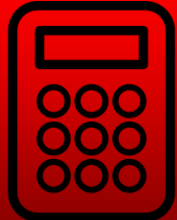


# GUSTO





# EDITORIAL TEAM

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School is where a child not only learns different subjects but also, picks up valuable life skills. To name a few; responsibility, team work, accountability. These skills help the children to develop into complete and holistic young individuals.

With Cambridge programmes, students not only build a deep understanding of their subject but also develop higher order thinking skills which they can apply to various disciplines they learn.

Cambridge students get to play an active role in the classroom. They are asked to think critically, to learn how to construct an argument and evaluate evidence. They learn to work independently, and to collaborate with one another. This leads to the accomplishment of a project thus contributing towards a successful outcome (and even if the outcome is not a successful one, the students learn various lessons through reflections). They are encouraged to develop an international outlook and become confident, global citizens.

PODAR CIE THANE aims to develop a versatile individual who is ready to face the demands of the world for life.

P.S: The newsletter is a compilation of student's work through academic classes. Children write and create good poems and other literary pieces. It is our endeavour, through this newsletter to bring a few selected ones to you.

**Aruna Mundiayath,**

**Principal- Cambridge International School, Thane**



# The Banksia's and The Waratah's

Our house system plays a key part in establishing and reinforcing the school's ethos. This is achieved in a number of ways-

- A programme of extra-curricular events which encompasses many areas of the curriculum.
- The house cup is awarded to the house which amasses the most points.
- Leadership opportunities are offered to all students in managing the house system.

At Podar International School CIE Thane, we have two houses namely Banksia and Waratah. All students are placed in one of the two respective houses. Each house is led by a House captain. Here they begin to foster the sense of belonging and pride for their allotted house. They meet regularly and thereby get opportunities to compete in different events throughout the school year.

## The **Banksia** House-

The Banksia flower heads are made of many tiny individual flowers grouped together in pairs.

Banksia's are true warriors who uphold loyalty, courage, truth, compassion and honour. Above all, they believe in cultivation of a rich mind and spirit through writing, painting, art and philosophy. They are strong, fearless and independent fighters who believe in a rich exchange between varieties of cultures.

### *Motto/Slogan:*

*"Banksia, Banksia  
Brave and bold  
Ought to be, ought to be  
Dipped in Gold"*



## The **Waratah** House-

It is the official floral emblem of the State of New South Wales. The Waratah flower has a special significance for those living within the state.

The Waratah House is famous for their thorough preparation, commitment and team work which sets them apart!! The team is willing to take risks to achieve their goals. They display true sportsmanship and great team spirit, which is their unique feature. And that is the reason why Waratah won the trophy “The Titans” for the year 2016-17.

### *Motto/Slogan:*

*“Extra Extra read all about it  
Waratah is the best  
No doubt about it.”*



# The Podar Chronicles



## My journey through the 'Interdisciplinary' unit

My journey through the interdisciplinary unit was very interesting. Raunak and I made a chart. We had to twist, stretch, bend and squash things. Raunak squashed the can and I twisted the handkerchief and bent the balloon. We also did a straw activity by bending straws into quarters. I really learnt something new this year.

By: Anintika Pal, Grade: II

Interdisciplinary unit was an enjoyable experience. My classmates and I were surprised when we first heard about it. My first thought was that if we were not disciplined, our marks will get cut or our house points will get cut. To my surprise, it turned out to be something else. Our umbrella topic was 'Metamorphosis'. Every subject was linked to metamorphosis which in itself explains the concepts of change and transformation. For e.g. a pupa transforming into a butterfly. In Humanities, we made a project on Industrial revolution whereas, in Biology, we did a case study named 'Project Tiger' to show how changes in environment have affected the animals.

By: Shrut Kumar Jain, Grade: VII

I really had fun doing new activities. It was amazing to see how the subjects are correlated. I was amazed to see how the teachers had merged the concepts under the umbrella topic of 'Bon voyage'. Grade VI in English wrote a science fiction story. In Math we made a questionnaire on the topic 'Journey of Survey'. In Biology we made a diorama on adaptation of our favourite animal. In Chemistry we did an experiment on diffusion by adding a few substances in a liquid. In Physics we calculated the speed of Delphi, the dolphin, who was travelling through different layers in the oceanic crust. In French we wrote a biography on ourselves. In Hindi we created a scrapbook on different places in India. In Humanities we made a physical map on India. I am really enjoying my first year in the school.

