

NISV

**Navrachana International
School, Vadodara**

Educating - Empowering - Enlightening

MYP SUBJECT GROUP OVERVIEW (SGO) ENGLISH LANGUAGE & LITERATURE



MYP YEAR 1 ENGLISH LANGUAGE AND LITERATURE							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
Be Kind 80 sessions @ 40 min.	Perspective	Character Setting Theme Style	Identities and relationship- Exploration- Human relationships including family and friends, communities and cultures.	Students will explore the use of style, theme and character that create an identity in August's life as the protagonist of 'Wonder'.	A : Analysing (strands i-iv) B: Organizing strands i-iii): C: Producing text (strands i-iii): D: Using language (i-v)	Thinking skills- Critical and creative Social skills : Collaboration Communication skills Backward Planning Performance of Understanding/ to build on the past to shape the future Complement Global with Local and connect with RLS. Reflect transfer of skills, knowledge and understanding. Mentor, stimulate, provoke, engage to nurture creativity in self expression/ exposition. [Ib resources] LP-Open- minded Communication skills- Through interaction and language Social Skills- Collaboration skills LP- Communicator	Content – Prose Novel- Wonder by Racquel J Palacio 1. Understanding both explicit and implicit meaning. 2. Commenting on character and situations 3. Understanding the use of language to create the desired effect. 4. Exploring language and structure. 5. Writing to describe, inform, and comment. 6. Words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language – simple metaphors or personification. 7. Analyzing comparison and contrast (movie compared to text, different characters view) Structure & Usage: The students will employ organizational structures that serve the context and intention. Descriptive writing - adjectives, sensory details. Persuasive writing, Transitions, Punctuation usage Service As Action- Anti-Bullying Campaign 'How can we be kind?', Research and presentation of 'Treacher Collins Disease' in assembly Connections- Short stories- Content -1. The Umbrella Man-Roald Dahl;2.Malgudi Days -Swami by RK Narayan3.'Amigo brothers ' by Piri

							<p>Thomas"</p> <p>Structure & Usage 1-Explore the background of the writer. 2. Gauge explicit and implicit meaning. 3Evaluate the use of language and structure for effect. 4. Write to evaluate, describe, inform and entertain. 3-. Precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings) 5.Words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language – simple metaphors or personification.6 Write versatile stories and letters with plots. Service As Action-Exploring and sharing Gandhian Values Connections – Writing a short story</p>
<p>Drama -Our Past Defines Us 50 sessions @ 40 min.</p>	<p>Communi- cation</p>	<p>Structure Context Character</p>	<p>Fairness and Development Exploration Students will explore rights and responsibilities imagining a hopeful future</p>	<p>In the structure of drama, the context communicates the difficulties of Victorian England and the disparities. Students' grapple with what is fair and how one can develop</p>	<p>A : Analysing (strands i-iv) B: Organizing strands i-iii): C: Producing text (strands i-iii): D: Using language (i-v)</p>	<p>Thinking skills: Critical and creative;Social skills- Collaboration: Communication skills: Through interaction and language. LP- Risktaker</p>	<p>Drama- A Christmas Carol by Charles Dickens. Content- Vocabulary, plot, theme, character analysis; how the writer transitions from one key idea to the next. Structure and usage-Writing skill (articles, figurative language, informal letter/diary writing) Service As Action Assembly - Don't be a Scrooge (How to be CARING - use your words wisely), Role Plays and Characterization Presentation</p>

				oneself			
<p>Poems- 'Rhyme and Reason'</p> <p>30 sessions @ 40 min.</p>	<p>Creativity</p>	<p>Self-expression Style, Purpose</p>	<p>Personal and cultural expression. Exploration Appreciation of the aesthetic and enjoyment of the creativity</p>	<p>The style and creativity of free verse and poetry display the personal expressions of the poet and thereby connect to the reader. .</p>	<p>A : Analysing (strands i-iv) B: Organizing strands i-iii): C: Producing text (strands i-iii): D: Using language (i-v)</p>	<p>Social Skills- Collaboration skills- . Communication skills through Interaction and language. LP- Communicator</p>	<p>Content: -For assessing(AL) and consolidated learning (CL) 1.'Brook' by Alfred Tennyson (lyrical AL); 2,'Where the mind is without fear' (Free Verse) by Tagore (AL); 3 , 4.The Mosquito' by D.H. Lawrence(AL) with Jabberwocky by Lewis Carroll (CL) 5.'Hope is the Thing with Feathers' (by Emily Dickinson(AL) 6.'The Road Not Taken' by Robert Frost (AL) with 'On.on,onwards' by ; 7 'Frog and the Nightingale' by Vikram Seth (narrative-CL) with We Are Seven (AL)By William Wordsworth Structure and usage- 1. Imagery, Personification, repetition, hyperbole, and other literary devices and their effects. 2. Students will explore the range of poetry and relate to this context and produce creative responses. Connections - Recitation of poems; elocution</p>

