



**AVINYA**  
INTERNATIONAL SCHOOL

**INSPIRING  
PURPOSE**

**SEPTEMBER 2025**

**GRADE - 3**

# 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 the world works

### Central Idea:

Energy is converted, transformed and sustained to support human progress.

### Lines of Inquiry:

- Energy and its uses
- Transformation of energy
- Sustainable energy practices

### Specified Concepts:

change, function, responsibility

### Additional Concepts:

conservation, transformation

### UNIT OF INQUIRY:

The students started learning about energy and how it connects to our daily lives. We began with a provocation, where they visited different stations filled with objects. They looked closely, asked questions, and shared their thoughts. They connected to words like energy, electricity, power, sun, force, gravity, etc. during the homeroom discussions.

The students learned about energy and how it differs from power. They discovered how energy is used in our daily lives and where it comes from. They explored various sources—renewable ones such as solar, wind, and water, and non-renewable ones like coal, oil, and gas. They also examined how energy can be transformed from one form to another. Through a range of learning engagements and discussions, they developed an understanding of potential and kinetic energy.

The students made connections to the Design Thinking process while discussing the possible consequences of overusing non-renewable energy sources. They explored how this process can help people generate innovative ideas and solutions. They shared their understanding of the different steps in the Design Thinking process and reflected on them thoughtfully.

The students enthusiastically researched hydropower energy. Using a variety of sources, including books and handouts, they gathered relevant information. After completing their research, they used the JAM strategy (Just A Minute), which helped them organise their thoughts and communicate clearly.



## **TRANSDISCIPLINARY MATH**

The students made transdisciplinary connections to mathematics during the unit discussions. They connected their understanding of energy types to types of numbers, such as odd and even, prime and composite, as well as natural and whole numbers.

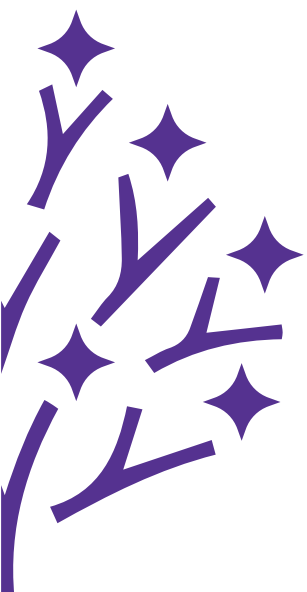
They also applied concepts like percentages, multiplication, and division to analyse information—such as how much water is needed to generate electricity. These engagements helped them apply mathematical thinking in real-life contexts, enhancing their overall understanding.

## **TRANSDISCIPLINARY LANGUAGE**

The students made transdisciplinary connections to language - verbs, adjectives, and adverbs to describe how energy works and how it moves or changes, deepening their understanding of descriptive and action words in context.

The students explored vocabulary related to prefixes and suffixes, such as non-renewable, reusable, and transformation, breaking these down to understand how word parts contribute to meaning. They connected to the different forms of writing—paragraph, summary, and story writing, and news reporting—to express their ideas and reflect on their energy learning. These writing engagements helped the students organize ideas, communicate with purpose, and structure their thoughts clearly.

They also connected to types of sentences—statements, questions, commands, and exclamations—to frame meaningful steps in their communication. They discussed the design thinking process steps.



## **SPANISH**

The students learned cardinal numbers (los números del 0 al 50), interrogative words, and greetings in Spanish, focusing on how to introduce themselves. They also practised the Spanish alphabet by reading and spelling the letters accurately.

## **HINDI**

The students explored the ट (ṭa) and वग letters, along with related vocabulary, to enhance their word knowledge and script recognition. They began practising number writing from 1 to 5 in Hindi, progressing from oral recitation to written expression. Through these engagements, they developed critical thinking skills by identifying patterns in letters and numbers, and communication skills by expressing their learning with clarity and confidence.

## **MUSIC**

The students learned the rhythm and performance skills, focusing on complex patterns through body percussion and instruments like xylophones and tambourines. They worked in groups to create short music pieces, fostering creativity and collaboration. They discussed the importance of stage presence and learned how to perform with confidence while singing and playing the instruments.

