



**AVINYA**  
INTERNATIONAL SCHOOL

**INSPIRING  
PURPOSE**

**SEPTEMBER 2025**

**GRADE - 2**

# 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.

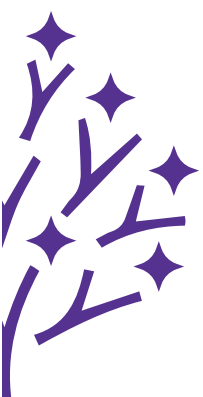
At Avinya International School, our vision is to nurture children who are curious, compassionate, and confident in embracing the opportunities of a rapidly changing world. Our core values—respect, empathy, and gratitude—form the foundation of everything we do. Each day, our teachers and students bring 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

Who we are

### Central Idea:

Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community.

### Lines of Inquiry:

- Characteristics of physical and virtual public spaces
- Purposes of public spaces
- Responsibilities in public spaces

### Specified Concepts:

form, function,  
responsibility

## Unit of Inquiry

The students have been actively engaging in a rich and thought-provoking exploration of public spaces—both physical and virtual—and how these spaces help people connect and build community.

We began the unit with a provocation that encouraged students to reflect on their understanding of place and space. Using the See-Think-Wonder thinking routine, they carefully observed, discussed, and documented their initial ideas about these concepts.

To deepen their understanding, the students used a Frayer Model for both place and space, where they explored dictionary definitions, shared where they had heard the terms before, and listed examples and non-examples. This helped them begin to clearly distinguish between the two terms in context.

We followed this with a Venn Diagram thinking routine, where the students collaborated to compare and contrast the concepts of place and space. Through this exercise, they discovered that both are commonly used by the public and play an important role in daily life.

The students went on an exciting field trip to Playscape, where they explored hands-on experiences with public environments, such as virtual hospitals and play garages. These interactive settings allowed them to reflect on how spaces—even pretend or digital ones—can foster creativity, connection, and shared experiences.

Following this, the inquiry moved deeper into identifying different types of public spaces. The students began to differentiate between physical public spaces (like parks, libraries, and community centres) and virtual public spaces (such as online classrooms, video games, and social platforms). They engaged in a sorting activity where they categorised examples into physical and virtual spaces. Through this task, they began to explore the form (What is it like?) and function (What is its purpose?) of these spaces.

As the inquiry progressed, the class shifted focus to reflect on a broader question: What is the purpose of public spaces? This sparked meaningful discussions about how such spaces serve communities—from enabling communication and support to promoting learning, recreation, and a sense of belonging. The students demonstrated curiosity, collaboration, and critical thinking throughout this unit.

### **TRANSDISCIPLINARY LANGUAGE**

The students explored the meaning of character and characteristics, learning how to describe people, places, and things in detail. During homeroom discussions, they made meaningful connections to adjectives and deepened their understanding of how descriptive language enhances communication. They also explored pronouns and reinforced their knowledge of nouns and adjectives, which helped them construct more meaningful and grammatically accurate sentences.

In addition, the students are actively participating in guided reading sessions. They are engaging with books tailored to their individual reading skills, which is helping them build fluency, improve comprehension, and grow in confidence as readers.

### **TRANSDISCIPLINARY MATH**

The students made transdisciplinary connections to the concept of measurement, exploring key ideas such as length, weight, and volume. Through various learning engagements, they practiced basic conversions between different units of measurement and made meaningful real-world connections to how these skills are applied in everyday life. They were introduced to standard units of measurement and developed a solid understanding of how these units are used across different contexts. In addition, the students began learning how to navigate and use calendars, reinforcing their understanding of time and how it is organised.



## SPANISH

The students learned cardinal numbers (los números 0–10) and greetings, and they framed small phrases using colours. They also practiced the alphabet by reading and spelling the letters correctly

## HINDI

The students continued their journey in Hindi by exploring the अंतःस्थ (semi-vowel) letters – य, र, ल, व – and the ऊष्म (sibilants and aspirates) – श, ष, स, ह. They were also introduced to संयुक्त व्यंजन (conjunct consonants) – क्ष (क् + ष्), त्र (त् + र्), ज्ञ (ज् + ञ्), and श्र (श् + र्). The students studied these letters with related words to enrich vocabulary and strengthen letter recognition. They further practised writing numbers from 1 to 10 in Hindi, progressing from oral recitation to written expression. Through these learning engagements, the students developed thinking skills by identifying patterns in letters and numbers, and communication skills by expressing their learning with clarity and confidence.