MYP YEAR 2 ENGLISH LANGUAGE AND LITERATURE

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
<p>Unit Title - A New World of Adventures: Prose - The Lion the Witch and the Wardrobe</p> <p>80 sessions @ 40 min.</p>	Connections	Point of view, Theme, Character, genre	Globalization and Sustainability Exploration- Students will explore the interconnectedness of human-made systems and communities.	C.S. Lewis' connections between nature and humanity create an effect that demands change in our sustainability choices	A : Analysing (strands i-iv) B: Organizing strands i-iii): C: Producing text (strands i-iii): D: Using language (i-v)	<p>Thinking skills: Research skills- information literacy skill Social Skills- Collaboration</p> <p>Communication skills- Through Interaction and language</p> <p>Backward Planning Performance of Understanding/ to build on the past to shape the future . Complement Global with Local and connect with RLS. Reflect transfer of skills, knowledge and understanding. Mentor, stimulate, provoke, engage to nurture creativity in self expression/ exposition. [Ib resources] LP-,Risk taker</p>	<p>Novel- The Lion the Witch and the Wardrobe by C.S. Lewis Content- 1. Interpretation, analysis and evaluation of text through explicit and inferential; 2- Tracking development of literary techniques. Structure and Usage- Consolidation of language structures through literature to refine communication. Service As Action- Persuasive speech about animal testing Connections- How does society over time see nature and animals? Humane treatment of animal's (discussion). Persuasive Essay - is it humane to test animals for cosmetics, medicine, etc.?</p>

<p>Short stories-</p> <p>40 sessions @ 40 min.</p>	<p>Connections</p>	<p>Context, Point of View, Style, Setting</p>	<p>Identities and relationships Exploration - Students will explore identity; beliefs and values; cultures.</p> <p>Scientific and Technical Innovation (All summer in a day) Expoloration - Virtual Environment & Information age</p>	<p>Short stories help us to explore the human relationships, different moods and the roles people play in different environment.</p>	<p>A- Analysing B - Organizing C- Producing text D- Using language</p>	<p>Communicati on skills Social skills-</p> <p>LP- Reflective</p>	<p>Stories :1 'A Model Millionaire' by Oscar Wilde ; 2.'Idgah' by Munshi Premchand (translated by Kushwant Singh);3.'The Foghorn' by Ray Bradbury 4. ' How I Taught My Grandmother To Read' by Sudha Murthy Students will focus on how the elements of literature come together in the short story format by analyzing the stories they read. Students will also examine the ways authors use language to suit their own purposes. They will consider the differences between what we can read from images and words. <u>Structure and Usage:</u> Words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language . Write versatile stories and letters with plots. Being adaptable to the varying moods of the world literature component. Service as Action- Short Story writing Learning outcome- Become more aware of their own strengths and areas of growth</p>
<p>Unit Title - Love and Magic-Drama - "A</p>	<p>Communi-cation</p>	<p>Genre, context, character</p>	<p>Personal and Cultural expressions. Exploration-The ways in which we</p>	<p>Use of effective, purposeful communication in varying genres,</p>	<p>A- Analysing B - Organizing C- Producing text D- Using language.</p>	<p>Thinking Skil - Creative and Transfer- Social skills- Collaboration,</p>	<p>Drama-' A Midsummer Night's Dream - Shakespeare Content- 'Students will look at the issues raised in the play and connect them to modern issues (discrimination, the role of women</p>

