude matters in real life. Learning about the music culture of</p>	

Ready Accessibility: Good to go

DANCE BY VARDUJI MA'AM

Unit Duration	Unit title	Concepts	Learning outcomes	Attitudes; ATL; LP attribute	FA
Week 13 - week 21	I can read your message in the dance	<p>Key concept: Causation Related concepts: Sequence <i>(exploration into the causation of choices as possible sequences of dance when a certain idea needs to be communicated by the choreographer)</i></p> <p>Subject concepts: Explore and Express Ideas Explore movement possibilities using safe dance practice and, the elements of dance to create movement ideas and sequences</p> <p>Dance Practices Develop technical and expressive skills in fundamental movements and body actions to create dance sequences</p> <p>Present and Perform Perform dance with technical competence to communicate a choreographer's ideas</p> <p>Respond and Interpret Explain how the elements of dance communicate ideas in dances from different contexts they make, perform and view including in</p>	<p>Students will know:</p> <ol style="list-style-type: none"> 1. the technical vocabulary of the unit 2. safe elements of dance 3. fundamental movements 4. dance elements in national dances <p>Students will be able to understand:</p> <ol style="list-style-type: none"> 1. how dance sequences can be created by developing technical and expressive skills in fundamental movements and body actions 2. how performing a dance with technical competence can help to communicate the choreographer's ideas 3. how elements of dance communicate ideas from different contexts <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. create dance movement ideas and sequences by exploring movement possibilities using elements of dance 2. display technical and expressive skills while performing a dance sequence 3. perform dance with technical competence to communicate the choreographer's ideas 4. explain how elements of dance communicate ideas from different contexts 	<p>Attitude: Reflective The attitude students will be developing in this unit is being reflective. They will be analysing every element, every movement trying to understand what sequence best reflects the idea they want the dance to communicate.</p> <p>ATL: Research skills: Information literacy; Communication skills: exchange of information The unit will develop students' while they need to communicate their ideas through the dance where the sequence of the movements will impact the message shared with the audience. They will also develop their information literacy skills when gathering the required information through reading the resources of those times or by interviewing experts and other people.</p>	

Ready Accessibility: Good to go

MUSIC

The Showcase was a platform for encouraging young creative minds to have the freedom to express themselves through the medium and language of music.