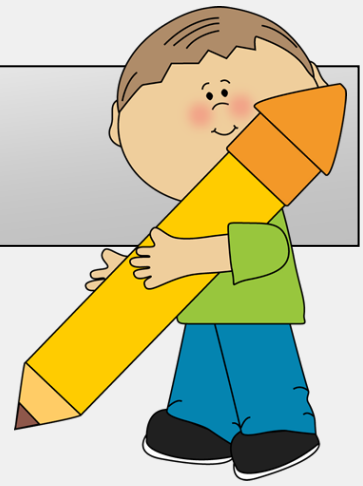
By: Stuthii Pillai, Grade: VI

Humanities- Structure of Earth  
with candies and chocolates.





# Little Writers



## Pflasterspektakel

On 7<sup>th</sup> of July 2017, Podar International School-CIE, Thane celebrated an international festival of Austria, called Pflasterspektakel. All students participated in this festival.

There was a wide spectrum of performances that took place in this talent Show. The performances included magic shows, dance, skating, storytelling, poetry recitation, art and craft and many other activities. I did skating and had lots of fun with my friends.

I liked the 'Magic show' the most. The magician showed us two cups and in one of the cups there was a coin on which we had to pay close attention. She moved it and suddenly the coin disappeared!

I really enjoyed!

-By Rian Pokharna (Grade III - CIE)



## Fireworks

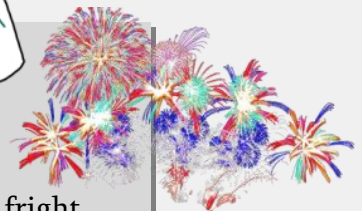
Fireworks glimmer in the night,  
But, some people say they create a big fright.

Kids wave their sparklers in the air,  
Some girls don't want it near their hair.

Flames shoot high into the sky,  
Kids munch on a yummy pie.

Pets hide under the bed,  
They are also very scared.

-By Krish Sarkar (Grade VII - CIE)



## Rain



A rain drop is seen when it starts to rain.  
Some rain drops are bigger than others.

It does not rain, every single day of our life.  
It mostly rains during the monsoons.  
Some people like it, some may not;  
But, what we know is that it is good for the crops.

-By Krithika Saravanakumar (Grade V - CIE)



## Lion King

Lions are strong and big,  
That's why they are called the 'king'.

They are very fast,

I find them very smart,

I don't like them in the circus ring,

Because they are the jungle's king.

-By Kabir Gautam (Grade III -CIE)



## Tanka on Mother Nature



Filled with foliage,  
Incredibly vast and thick.  
It's green all around,  
Trees, plants and leaves fill this place.  
Vigorous planted wild life.



-By Abhishek Bhadkamkar (Grade VII - CIE)

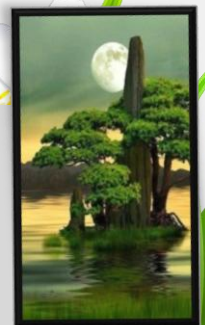
The green luscious trees  
with the cold, strong blowing breeze.  
With the trees singing along  
birds chirping, lions roaring.  
Fresh air with greenery there.

-By Tashaa Gaike (Grade VII - CIE)



There's wind everywhere,  
Up the hill, down the valley.  
And where the flowers bloom,  
Lakes are glistening with water.  
It's so inspirational.

-By Manya Sharma (Grade VII - CIE)





## Who am I?

I am someone special,  
I am someone unique,  
I am someone different from the rest,  
And I always like to give in my best!

I am pretty, I am smart,  
I am someone who cares a lot.  
I love my family,  
I love my friends.  
Together we are the best.

I love art,  
I love craft,  
I love to sing,  
And I love to dance.  
I am who I am,  
Because I love the way I am!

-By Krithika Saravanakumar (Grade V - CIE)



## Fictional News report

### PLINY, who informed us!

Pliny the younger drafted a news report regarding the volcanic eruption at Pompeii centuries ago.