SGO - ENGLISH LANGUAGE & LITERATURE

<p>Midsummer Night's Dream'by William Shakespeare</p> <p>50 sessions @ 40 min.</p>			<p>express feelings, nature, culture; the ways in which we extend and enjoy our creativity</p>	<p>encourages humankind to successfully determine the interconnectedness of civilizations and cultures.</p>	<p>LP - Communicator</p>	<p>Communication skills through interaction and language.</p>	<p>in society, marriage, friendship) 1. Interpretation, analysis and evaluation of text through explicit and inferential; 2- Tracking development of literary techniques. Structure and Usage- Consolidation of language structures through literature to refine communication. Students will focus on the components of academic essay writing IDU with Drama -Presenting an Extract /Scene of the Play while relating it to the today's world.</p>
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MYP YEAR 3 ENGLISH LANGUAGE AND LITERATURE

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
Power and Justice (Drama) 80 sessions @ 40 min.	Connections	Character, Structure Theme	Orientation in space and time Exploration- Students will explore turning points in the relationships between individuals from personal, local and global perspectives.	Individual connections, relationships, and choices (as demonstrated through a play) have far-reaching impacts and influence upon others.	A- Analysing B- Organizing- C- Producing text D- Using language All strands	1 Thinking skills: Creative and Transfer, Research skills, Social Skills: collaboration, Communication skills: (Interaction and language) Backward Planning Performance of Understanding/ to build on the past to shape the future . Complement Global with Local and connect with RLS. Reflect transfer of skills, knowledge and understanding. Mentor, stimulate, provoke, engage to nurture creativity in self expression/ exposition. [Ib resources] LP- Communicator Reflective	Drama-The Merchant of Venice by William Shakespeare. Content- Through an analysis of Shakespearean society and the play, students will explore the historical and social context of Shakespeare’s works, the genre of tragicomedy and the concepts of power, conflict and justice. The student will also develop their understanding of literary devices through a study of various poetic forms and techniques. Structure and Usage- Students will focus on the components of components of academic essay writing.- write a creative narrative from a character’s point of view; Write about one incident from multiple points of view: analysis, provide evidence to support opinions, creatively express understanding of text. Connections: Shakespearean Newspaper

<p>Poetry Inspires and Enriches</p> <p>30 sessions @ 40 min.</p>	<p>Creativity</p>	<p>Audience Imperatives Purpose Intertextuality</p>	<p>Personal and cultural expressions Exploration- Ways in which we express ideas, beliefs and values; the ways in which we reflect on creativity.</p>	<p>Poetic verses and rhythmic writing evoke an empathic response from the readers.</p>	<p>A- Analysing B- Organizing- C- Producing text D- Using language</p> <p>All strands</p>	<p>Thinking skills: Creative, Transfer Social skills- Collaborative Communication (Interaction and Language)</p> <p>LP- Communicator</p>	<p>Poetry- For assessing(AL) and consolidated learning (CL) 1-‘Roadside stand by Robert Frost’ 2. Still I rise by Maya Angelou 3. Lake Isle of Innisfree by W.B.Yeats 3-A Dog has died’ by Pablo Neruda (AL-poetry in translation) (CL 8. Song lyrics (Connections) Content-persuasive ,interpretative/analytic writing Structure and Usage: Identification of poetic devices and the effect they create on the understanding of the poem on the reader. Annotate text ; comparative exploration of texts Connections: Recitation</p>
<p>Short Stories- Embracing Heritage from across the world</p> <p>40 sessions @ 40 min.</p>	<p>Perspective</p>	<p>Context, Point of View, Setting</p>	<p>Identities and relationships Exploration- Students will explore identity; beliefs and values; human relationships</p>	<p>Experiences of life, mood and atmosphere, influence our perception</p>	<p>A- Analysing B- Organizing- C- Producing text D- Using language</p> <p>All strands</p>	<p>Social skills- Collaborative Communication- (Interaction and Language)</p> <p>.LP- Thinker, open minded</p>	<p>Short Stories- Stories 1. ‘Eleven’ by Sandra Cisneros 2-‘The Paper Menagerie’ by Ken Lui 3 ‘Lamb to Slaughter’ by Roald Dahl 4-Kabuliwala by Rabindranath Tagore (story in translation) 5- Philomel Cottage by Agatha Christie 6-‘The Test ’ by Theodore Thomas Content- What affect does conflict have on the plot of a literary text? How does understanding an author’s craft, including tone, flashback, and foreshadowing, help me interpret the meaning of a narrative text? Analyze an author’s development of characters, setting, and conflict in a given literary text; Interpret the effect of an author’s craft (including tone and the use of flashback and foreshadowing) on the</p>

