



**AVINYA**  
INTERNATIONAL SCHOOL

**INSPIRING  
PURPOSE**

**SEPTEMBER 2025**

**GRADE - 1**

# MESSAGE FROM THE **HEAD OF SCHOOL**

## **DEAR PARENTS,**

It is with immense joy and pride that I write to you in the very first edition of our school newsletter. This marks a special milestone for Avinya International School, as we open yet another channel to share the journey of our learners and the collective spirit of our community with you.

At Avinya International School, our vision is to nurture children who are curious, compassionate, and confident in embracing the opportunities of a rapidly changing world. Our core values—respect, empathy, and gratitude—form the foundation of everything we do. Each day, our teachers and students bring these values to life in classrooms, on the playground, in the arts room, and through the meaningful relationships they build with one another.



We are proud to be a candidate school for the IB Primary Years Programme (IBPYP). This means we are committed to implementing the PYP framework and following its pedagogy, which places inquiry, reflection, and international mindedness at the heart of learning. This journey excites us as it aligns seamlessly with our belief in fostering holistic growth and lifelong learning in our students.

We place well-being at the core of our philosophy, believing that children learn best when they feel safe, respected, and valued. From mindful practices in the classroom to activities that nurture emotional resilience, our efforts are dedicated to equipping children with the tools they need not only for academic success but also for personal growth.

We have also been deeply encouraged by the enthusiastic participation of parents in the recent Parent-Teacher Conferences and Student-Led Conferences. Your engagement and reflections strengthen the learning partnership between home and school, ensuring that every child feels supported, valued, and motivated to give their best.



## MESSAGE FROM THE **HEAD OF SCHOOL**

It is equally important for us to create meaningful experiences that extend learning beyond the classroom. Our assemblies provide students with a platform to express their ideas and talents while building confidence. Through guest sessions, our learners connect their classroom knowledge with real-world perspectives. The celebration of national and international days further nurtures cultural awareness, global mindedness, and respect for diversity—enriching the holistic development of every child.

A highlight of this term will be our school celebrating, Utsav—a festival of learning, joy, and togetherness—on Saturday, 11th October 2025. We look forward to seeing our students, teachers, and families unite to celebrate not only cultural expressions but also the spirit of community. Utsav reminds us that schools are not just places of academic pursuit, but vibrant spaces where creativity, connection, and shared traditions enrich us all, while also deepening our responsibility to contribute positively to the wider community.

As we present this inaugural newsletter, we hope it serves as a window into the life of our school—a way for you to celebrate with us, reflect with us, and partner with us in shaping a meaningful and holistic education for your child.

Thank you for walking this journey with us. Together, we are creating a community where every child can thrive and truly shine.

**Warm regards,**  
Anjalika Sharma  
Head of School



# MESSAGE FROM THE **PYP COORDINATOR**

**DEAR PARENTS,**

**Greetings!**

We are delighted to announce that our school has officially received **IB PYP Candidacy status** and is now actively **working with the consultant**. This is an important milestone on our journey to becoming an **IB World School**, joining a global community of schools committed to excellence in education.

As your child begins their learning journey at our school, we're excited to introduce you to the **International Baccalaureate (IB) Primary Years Programme (PYP)**—a curriculum framework designed for students aged 3 to 12.

The IB Primary Years Programme (PYP) for children aged 3 to 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning.



The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It reflects the best of educational research, thought leadership and experience derived from IB World Schools.

The PYP curriculum is a student-centred approach to education. The framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB learner profile to make a difference in their own lives, their communities and beyond.

The framework emphasizes the central principle of **agency**, which underpins the three pillars of school life:

- the learner
- learning and teaching
- the learning community

# MESSAGE FROM THE PYP COORDINATOR

The PYP is designed to focus on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by **six transdisciplinary themes** of global significance, explored using knowledge and skills derived from **six subject areas**, as well as **approaches to learning (ATL) skills**.

The IB Primary Years Programme:

- acknowledges learner agency and the importance of self-efficacy
- addresses students' academic, social and emotional well-being
- helps students establish personal values to develop international mindedness
- provides the opportunity to learn more than one language from the age of seven

**The six subject areas within the PYP are:**

- language, social studies, mathematics, arts, science, and personal, social and physical education

Transdisciplinary learning in the PYP conveys learning that has relevance between, across and beyond subjects and connects to what is real in the world. They reflect on the significance of their learning and take meaningful action in their community and beyond. Through this process, students become competent learners, self-driven to have the cognitive, affective and social tools to engage in lifelong learning.

As we progress on this journey towards authorisation, we are excited to see our students grow as **inquiring, caring, and internationally minded learners**. Together, as a learning community, we are preparing our children not just for academic success but also for life beyond school—equipped with values and skills to make a difference in the world.