Yesterday evening, the eruption at Mount Vesuvius destroyed the city of Pompeii, in western Italy. In some places it looked white and elsewhere it was blotched and dirty due to the amount of soil and ashes it carried with it.

Pliny the elder went to save citizens at Pompeii but, died in the process. Nobody survived in this eruption. Pliny, the younger has written a letter giving an account of the eruption. At first, the eruption wasn't as dangerous as it got with time. The entire city of Pompeii was destroyed. Buildings were shaking with violent shocks. They seemed to be swaying to and fro as if they had been torn-off from their foundations. During the incident, the cloud sank down and covered the sea, spreading over the earth like a flood, as if the universe had been plunged into eternal darkness.

In the end the darkness thinned and dispersed like smoke.

-By Divyansh Jain (Grade VII - CIE)

## The scream...



I was around 13 years old at that time, I was really excited since I had finally turned into a teen. I remember at that point of time, I was living with my grandmother on the outskirts of Shimla. It was a small yet relatively spacious apartment. Granny was about 60 years old and these were her declining years. Since it was holiday time, I spent most of the times reading books. These books would mostly be about adventures of 'boyhood'. To many it may seem annoying but somehow I always found them interesting.

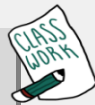
I remember it was a cold night in the month of April. I was reading an old article about the monkeys with a silver back. It was an eerie story of how monkeys came during months of October and December and killed human beings. Suddenly, I heard a scream of a middle aged woman, who might have been in her thirties. Her voice was really harsh as if she was in deep pain. I went outside to see if someone was there and realised that the voice came out from the forest in front of our apartment. But, there was no one around. Not even a single soul apart from Granny and me.

To be continued...

-By Shamuka Tripathi (Grade VII - CIE)



## Squash, stretch and bend rhyme...



I stretch my rubber band tight,  
My sister gets into a fight.

I squash a ball,  
Yesterday, I went to a mall.

I bend my knees,  
I twist my keys.

-By Aarya Nambiar (Grade II - CIE)



## A friend indeed!

Puppies' fur is so soft and fluffy.

When they grow,

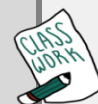
They are more like a bro,

They care for us all through.

Whether you are happy or in sorrow,

They will run with you to and fro...

-By Rian Pokharna (Grade III - CIE)



## A wish for a wish

I wished for a wish,  
In which I wished, the world would change and  
rearrange.

Where people don't have to plead,  
Instead they lead.

Where they fly high in the sky,  
With success without gaining any stress.

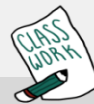
Where they would learn how to love,  
Instead of hate,  
Wouldn't that be great?

I wish for a world with positivity,  
I wish for a world full of creativity.

Hope our world changes one day this way,  
It would be a day followed by loads of hooray!

**THIS IS THE WISH, I WISHED FOR A WISH!**

– BY Tashaa Gaike (Grade VII - CIE)



## Acrostic poem

Hooray! The summer vacation is here.

Oh! Lots of homework to do.

Lucky kids complete their work and can have fun.

I wish I had done it before too.

Daily I have to complete 3 pages.

Ah! Tired of doing it.

Yet will have fun.



By: Entire Grade VI

## The Galactic Destruction

You might wonder what galactic destruction is. Galactic destruction is the day when the entire solar system will be destroyed. According to theorists, the day when the sun will start to expand and explode, the entire solar system will vanish from the universe.

This might occur once in about million years. Scientists are working on this mystery and trying to find out the truth. Nobody knows when the galactic destruction will occur, so live your life to the fullest because you might not come to know when this destruction will take place and if it does, then it will be the last day of your life.

This might not be true, but it is a scientific theory more like a prediction. Live every second of your life because one day, we might just go extinct like the dinosaurs, but this time, it is a question about the entire solar system...