## **DANCE**

The students learned a short routine to a patriotic lyrical song, which helped them express both rhythm and emotion. Alongside the choreography, they were introduced to basic duet formations and simple dance vocabulary. They also practised foundational warm-up exercises to strengthen their bodies in preparation for dance routines. Additionally, the elements of dance were introduced to deepen their understanding of movement and performance.

## **DRAMA**

The students continued to explore various styles of performing and enacting roles based on different themes. They explored the meaning behind different performance styles and presented their perspectives both as individuals and in groups. Additionally, they learned the importance of the audience in a performance and discussed strategies to keep them engaged.



## **ART**

The students explored landscape drawing and attempted to recreate a famous painting by Van Gogh. They also practiced pencil shading and experimented with oil pastels to enhance their artwork.

## **PHYSICAL EDUCATION (PE)**

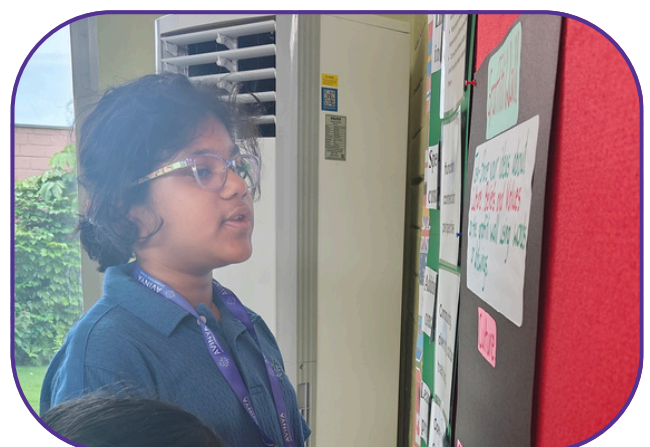
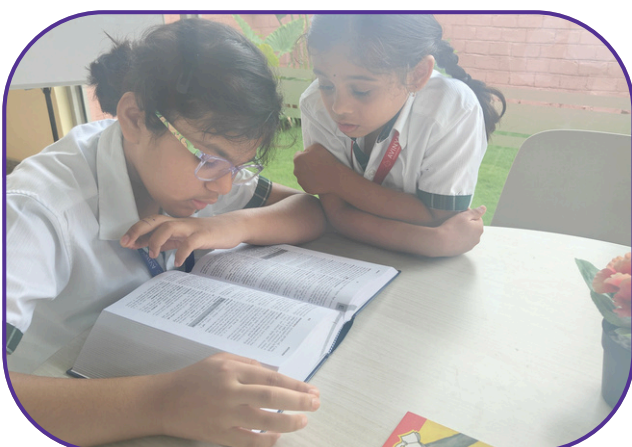
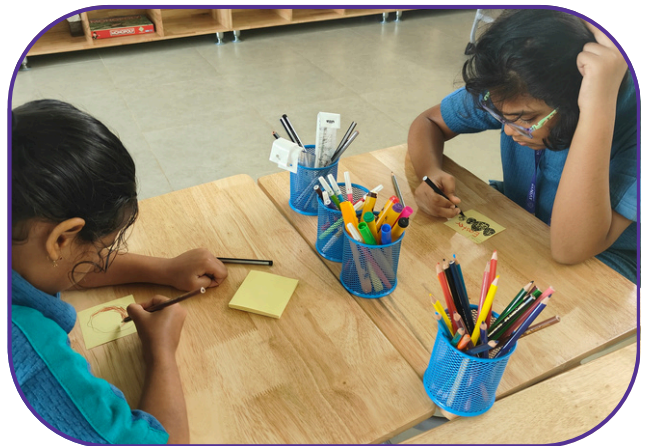
The students learned and practiced the standing start, short-distance running events (60m, 200m, 400m), relay baton exchange, and the crouch start as part of athletics short-distance training. To reinforce their learning, they co-constructed their assessment task, tool, and criteria and completed their assessment

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

The students explored what impulsiveness and patience mean in daily life, and then identified situations in which they may act without thinking. They practised simple strategies, such as pausing, taking deep breaths, or counting to ten, to manage impulses and to understand how patience supports friendships and teamwork. They strengthened listening skills through role-plays and games, reflected on how encouragement fosters patience and personal growth, and applied these strategies in group challenges.