**Thanks & regards,**  
Amara Vijayan  
PYP Coordinator

# LEARNING AND TEACHING - SEPTEMBER

**Transdisciplinary Theme:**  
How We Organize Ourselves

**Central Idea:**

Signs and symbols are part of human-made systems that facilitate local and global communication

**Lines of Inquiry:**

- Signs and symbols
- Ways visual language helps communication
- Specialized systems of communication

**Specified Concepts:**  
form, function, connection

## Unit of Inquiry

The students actively engaged in exploring the world of signs and symbols.

Through a variety of learning engagements, observations, and real-world examples, they discovered how visual language supports communication both in their immediate surroundings and across the globe.

The students reflected on the different ways humans connect beyond spoken and written words and developed a deeper appreciation of the many systems that help us share information and ideas.



## TRANSDISCIPLINARY LANGUAGE

The students focused on strengthening their writing skills by exploring punctuation and nouns. Through different learning engagements, games, and stories, they discovered how punctuation marks such as full stops, commas, question marks, and exclamation marks bring clarity and expression to their sentences.

The students dived deeper into the world of nouns. They learned to identify common nouns (people, places, animals, or things) and proper nouns (naming specific ones with capital letters). Engaging tasks like "Noun Hunts," sorting games, and creative writing learning engagements gave them opportunities to apply this knowledge in meaningful ways. By combining punctuation with nouns, students developed the tools to write more clearly and confidently while building a strong foundation in grammar.

## TRANSDISCIPLINARY MATH

The students inquired into patterns and mathematical operations. They explored colour, number, and shape patterns, learning to recognize sequences, predict what comes next, and even create their own unique patterns. These learning engagements nurtured their logical thinking, creativity, and problem-solving skills. The students strengthened their understanding of mathematical operations. Through games, real-life problem-solving tasks, and mental math learning engagements, they practiced applying these operations with growing confidence and accuracy.

## SPANISH

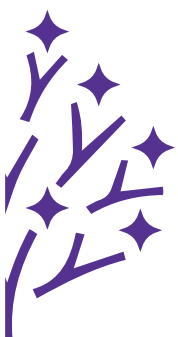
The students learned cardinals (los números 0–10), colours, and practised greetings and alphabet by writing and spelling letters in Spanish.

## HINDI

The students explored the त (ṭa) and व (va) letters, along with related words, to enrich their vocabulary. Through learning engagements, they developed thinking skills by identifying patterns in the letters and communication skills by expressing their learning with clarity and confidence.

## DANCE

The students practised different songs to build their rhythm, coordination, and confidence. They learned a creative routine set to instrumental music and were introduced to basic dance elements to help them better understand movements and routines. They also explored the Garba dance style, learning about its cultural importance during the Navratri festival. A short routine helped them practice key steps from this traditional dance.



## **DRAMA**

The students connected emotions and expressions and used different techniques to create stories, share ideas with others, and present their work to peers.

## **MUSIC**

The students focused on building vocal confidence through group singing and basic solfege using the Carnatic scale (Sa Re Ga Ma Pa Dha Ni Sa). They also discussed and shared their perspectives related to signs and symbols in music. They practised songs accompanied by the harmonium to explore melody and pitch, using various learning engagements to enhance their listening skills.

## **ART**

The students practised object drawing and enjoyed colouring the objects. These learning engagements helped them improve their observation skills and colouring techniques.

## **PHYSICAL EDUCATION (PE)**

The students explored and learned the basic movements of jumping, both horizontal and vertical. They practiced broad jump drills and vertical jump drills to develop strength, power, balance, and coordination. Also, the students practiced combining running with jumping to apply their skills in movement sequences. To aid their learning, they completed a task sheet on jumping, and an assessment was conducted to review their progress.

## **SOCIAL AND EMOTIONAL LEARNING (SEL)**

The students explored what challenges are and how to manage the feelings that come with them through stories, role-play, art, and group learning engagements. They practised strategies for overcoming difficulties, learned the value of patience and persistence, and reflected on how asking for help can be a strength. They also discussed and celebrated differences in how people look, learn, and play, developing empathy and respect for others.



# LEARNING AND TEACHING- MONTH REVIEW



## LEARNING AND TEACHING - OCTOBER

The students will continue to explore the many ways people communicate. They will inquire into different types of communication and discover how each helps us share information, ideas, and messages effectively. Through engaging learning engagements, The students will reflect on how communication systems work in their daily lives and how they also connect people locally and globally. The students will co-construct their assessment task, tool, and the criteria for their end-of-unit assessment. This will help them understand that communication goes beyond spoken or written words and that signs, symbols, and other systems play an important role in bringing communities together.