Pre-Primary Music Showcase



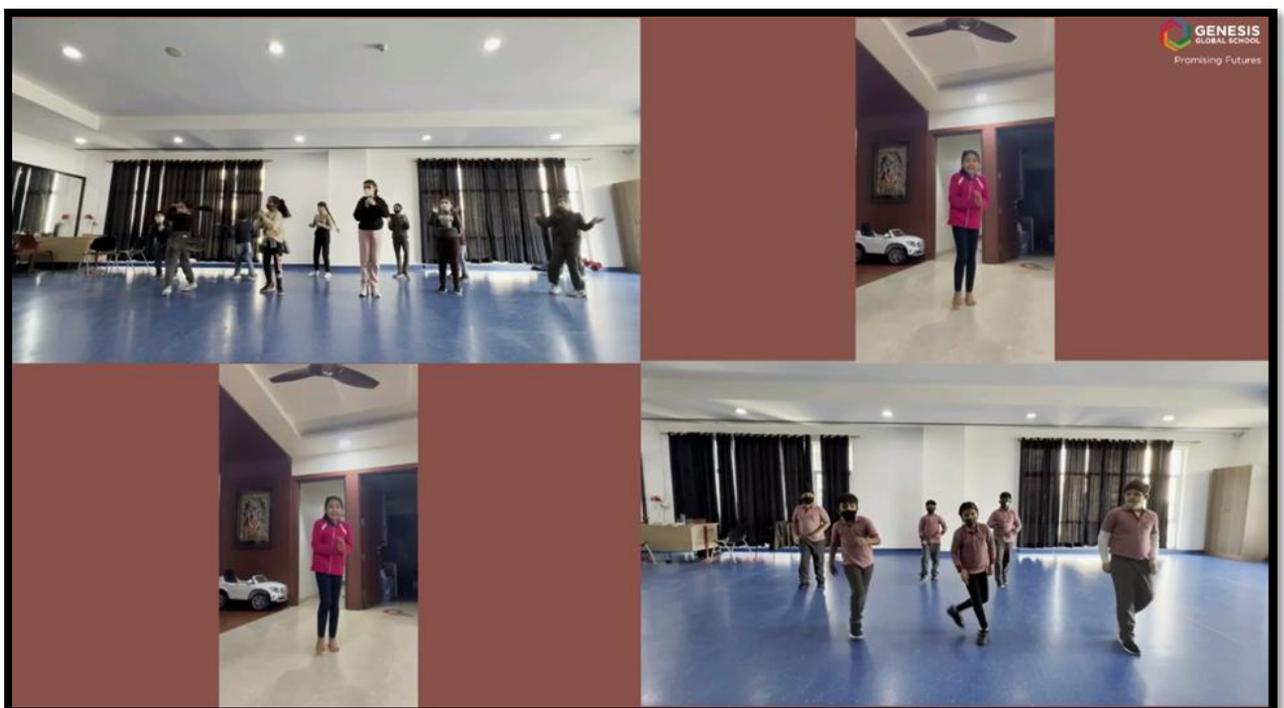
Primary Music Showcase

DANCE

The Showcase was a platform for encouraging young creative minds to have the freedom to express themselves using dance as a form to highlight their skills.



Pre-primary Showcase



Primary Showcase

Curriculum Overview (PSHE)

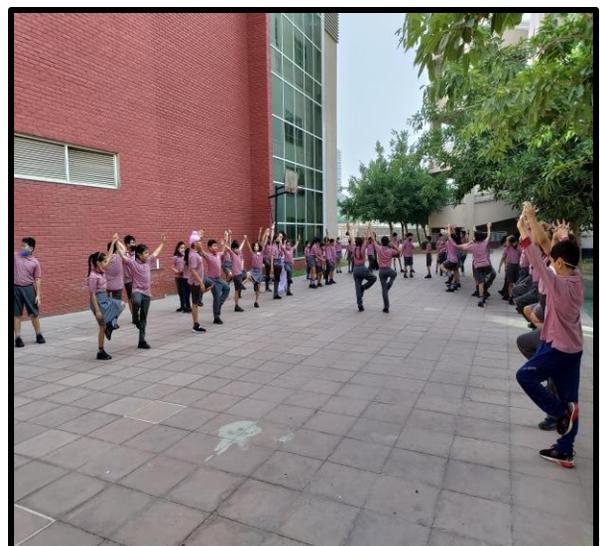
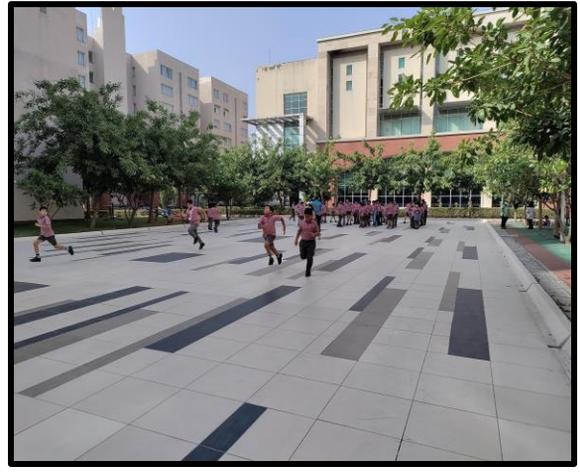
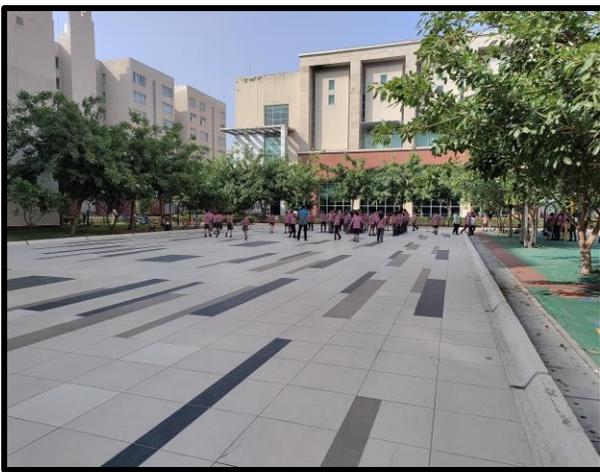
The PSHE curriculum has undergone some changes this year. It is designed keeping in mind the school vision and mission statements in consideration. It shows the learning and progressions within, across and between the subjects and activities. The transdisciplinary nature of the programme aims at covering different themes through the learning processes, goals, and content. There is a focus on the holistic development of skill sets and knowledge through learning engagements and assessments.