							<p>meaning of literary texts.6- 1.6 Compare/contrast main ideas within and across literary texts Structure and Usage- Transformation and synthesis of sentences ;Directed writing skills Connections: Short story Writing Task.</p>
<p>Trials and Tribulations Prose- Graphic novel Pashmina by Nidhi Chanani</p>	Perspective	Audience imperatives, Style, Theme	Identities and relationships - Exploration Happiness and the good life, Moral reasoning and ethical judgment, Self-esteem, Roles and role models	Relationships help define one's identity and beliefs as well as frame one's perspective about life.	A- Analysing B- Organizing- C- Producing text D- Using language	Social skills- Collaborative Communication- (Interaction and Language) Thinking skills:	<p>Novel -Graphic novel -Pashmina by Nidhi Chanani & Novel -in Verse - 'Brown Girl Dreaming' by Jacqueline Woodson Content-1. Interpretation, analysis and evaluation of text through explicit and inferential; 2- Tracking development of literary techniques. 3.How to discuss a novel and its theme using the novel 4 Demonstration of personal interpretation of the themes and messages of the novel by completing writing exercises and class discussions.</p>
<p>Novel -in Verse - 'Brown Girl Dreaming' by Jacqueline Woodson For both – (together) 50 sessions @40 min.</p>	Communication	genre, inter-textuality, point of view, style.	Fairness and development- Exploration- Students will explore access to equal opportunities	Conflict promotes growth and change.	All strands	Creative, Transfer Research skill LP- Inquirer, communicator	<p>5 Investigation into different types of societies, cultures and systems of economics and government, develop opinions? 6-Structure of exposition and exploration of complex concepts of women's rights, social issues, racism and prejudices using in-class debates Structure and Usage- Consolidation of language structures through literature to refine communication.</p>

MYP YEAR 4 ENGLISH LANGUAGE AND LITERATURE

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
<p>Novel- The Purple Hibiscus by C. Adichii</p> <p>Literature- 70 sessions @ 40 min</p> <p>Language (Structure and Usage) - 160 sessions @ 40 min. (scaffolding for reading writing and communication skills through Literature.)</p>	<p>Communication to establish Connections Across Time, Place & Cultures to explore the relationships between Readers, Writers and Texts.</p>	<p>Representation of Literary conflict through Authorial choices of Setting, Context, Characterisation, Theme.</p>	<p>Orientation in space and time</p>	<p>The defining power of the perception of the diversity of cultures and the consequent challenges of assimilation via exploration of Jhumpa Lahiri's novel, "The Namesake".</p>	<p>A- Analyzing B- Organizing- C- Producing text D- Using language</p>	<p>Communication Skills. Research Skills, Critical Thinking Skills, LP- Thinker, Communicator</p>	<p>Novel- "The Purple Hibiscus' by Chimamanda Adichii</p> <p>CONTENT-</p> <ol style="list-style-type: none"> 1. Explore the importance of cultural and contextual elements to the novel's exposition and impact. 2. Appraise authorial choices for structure, organisation and development of content. [Reading objectives of Language to provide requisite scaffolding] 3. Maintain a sustained focus on interpretation, analysis, synthesis and evaluation supported with appropriate text reference. 4. Write effectively to inform, narrate, argue, persuade, to present their chosen perspective. 5. Consciously use task and audience appropriate register. 6. Illustration of the Global Context through the author's work to augment intercultural tolerance. <p>Structure and Usage: The students will learn appreciation of the effect writer's create through language and genre- specific conventions.; additional scaffolding via language usage and appraisal exercises.</p>

							LEARNING OUTCOME: Comprehend Literary content; analyse using Higher Order Thinking Skills in conjunction with Visual Thinking Routines. Adapt to and use subject specific terminology; Use complex language structures to communicate with a measure of finesse
<p>Play - ‘Twelfth Night ‘ by William Shakespeare are.</p> <p>70 sessions @ 40 min.</p>	<p>Connections Connections- Establish links, bonds and relationships among people, across time, texts and cultures.</p>	<p>Audience imperatives, Setting, Character, Context.</p>	<p>Identities and relationships Exploration- socio-cultural and socio-psychological implications.</p>	<p>Emotions affect judgment and impact attitudes.</p>	<p>A- Analysing B- Organizing- C- Producing text D- Using language</p> <p>All strands</p>	<p>Thinking and Research skills</p> <p>LP- Open minded, Inquirer Reflective</p>	<p>Drama - ‘ A streetcar named Desire’ by Tennessee Williams</p> <p>CONTENT- Act and scene wise detailed study</p> <p>Inductive:</p> <ul style="list-style-type: none"> • Understanding of text in the dramatist’s chosen context • Topic tracking-tracing the development of theme, plot, character <p>Deductive:</p> <ul style="list-style-type: none"> • A critical appreciation of dramatic conventions utilized and the effect generated. • Analyse the importance of subtext to plot development and to make deductions to evaluate the play. • Careful consideration of cultural and contextual elements. • Analyse use of stylistic conventions, and the consequent effect generated. <p>Evaluation</p> <ul style="list-style-type: none"> • Exposition of the effect of dramatic conventions to its larger cultural, contextual and literary purpose. Establish connections with the SOI <p>Service As Action- Inter house activity- Roleplay;</p>