By Krish Sarkar (Grade VII - CIE)



## Riddles and Jokes

1. I have a long neck, I don't have hands or legs. I am not a living thing, who am I?

A bottle

2. Why do birds fly?☺

Because it's too far to walk ☺

3. You slipped I'm the cause, who am I?

A Banana peel

4. I am a gate but, you don't open me.

Colgate

5. Why will a person put sugar under his/her pillow?

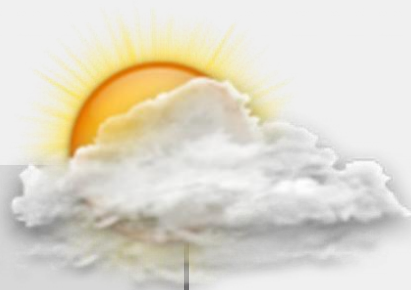
To get sweet dreams

6. Why did the chicken cross the road?

To get to the other side



-By Teisya Bhatnagar and Maahira Shoree (Grade VI -CIE)



## The Sun!

The sun looks like a flying bun.  
It is so bright like a king with all its might.  
When it's time for the sun to set,  
I feel like catching it with a net;  
I wish it could be my dear little pet.

Step on the land if you may,  
And we could nest onto some hay.

Come to Earth.  
You will love it here,  
No need to fear.

You sure have duties,  
Trees, plants it's you who grew these.  
You can bring the world to 100 degrees,  
If you don't rise you will make us freeze.

-By Riona Bhanushali (Grade V - CIE)



## Mother Nature

Mother Nature is an unexpected phenomenon.

Blessing us with good water for our crops,  
Cursing us with flood and hurricanes.

Makes us wonder, did we deserve this?  
Treating us with respect,  
And we get blessed with a good harvest.

Burning its woods and destroying its wetlands,  
This will lead to floods, fires and endless destruction.

Mother Nature is an unexpected phenomenon.  
Rewarding us for good deeds,  
Punishing us for the bad ones.  
And if there's one thing we can learn,  
To treat it with great respect ...

-By Abhishek Bhadkamkar (Grade VII - CIE)





# INTERDISCIPLINARY LEARNING

Interdisciplinary learning allows students to learn by making connections between ideas and concepts across different disciplinary boundaries. Students learning in this way are able to apply the knowledge gained in one discipline to another different discipline as a way to deepen the learning experience.

For example, it is not too difficult to find a theme which crosses over disciplinary boundaries in literature, art and history or science and mathematics. Studying topics thematically is one way to bring ideas together resulting in more meaningful learning. Learning is deepened when students reflect on the connections between different disciplines.

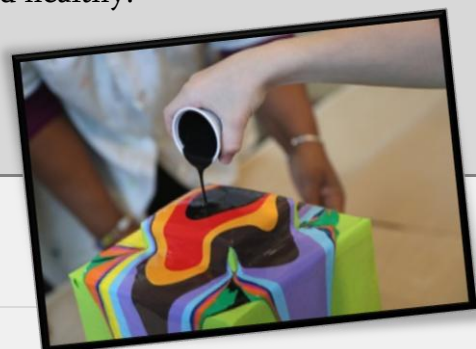
Such interaction is in support of the constructivist paradigm which allows for new knowledge construction and a deeper understanding of ideas than disciplinary study.

By employing interdisciplinary techniques teachers collaborated to invent more effective means of teaching by associating the subjects and activities in the curriculum with each other.

A plethora of themes were dealt with. For instance, in the Secondary section themes such as Metamorphosis and Bon voyage were explored while in the Primary section, themes such as Being Alive, Changing Materials, Wonderful World, Habitat Adaptations and Biography were explored. Each theme was chosen after elaborate brainstorming sessions between teachers of all disciplines under the supervision of the Principal.

All teachers had to design their teaching-learning activities and assessments around the chosen theme. This helped children comprehend the topic easily and thus lead to effective learning. Formative assessments were conducted based on the theme where students made various projects and took part in engaging activities. The whole event was then culminated through a Student-Led Conference in which the students presented their work.

Grades in the primary section had various interdisciplinary teaching-learning activities. The umbrella topic for Grade I was '**Being Alive**'. Students learnt poems on living and non-living things in English while in Maths they developed characters like Mr Jumping Jack and Miss Bug Hopping to help them learn the Number line. In Humanities, students discovered how maps help living things namely humans to locate non-living things like parks, place, buildings, etc. and in Science, they learnt about factors that keeps them alive and healthy.