## DANCE

The students explored choreography with formations, stage presence, and teamwork as part of the Independence Day preparations. They were also introduced to the elements of dance and were encouraged to make connections with their performance. Additionally, they explored the fundamentals of the Garba dance style and its cultural significance, particularly its connection to the Navratri festival. They also learned a short routine, incorporating the key movements of this traditional dance.

## DRAMA

The students continued to explore how drama is important in our daily life through stories, to gain more confidence and become more sensitive towards their surroundings, and to promote awareness. The students also engaged in learning engagements related to adopting drama in effective ways—for example, a news article, a real-life experience, a written text, etc.

## MUSIC

The students explored tempo and dynamics, learning how speed and volume shape a song's mood. Using percussion instruments like drums and egg shakers, they practiced fast and slow rhythms and varied loudness to express emotions. Group rehearsals of the song emphasized vocal blending and steady tempos, followed by their reflections. These learning engagements were enhanced to demonstrate and develop their skills.



## **ART**

The students were introduced to the art of mask-making and explored the uniqueness of African masks. They learned how masks can tell stories and reflect culture.

## **PHYSICAL EDUCATION (PE)**

The students learned and practiced the standing start and short-distance running events. They also explored field events and practiced the standing broad jump to develop strength, power, balance, and coordination. To reinforce their learning, various learning engagements and assessments were conducted to review their progress.

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

The students learned about self-discipline and why it is important in daily life. They practiced controlling their impulses, making good choices, and following healthy routines, even when they felt distracted or tempted. Through role-plays, games, and stories, they saw how self-discipline helps with learning, making friends, and being responsible at home and school. They also took time to share their thoughts and reflections.





# LEARNING AND TEACHING - OCTOBER

The students will also continue exploring their third line of inquiry, actively engaging in discussions and learning engagements that deepen their understanding. As the unit progresses, they will co-construct their unit-end assessment, thoughtfully reflecting on their learning journey and demonstrating the knowledge and skills they have developed throughout the unit

## UNIT OF INQUIRY

### Transdisciplinary Theme:

How the world works

### Central Idea:

Materials undergo change lead to both benefits and challenges for society and environment.

### Lines of Inquiry:

- Materials and their uses
- Changes materials go through
- Challenges of manufacturing, processing, and byproducts

### Specified Concepts:

function, change, responsibility

## Unit of Inquiry

We will begin a new Unit of Inquiry where the students will explore the properties of materials, their uses and the changes they undergo during everyday processes like heating, cooling, mixing, and moulding.

Through hands-on investigations and guided inquiry, the students will examine:

- Different materials and their uses
- The types of changes materials go through (reversible and irreversible)
- The impact of material use and challenges related to manufacturing, processing, and waste/byproducts

To help develop problem-solving and creative thinking skills, the students will be introduced to elements of the Design Thinking process. Using simplified stages — Empathize, Define, Ideate, Prototype, and Test — they will begin to think like young designers and inventors, exploring how materials can be used thoughtfully to solve real-world problems.



## **TRANSDISCIPLINARY MATH**

The students will delve deeper into the concepts of time and subtraction. They will explore how to measure and calculate time intervals, understanding hours, minutes, and seconds in everyday contexts. They will strengthen their subtraction skills through practical problem-solving activities, learning different strategies to subtract numbers confidently.

These concepts will be connected to real-life scenarios, helping the students see the relevance and application of math in their daily lives. The hands-on and interactive approach will encourage critical thinking and build a strong foundation for future mathematical learning.

## **TRANSDISCIPLINARY LANGUAGE**

The students will focus on developing their writing skills with an emphasis on paragraph writing. They will learn how to organize their ideas clearly and cohesively to create well-structured paragraphs that effectively communicate their thoughts.