Unit Duration (In Weeks)	Unit Title (Topic/Theme)	Unit Concepts (Key + Subject Related)	Learning outcomes / Expectations (what the students will Know/Understand/be able to do)	Skills (ATL), LP (plan just 1 to focus on), Attitudes (if any specifically developed)	Formative Assessment
week 1- week 12	Balanced lifestyle	<p>KEY concept: Function</p> <p>(The understanding that everything has a purpose, the child will understand the importance of physical activity, good food, and factors affecting our lifestyle.)</p> <p>Related concept: Purpose</p> <p>Moving well:</p> <ol style="list-style-type: none"> 1. physical exercises helping to activate body 2. Understanding movements: physical activity/exercises helping to have a healthy lifestyle 3. Moving creatively: different exercises serve different purposes and we can change the patterns 4. Taking part: being active in exercising helps to lead a balanced lifestyle 	<p>Students will know:</p> <ol style="list-style-type: none"> 1. the difference between physical exercises, movement and patterns. 2. the difference between health and junk food 3. the importance of physical activity for a healthy lifestyle <p>Students will understand:</p> <ol style="list-style-type: none"> 1. how important is leading a balanced lifestyle 2. how important it is to have a right pattern of exercising, having rest and recovery time 3. how making healthy food choices can make us feel active 4. how physical health is directly connected with our being active. <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. actively participate in various games. 2. perform a variety of activities with coordination and following a sequence. 3. identify, discuss and follow a pattern of lifestyle habits for a balanced lifestyle i.e. physical activity, nutrition and rest. 4. identify the healthy food choices required to be physically active 	<p>Attitudes: Commitment</p> <p>Students will develop a committed attitude towards a choice of healthy lifestyle habits. They will start following a routine with physical exercising and using healthy food.</p> <p>ATL: Social skills, Organizational skills</p> <p>Students will be developing their social and self-management skills while having different learning experiences in the unit where they need to actively participate in a variety of practices with a group and while making right choices of food and lifestyle. Their balanced choices would be the result of development of their self-management skills.</p> <p>LP: Balanced</p> <p>Students will understand how a balance of rest, nutrition and exercise can help us remain healthy and fit.</p>	<p>FA 1: Students will complete on healthy lifestyle choices</p> <p>FA 2: Students will be able to do and sequence of activate right pattern of rest and</p> <p>FA 3: Students will create their daily routine with food.</p>
		<p>KEY concept: Function</p> <p>Related concept: Pattern</p> <p>Being safe, healthy and active</p> <p>Describe their own strengths and achievements</p>	<p>Students will know:</p> <ol style="list-style-type: none"> 1. the vocabulary which will help them to describe their strengths and achievements 2. some strategies to get help when needed 3. fundamental movements in indoor settings 	<p>Attitudes: Self-aware</p> <p>Students start showing an attitude with which they display more self-awareness, showing understanding of their own strong and weak sides, trying to find strategies which would help them to get the required need. While exploring</p>	<p>Peer challenge - Student to challenge their partner workouts and will assess</p>