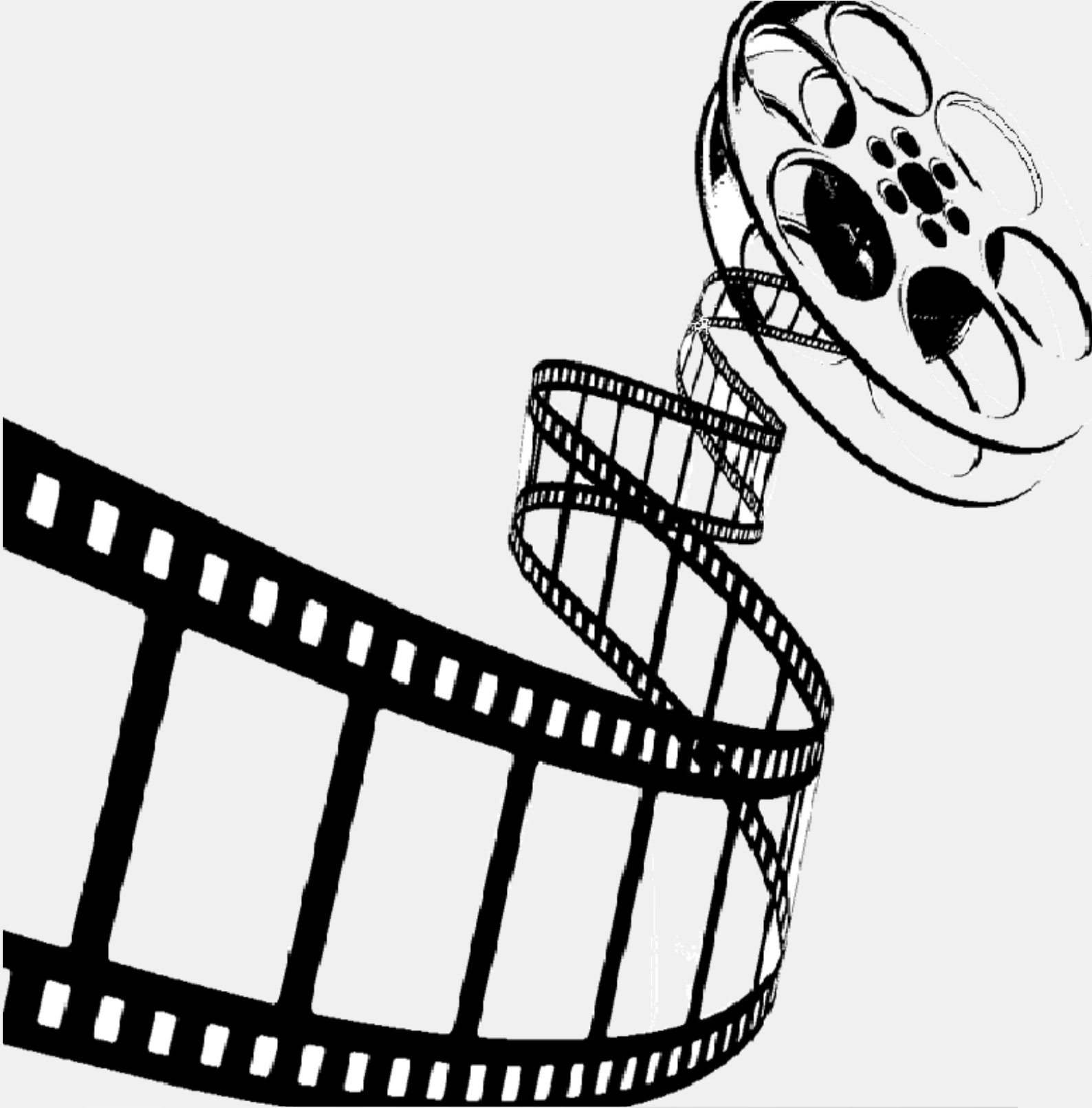


Grade II students learnt different subjects with respect to their theme of '**Changing materials**'. Students enjoyed making projects based on bend, twist, stretch and squash. Grade III students correlated various disciplines to the theme '**Wonderful World**'. They recited poems and presented projects based on the vivid flora and fauna surrounding us. Grade IV had '**Habitat and Adaptations**' as the theme. Students learnt about different habitats in various disciplines. They made a chart showing plants and animals living in their respective habitats in Science and in Mathematics, they measured the width of trees in their school. Students used Diorama, posters and brochures to present their learning outcomes along with poem recitation and oral presentations.