To support this growth, the students will be introduced to writing strategies such as the CUPS strategy (Capitalization, Usage, Punctuation, Spelling) and the MINTS strategy, which helps them remember where to use capital letters, punctuation marks, and other important writing conventions. These tools will guide them in editing and improving their writing independently by focusing on mechanics and clarity.

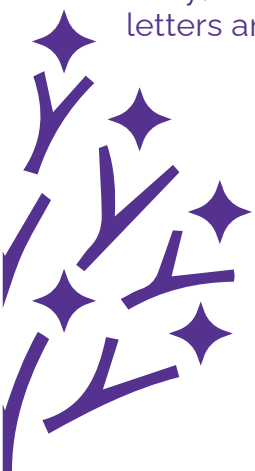
Through regular practice and guided instruction, the students will build confidence in their writing abilities, learning to express themselves with greater detail, accuracy, and creativity. This foundational work will prepare them for more advanced writing tasks and foster a lifelong love for writing.

## **SPANISH**

The students will learn the days of the week, months of the year, and family members' names. They will continue to practice greetings, the alphabet, and spelling letters. They will use thinking and communicative skills to express ideas about their families and others in Spanish.

## **HINDI**

The students will focus on numbers from 1 to 10 and two- and three-letter words, practising joining letters to form words and simple sentences. They will also learn the आ (Aa) matra, its sound and symbol, and how to use it to make words. They will listen to a story, identify people, places, and things, and explore how the matra connects with letters and affects pronunciation.



## **DANCE**

The students will explore and identify the elements of dance in detail. Understanding these elements will help them recognize how every dance routine is structured and how movements can take different shapes. They will also explore how to respond to words, rhythm, and music through movement. This will strengthen their movement vocabulary and enhance their ability to express emotions and tell stories through dance.

## **DRAMA**

The students will explore various aspects of acting, such as voice, movement, role, and improvisation. They will be encouraged to present stories by performing different roles and experimenting with voice, body language, and imagination. They will also research different types of performances in a play. These learning engagements will encourage them to explore how the world around us functions, providing opportunities for them to present meaningful stories.

## **MUSIC**

The students will build on their understanding of tempo and dynamics by being introduced to different musical genres. They will explore styles such as classical, folk, and jazz through listening activities and movement-based learning engagements, learning how each genre uses tempo and dynamics to create distinct moods.

Percussion instruments like drums and egg shakers will continue to be used to practice rhythms characteristic of each genre. Group rehearsals will focus on applying these concepts to new songs, encouraging vocal blending and expressive interpretation. These sessions will deepen the students' musical awareness and appreciation while fostering creativity and collaboration.

## **ART**

The students will continue their journey by exploring the Cheriyal mask style. They will also practice drawing using basic shapes in pencil and create creature drawings, combining imagination with the elements of art



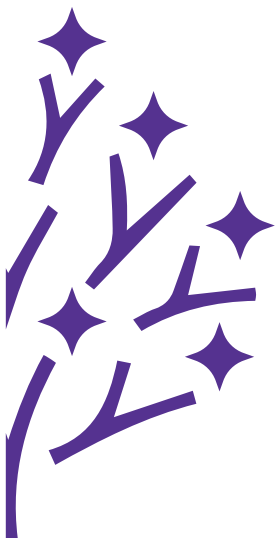
## **PHYSICAL EDUCATION (PE)**

The students will explore the movements and techniques of the shot-put throw. They will practice the shot-put throw using 1 kg medicine balls. Through various drills, They will develop strength, coordination, and correct movement patterns. To aid their learning, they will complete a few learning engagements on throwing, followed by ongoing assessments to review their progress

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

The Students will explore how behaviour is reflected in words, actions, and attitudes, and why it matters in different settings. They will reflect on positive and negative behaviours, practice respectful and responsible conduct at home, in school, with friends, and in public places. They will also learn how to stay safe and kind while using technology.

They will engage in role-plays, storytelling, group games, and calming exercises to practice self-control and appropriate responses in different scenarios. They will reflect on how to apply their learning to real-life situations.



## 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/>**

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