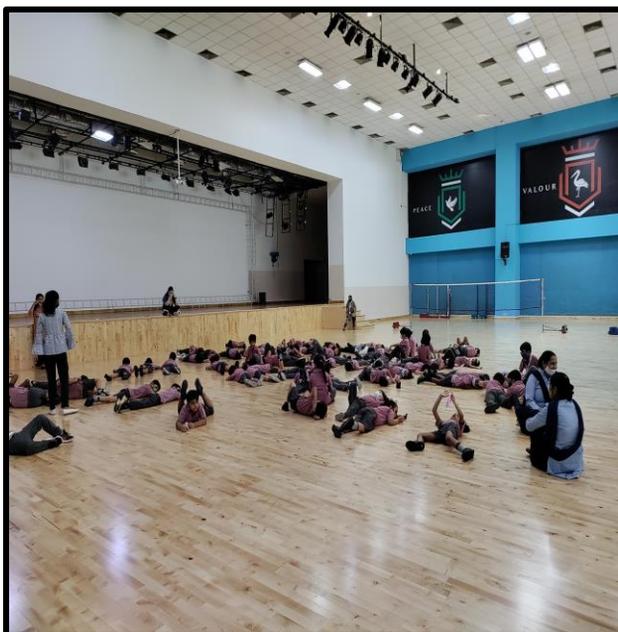
Unit Duration (In Weeks)	Unit Title (Topic/Theme)	Unit Concepts (Key + Subject Related)	Learning outcomes / Expectations (what the students will Know/Understand/be able to do)	Skills (ATL), LP (plan just 1 to focus on), Attitudes (if any specifically developed)	Formative Assessment
Week 1 - 12	Healthy Body / Life Choices	<p>Key concept: Change</p> <p>Students will understand how human body changes with nutrient and movement education."</p> <p>Related concept: improvement</p> <ol style="list-style-type: none"> 1. Understanding movement: Students will be exposed to a variety of exercising patterns while working on their upper and lower body development 2. Healthy Body: what healthy food can be consumed to develop 3. Taking responsibility: students will be inquiring into the role and responsibility each person has to take to keep himself healthy and fit. Lifestyles and lifestyle choices 4. Taking Part: active participation in class discussion and analysis of their daily lifestyle choices, the roles of those choices and their possible consequences, be active in making right choices 	<p>Students will know:</p> <ol style="list-style-type: none"> 1. certain exercise patterns which help us to specifically develop certain blocks of muscles 2. the exercises that help to develop upper body and lower body muscles 3. the right food choices that help us to develop active person more focused on upper and lower body improvement <p>Students will understand:</p> <ol style="list-style-type: none"> 1. how we can impact the development of our lower and upper body muscles through the regular exercising 2. how what we eat impacts our health 3. why a lifestyle choice impacts personal health 4. why the diet we follow matters so much. <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. identify and perform the exercising patterns for different goals (such as what exactly they want to improve on) 2. explore, analyze, reflect on different diet patterns and life style choices impacting energy levels. 3. create a diet plan and exercise schedule for different lifestyle choices based on their expectations 	<p>Attitudes: Commitment</p> <p>Being committed to the learning, perse discipline and responsibility students w attitude that shows they are becoming what they are doing.</p> <p>ATL: Organizational skills: Self-manager</p> <p>While the students are exploring the v with the diets also being discussed, the being able to manage their own action, schedule and diet to target certain goal</p> <p>Thinking skills: Transfer</p> <p>Students will be developing their trans their knowledge and understanding of own choices, become more responsible patterns and diet related choices depe are leading. Now their choices need to unit to come up with the right choice.</p> <p>LP: Inquirer</p> <p>Students will be inquiring about the ch people for healthy lifestyle, explore va exercise patterns to address their own healthy, person with healthy lifestyle.</p>	<p>Peer challenge - Student to challenge their partner workouts and will assess</p>

Morning Conditioning

A good workout has a lot of great health benefits including weight loss, building muscles and staving off some medical issues. But, the timing of your workout also has benefits, hence a morning workout routine. If you're looking to start a fitness routine, consider morning workouts. Early exercise will help you start the day with more energy, focus, and optimism. Plus, after a morning workout, you're more likely eat healthy and stay active throughout the day. Our PSHE Team every morning runs a fitness regime for the students to keep all the student's health on point and in check