							A contemporary take on disguise and romance
Short poems- 60 sessions @ 40 min.	Perspectives	Self-expression, style, structure	Personal and cultural expression Exploration- Ideas, feelings, nature, beliefs and values; our analysis and appreciation of aesthetics	Critical readers understand that context and authors' perspectives affect readers' interpretations of literary texts.	A- Analysing B- Organizing- C- Producing text D- Using language All strands	Thinking skills, Research and Communication skills LP- Reflective, Open- minded, Inquirer	Poems Margaret Atwood, 'The City Planners' Boey Kim Cheng, 'The Planners' Thom Gunn, 'The Man with Night Sweats' Robert Lowell, 'Night Sweat' Edward Thomas, 'Rain' Anne Stevenson, 'The Spirit is too Blunt an Instrument' Tony Harrison, 'From Long Distance' W H Auden, 'Funeral Blues' Thomas Hardy, 'He Never Expected Much' Fleur Adcock, 'The Telephone Call' Peter Porter, 'A Consumer's Report' Judith Wright, 'Request To A Year' Charles Tennyson Turner, 'On Finding a Small Fly Crushed in a Book' Percy Bysshe Shelley, 'Ozymandias' Stevie Smith, 'Away, Melancholy' CONTENT: 1. Appreciation of literary devices; 2. Exploration of the central idea and thematic concerns 3. Appreciation of genre specific conventions 4. Evaluation, Analysis and Synthesis of ideas 5.Appraise the poets' thoughts and feelings and appreciate the nuances, structure, style and technique of poetry.

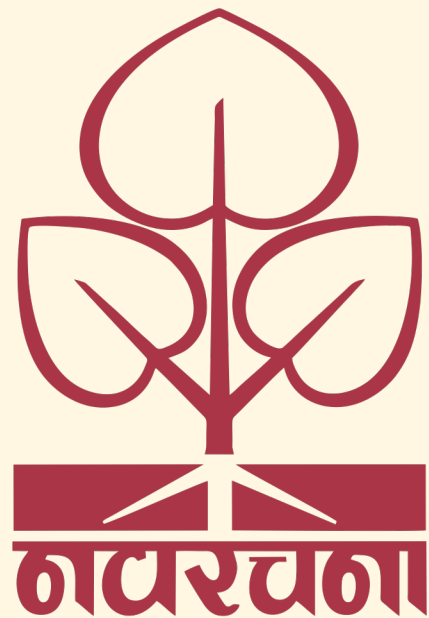
MYP YEAR 5 ENGLISH LANGUAGE AND LITERATURE

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
<p>Novel- ‘ Life of Pi ’by Yann Martel</p> <p>Literature- 70 sessions @ 40 min</p> <p>Language (Structure and Usage) - 160 sessions @ 40 min. (the reading writing and communication skill would be reinforced in all the units of literature through language)</p>	<p>Identity, perspectives, relationships</p>	<p>Self-expression, structure, style, genre</p>	<p>Identities and relationships</p> <p>Exploration- Ideas, feelings, nature, beliefs and values; our analysis and appreciation of aesthetics</p>	<p>Insightful perspectives help establish meaningful relationships</p>	<p>A- Analyzing B- Organizing- C- Producing text D- Using language</p>	<p>Thinking skills and Communication skills</p> <p>LP- Thinker, Reflective</p>	<p>Novel- ‘ Namesake’ by Jhumpa Lahiri</p> <p>CONTENT- 1. Explore and appraise writer’s choices for creating effect. 2. Understand the importance of using audience appropriate tone and register 3. Write to inform, evaluate, narrate, argue, persuade, and present their perspective. 4. The themes of spirituality and religion, self-perception, the definition of family, and the nature of animals. Also , discussion on morality, faith and the ambivalence of what constitutes truth.</p> <p>Structure and Usage: The students will be taught to appreciate the effect writer’s create through their choices of language and the use of genre- specific conventions.; additional scaffolding via language usage and appraisal exercises.</p> <p>Reading Skills: 1- demonstrate a precise understanding of extended texts. 2- Synthesize, develop, analyse and evaluate facts, ideas and opinions. 3- Effectively summarise, paraphrase and re-express. 4-demonstrate</p>