### UNIT OF INQUIRY

**Transdisciplinary Theme:**  
How We Express Ourselves

**Central Idea:**

Imagination helps people to think, create, and express themselves.

**Lines of Inquiry:**

- Ways people demonstrate imagination
- Role of imagination in innovation
- Problem-solving using imagination

### Unit of Inquiry

The students will begin their next unit on how imagination plays a key role in the way people think, create, and express themselves. They will investigate the different ways people show their imagination, such as through art, storytelling, music, or problem-solving. They will learn how imagination drives innovation—helping people come up with new ideas, inventions, and creative solutions. The students will also discuss the design thinking process. Throughout the unit, they will explore how imagination is used to solve problems by thinking creatively and trying different approaches. They will participate in various learning activities that encourage them to use their imagination to express their own ideas and feelings, as well as collaborate with others to innovate and find solutions.



## **TRANSDISCIPLINARY LANGUAGE**

The students will continue to strengthen their literacy skills by exploring verbs, rhyming words, and poetry. They will engage in games, songs, and activities that help them recognise word patterns and sound connections. The students will connect with poetry by reading and writing simple poems. These learning experiences encourage creativity, language development, and confidence in using English.

## **TRANSDISCIPLINARY MATH**

The students will continue to strengthen their understanding of mathematical operations. They will explore different strategies to solve addition and subtraction problems, using various resources. These approaches help them apply math skills to real-life situations.

## **SPANISH**

The students will learn the days of the week and months of the year. They will continue to practice colours, alphabets, and numbers by framing phrases in Spanish. They will use thinking skills and communication skills to express family and other concepts in Spanish.

## **HINDI**

The students will explore the 'त' वग letters to enrich vocabulary. They will also practice some daily-use sentences to support meaningful communication. They will begin number writing from 1 to 10 in Hindi, progressing from oral recitation to written expression. Through these learning engagements, The students will develop thinking skills as they identify patterns in letters and numbers, and communication skills as they express their learning with clarity and confidence.

## **DANCE**

The students will continue exploring and identifying the basic elements of dance. They will also explore how to respond to words, rhythm, and music through movements. This will encourage them to listen closely, feel the beat, and express themselves more naturally. The focus will be on strengthening their movement vocabulary, along with nurturing their creativity, confidence, and joy in performing.



## **DRAMA**

The students will be introduced to a variety of puppets, like stick puppets, finger puppets, and hand puppets. They will be provided opportunities to explore all the puppets. They will be introduced to storytelling through puppets to express their ideas or thoughts. They will also work in groups and individually to create stories and share ideas.

## **MUSIC**

The students will continue to build on their vocal confidence and musical knowledge by deepening their understanding of musical signs and symbols. They will explore note values and learn to recognise basic musical notations through interactive learning engagements and visual aids. They will co-construct the assessment task, tool, and criteria for their ongoing assessments. The students will also learn and practice songs to strengthen pitch accuracy and breath control.

## **ART**

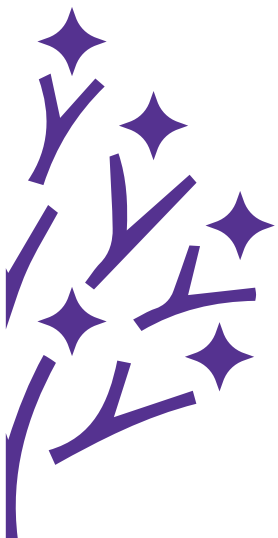
The students will also explore paper through folding, making a one-paper book, and simple origami, which will enhance both their creativity and fine motor skills.

## **PHYSICAL EDUCATION (PE)**

The students will explore and learn the basic movements of throwing, both underhand and overhead. They will practice various drills to develop coordination, strength, and control in both types of throws. The students will engage in learning activities focused on throwing, followed by ongoing assessments

## **SOCIAL AND EMOTIONAL LEARNING (SEL)**

The students will understand the importance of creating balance in different areas of life, such as school, work, and play, rest and activity, healthy food choices, screen time and outdoor time, friendships, and emotional expression. They will engage in role-plays, storytelling, movement games, art, and reflection circles to recognize how balance contributes to overall well-being. The students will be able to identify what balance looks like in their daily routines, practice strategies to manage emotions and friendships, and make responsible choices that support a healthy, happy, and balanced lifestyle.



## IMPORTANT DATES

6th October	School Re-opens
6th October to 10th October	World Mental Health Week
11th October	Utsav
18th to 21st October	Diwali Holidays
24th October	United Nations Day

**Our website: <https://avinyainternational.com/>**

**Instagram** - [https://www.instagram.com/avinya\\_school/](https://www.instagram.com/avinya_school/)

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