Morning Conditioning



CLUBS

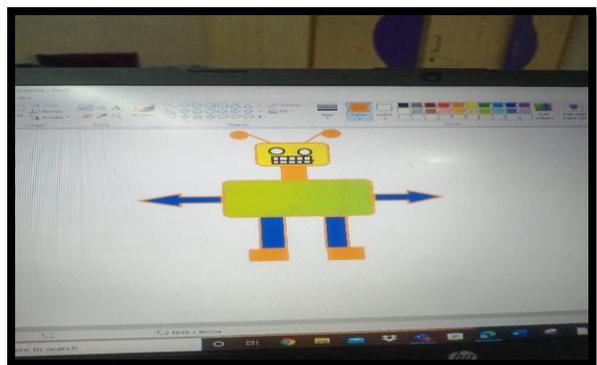
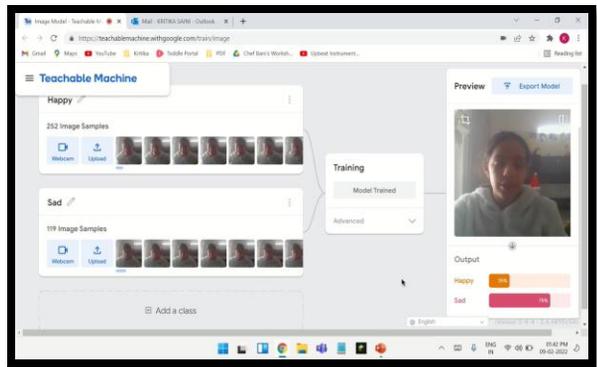
The all-round development of a student is what we encourage through the club and vocational activities. All learning and development don't necessarily happen in classrooms, hence, the significance and implementation of the Club since co-curricular activities are gaining much importance these days. These activities are mostly voluntary for students. Club activities supplement academics and give the students practical training which they require in day-to-day life. In the school, various club activities are organized allowing the students to display their talent. The various Clubs that the students opted from were, Art & Craft, Design, Dance, Drama, Music, Orators & the SDG Club.



Information and Communication Technology



Information and Communication Technology

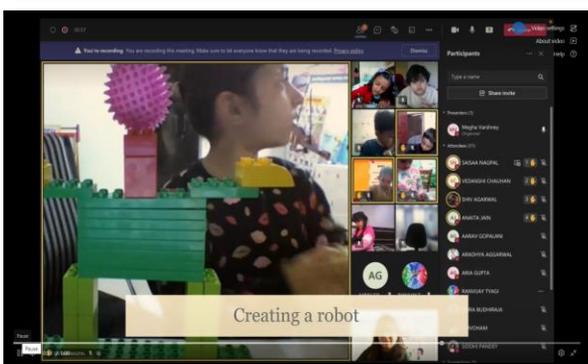
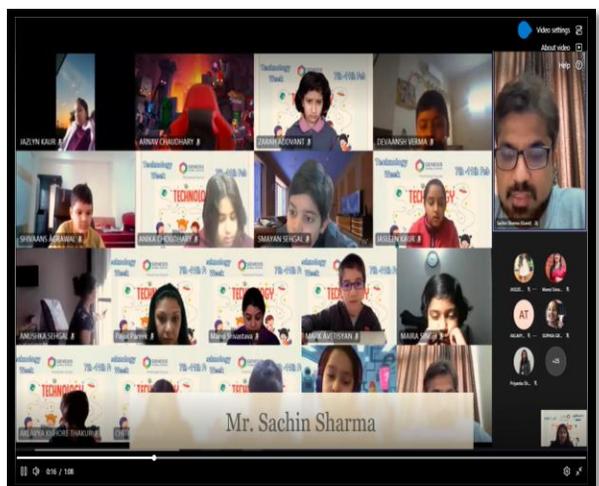


Technology week from 7-11th February

Students explored about the new technological devices, robots, artificial intelligence, and teachable machine among a few.

PYP 1 students explored and created their own robots. PYP 2 students surveyed about smart devices and share their experiences of using them at home. PYP 3 studied about text to speech technology and demonstrated its application using Scratch as application.