Grade V students learnt '**Biography**' in English and Hindi. They went on to write a creative biography on a 'Rain drop' in Science to depict the water cycle. Also in Maths, they learnt about timelines which they correlated with the life and achievements of Dr. B. R. Ambedkar in Humanities.

The secondary section Grade VI integrated various disciplines under the umbrella topic of '**Bon voyage**'. In English, they wrote a science fiction story where the characters undertake a journey. Students could explore their creative potential and design the cover page, the back page and a blurb for their stories. They went on to convert it into the digital format using Microsoft Word in ICT. In Maths, they learnt about the journey of a survey and conducted their own survey. In Hindi, each student made a presentation on an Indian state and spoke about its rich heritage and culture. In Art and Craft sessions they designed sail ships for their voyage. As a part of Physical education, the students mapped their journey through a sport, starting from a novice and leading up to being an expert in a particular sport. In Humanities, the students made a physical map of India and in Biology, the students made a diorama on habitats and adaptations of different animals.

Grade VII similarly had various subjects correlating with the theme of '**Metamorphosis**'. For example in Humanities, the students made a project on industrial revolution. In Mathematics the students learnt fractional transformations. In Physics, the students learnt the concept on density through a simulation test wherein they had to observe the simulation and note down the change in density as mass and volume changes. In Biology, students conducted a case study of 'Project Tiger' and how changes in environment have affected the animals.

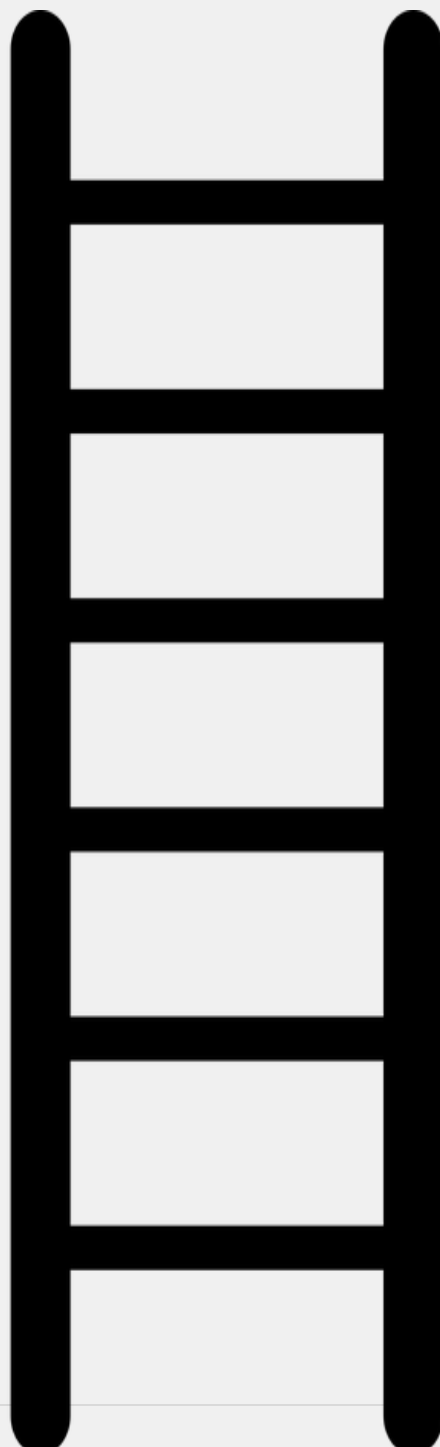


Inside classrooms different pedagogical approaches are used like demonstration, hands-on experiments, and inquiry based learning that require students to ponder upon what will happen in an experiment/situation.