							<p>understanding of how writers achieve their effects. 5- recognise and respond to sophisticated. 6- linguistic devices. 7- Extract appropriate information for specific purposes.</p> <p>Writing Skills: 1- express effectively what is thought, felt and imagined. 2- Order and convey facts, ideas and opinions effectively. 3- Demonstrate a sophisticated use of imaginative and varied vocabulary. 4- Demonstrate a clear sense of audience and context. 5- Demonstrate accuracy in spelling, punctuation and grammar. 6- Use effectively a variety of sentence structures.</p> <p>Communicating Skills: 1- describe and reflect on experience, and express effectively what is thought, felt and imagined. 2- Understand and convey complex information in a sophisticated way. 3- Order and present facts, ideas and opinions effectively. 4- Discuss statements of opinion and attitude, discerning underlying assumptions and points of view. 5- Communicate with clarity, focus and purpose. 6- communicate appropriately depending on the audience and context 7- Evaluate and reflect on what is heard.</p>
Play - 'Twelfth Night' by William	Connections	genre, Intertextuality, style	orientation in space and time	Individual connections, relationships and choices	A- Analysing B- Organizing- C- Producing text	Thinking and Research skills LP- Thinker,	Drama - 'Twelfth Night' by William Shakespeare. CONTENT- Drama -

<p>Shakespeare. 70 sessions @ 40 min.</p>			<p>Exploration- socio- cultural and socio- psychological implications.</p>	<p>have far- reaching impacts and influence on others</p>	<p>D- Using language All strands</p>	<p>Communicator, Reflective</p>	<p>'Twelfth Night'– Act and scene wise detailed study Explicit <ul style="list-style-type: none"> • Understanding of text in the dramatist’s chosen context • Topic tracking-tracing the development of theme, plot, character Inferential <ul style="list-style-type: none"> • A critical appreciation of dramatic conventions utilized and the effect the playwright creates. • Draw inferences, recognize implications and make deductions to evaluate the play • Analyze content against the context chosen. • Appraise plot development, the ascending action towards the climax and the denouement Evaluatory <ul style="list-style-type: none"> • Exposition the relative significance of the use of dramatic conventions to its larger cultural, contextual and literary purpose. <p>Service As Action- Class to prepare a video on thematic exploration, characterization, significant dialogues and exploration of the unit plan. Also a reflection on the central message of the play. The video to be then shared with other grades.</p> </p>
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<p>Short poems- 60 sessions @ 40 min.</p>	<p>Perspectives</p>	<p>Genres, self-expression, style, structure</p>	<p>Personal and cultural expression Exploration- Ideas, feelings, nature, beliefs and values; our analysis and appreciation of aesthetics</p>	<p>Critical readers understand that context and authors' perspectives affect readers' interpretations of literary texts.</p>	<p>A- Analysing B- Organizing- C- Producing text D- Using language All strands</p>	<p>Thinking skills, Research and Communication skills LP- Reflective, Open- minded, Inquirer</p>	<p>Poems Poems by Ted Hughes 1..The Thought-Fox 2.The Harvest Moon 3. The Jaguar 4. Football at Slack 5. The Horses 6. Roe-Deer 7. Wind 8. A Memory 9. Relic 10.Telegraph Wires 11.Hawk Roosting 12.Anniversary 13.Cat and Mouse 14.The Other 15. Snowdrop</p>
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The Navrachana logo comprises three leaves of the Bodhi tree under which Lord Buddha attained enlightenment. The leaves signify the three vital facets of the child's physical, mental-emotional growth, and development. This translates as Navrachana, which is "New Creation".

The emblem thus symbolizes the aim of the school, which is to build, nurture, and groom these three qualities, to create well-balanced and multifaceted individuals who consistently strive to realize their true potential