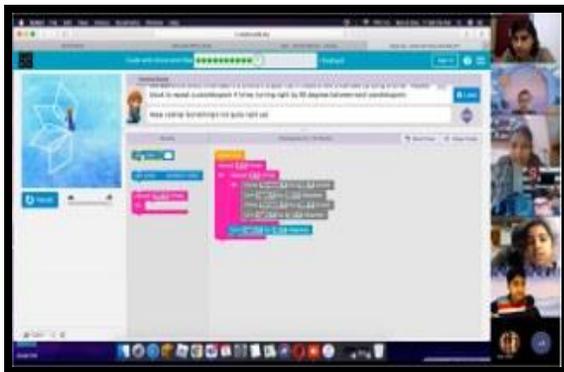
Students of 4 and 5 learnt about teachable machine. To extend their learning further, they created their models of machine sensing Images, objects like cap, mask and expressing emotions as happy and sad. They were thrilled while training their model and watch it responding while they tested it.



Computer Science Week

(6th December to 12th December)

Like every year Genesis Global School PYP celebrated this week by doing various Hour of code activity across all levels from PYP 1 to 5. For young learners, programming helps to **gain problem-solving skills** i.e. to solve a problem in a logical as well as creative way



PYP HINDI

KG

Rainbow writing and practice of Akshar



PYP HINDI

Nursery

Practice of Swar letters



PYP HINDI

PYP 1

Sorting of pictures and creating story



Introduction of "MATRA "with thumb printing

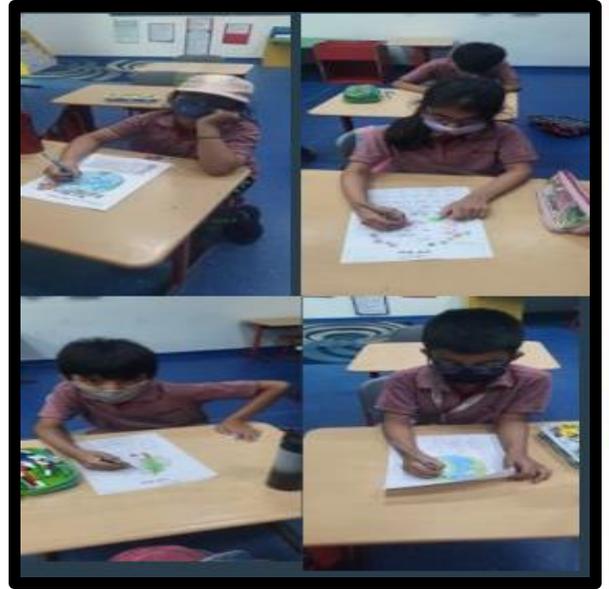


Nukkad Natak on Save Water



PYP HINDI

PYP 2 Earth Day celebration



PYP 2 Show and Tell



Unit- Seasons- Sorting of things related to different seasons