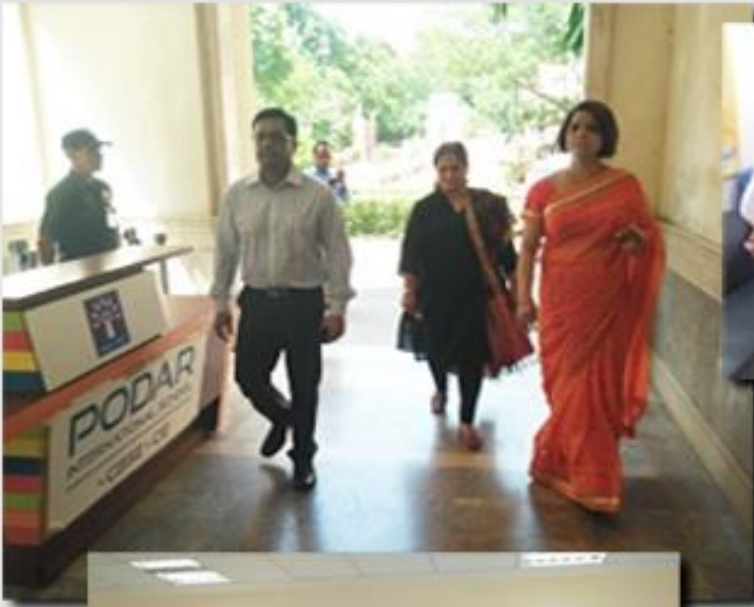
## Affiliation

IN541. Podar International School, CIE Thane is now affiliated with the Cambridge International Examinations. We have permission to offer checkpoint, IGCSE and A levels. As you are aware currently we are functional up to grade 8. Every year we will add a grade till we reach grade 12.

As stakeholders, Dear Parents, I would like to take this opportunity to thank each one of you for this growing family. Let me assure you that our endeavour is to offer good quality learning that matters all standards.











Interdisciplinary

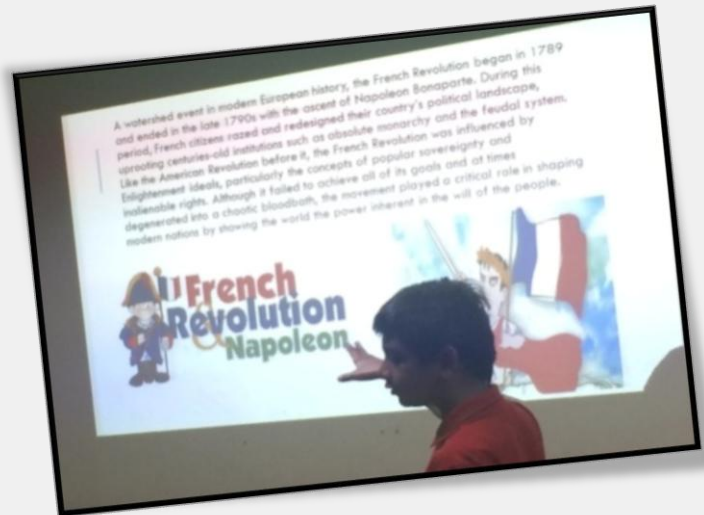
Engaging activities at school





## French Revolution- 14<sup>th</sup> July

Grade VII kids made a PowerPoint presentation on French Revolution and presented their knowledge on the 'Bastille day'. Children of Grade VI presented their French art work to Grade I, II, III, IV and V kids.



## Pflasterspektakel

Pflasterspektakel started with a 'Book come alive' show by Scholastic. This event provided students a platform to showcase their talent which included singing, dancing, acting, acrobatics, drumming, playing instruments and many other vibrant activities. There were some other forms of entertainment like improvisational theatre and comical acts which were novel in their concept. It also boosted the self-esteem, confidence and assurance of our budding champs.



## T-shirt design competition

Children of all grades participated in the T-shirt designing competition. Grade I & II were given an outline of the T-shirt on aA4 size paper and they made impressions of vegetables on the paper. Grade III-VIII brought T-shirts from home and painted a drawing of their choice on them.



## Rally for rivers

Rally for Rivers is a breakthrough campaign launched by Isha Foundation to save the Life lines of India. Isha Foundation offers a core solution to stabilize and revitalize our rivers. An assembly programme was conducted by two volunteers of Isha Foundation where the children were shown a video of the movement and the session concluded with a pledge on water conservation.



Other events:



Independence Day



Museum on Wheels

Multi-Lingual Day





# Selfie with the Editorial Team



Wingardium  
selfieosa!

Hindi

SpDr

Taekwondo

Science

English

Dance  
&  
Music

Humanities

P.E.

Maths

Art

ICT

French



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