PYP HINDI

PYP 3

Unit- Hamara Parivesh- slogan writing and presentation



PYP HINDI

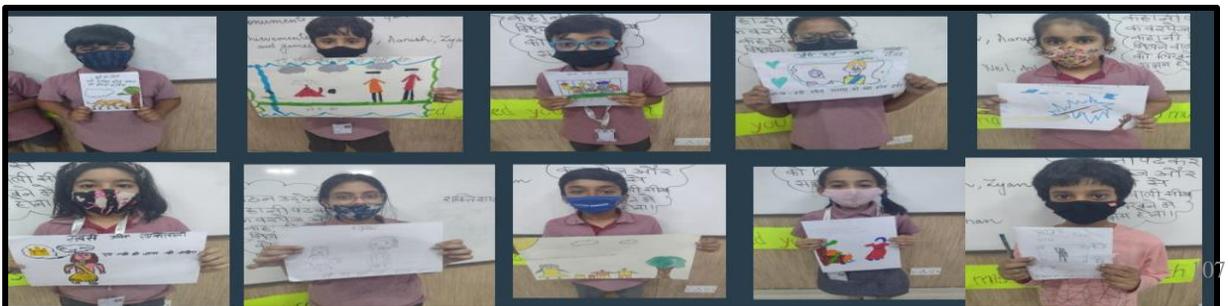
PYP 4 Story writing



Hands on Activity



PYP –4 Story cover page

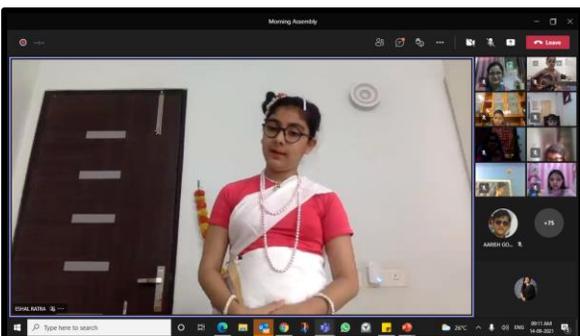


PYP HINDI

PYP 5



PYP 5 Doha Recitation Competition

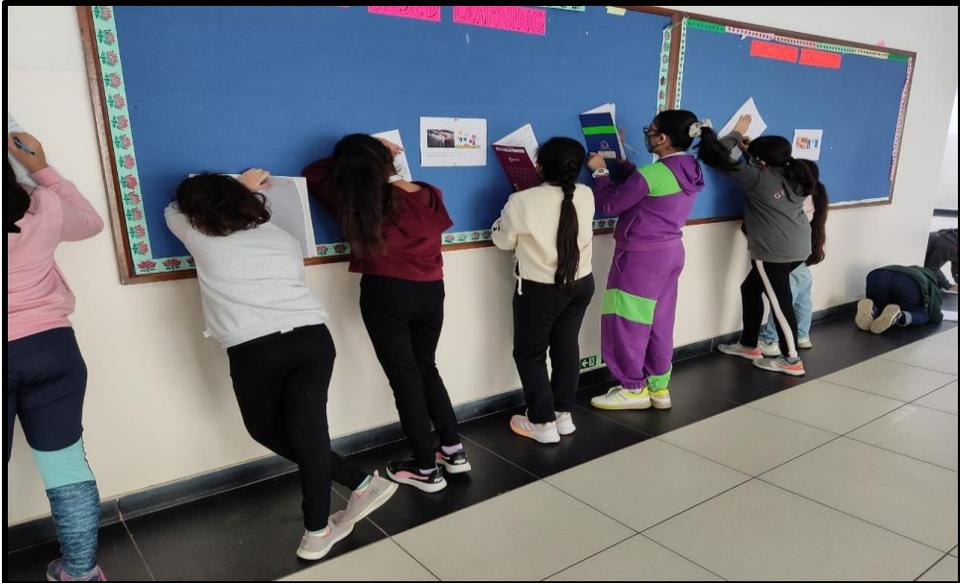


PYP HINDI

Elementary Hindi



Gallery walk activity as a provocation for the concept of evaporation



Service in PYP



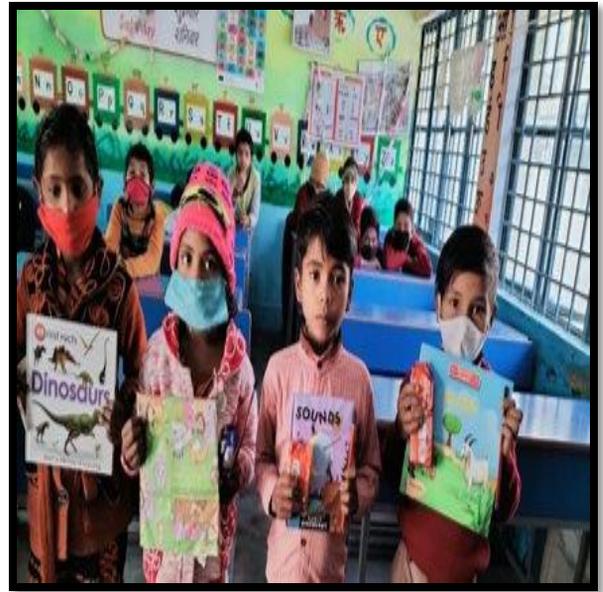
Service project by Kindergarten

Students collaborated on the Service project and made Christmas cards to raise funds for the not so privileged children. They created stunning art pieces, sold them to the teachers at school and raised funds. Online students created goodie bags for security guards and help at home.



PYP 4

Service projects in PYP



PYP 4 created small goodies bags on the eve of Christmas, to share what has been bestowed on them, with their friends from Prathmik Vidyalaya Rohilapur, Noida.

Writing Gratitude cards and messages



Thanks!