# LEARNING AND TEACHING- MONTH REVIEW



# LEARNING AND TEACHING - OCTOBER

The students will begin to explore sustainable energy practices. They will learn how energy can be used in different ways that help protect natural resources. As they develop a deeper understanding of sustainability, they will begin to reflect on real-life problems caused by energy use.

The students will further revisit the steps of the Design Thinking process. They will develop possible solutions to energy-related challenges. This will help them think critically, collaborate effectively, and share creative ideas that contribute to a better and more sustainable future.

## **TRANSDISCIPLINARY THEME**

How we organise ourselves

## **CENTRAL IDEA**

People create organisations to solve problems, support human endeavour and enterprise.

## **LINES OF INQUIRY**

- Types of organisations
- Reasons people join organisations
- Purpose of organizations

## **SPECIFIED CONCEPTS**

function, form, causation



## **UNIT OF INQUIRY**

The students will begin to learn about the meaning of organisations and their types. They will complete a prior knowledge assessment. As part of their inquiry, they will frame their own research questions and participate in various learning engagements to explore what organisations are, why they exist, and how they function.

## **TRANSDISCIPLINARY LANGUAGE**

The students will continue to explore different types of writing in greater depth through various learning engagements. They will have opportunities to develop their writing skills and share their ideas using a different forms such as paragraphs, summaries, stories, and reports, enabling them to express their thinking clearly and purposefully.

## **TRANSDISCIPLINARY MATH**

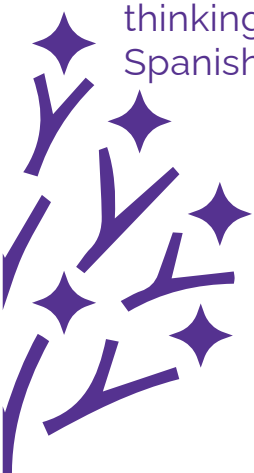
The students will explore divisibility rules to deepen their understanding of division and the structure of numbers. They will also investigate various strategies for solving percentage problems, helping them build confidence in applying percentages to real-life situations and during inquiry

## **HINDI**

The students will explore the 'त' वर्ग letters, along with related vocabulary to strengthen their skills. They will also practice daily-use sentences to enhance meaningful communication. They will begin number writing from 6 to 10 in Hindi, progressing from oral recitation to written expression. Through these learning engagements, they will develop thinking skills as they identify patterns in letters and numbers, and communication skills as they express their learning with clarity and confidence.

## **SPANISH**

The students will learn the names of family members along with appropriate articles (el, la, los, las, un, una), as well as classroom objects and the days of the week. They will continue practicing greetings, seasons, and the alphabet by framing simple phrases. Throughout these engagements, they will use their thinking skills and communication skills to deepen their understanding of Spanish and enhance their ability to express themselves accurately.



## **DRAMA**

The students will explore the use of masks in performance. They create their own masks and align their body language with the specific expressions of different masks. They will also devise stories and skits, using masks to develop characters and bring narratives to life.

## **MUSIC**

The students will explore musical genres through the works of A.R. Rahman. They will learn how different genres blend rhythms, melodies, and instruments to create unique sounds. Through various learning engagements, they will identify genre characteristics and participate in rehearsals that encourage expressive singing and dynamic control.

## **DANCE**

The students will continue building on their skills with a deeper focus on understanding and applying the elements of dance. They will discover how these elements come together to make a dance routine expressive and unique. Using this understanding, they will strengthen their movement vocabulary, creativity, and performance skills.

## **ART**

The students will explore portrait drawing using pencil, colour pencil, and oil pastel. They will also learn about the influence of Persian painting in Indian border painting (Hasia), making cultural connections through creativity and expression in their art.



## **PHYSICAL EDUCATION (PE)**

The students will focus on learning the movements and techniques of the shot-put throw and the standing broad jump. They will engage in drills to develop strength, power, balance, coordination, and correct movement patterns. They will complete assessments to monitor their progress.

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

The students will explore key life skills such as goal setting, time management, problem-solving, and reflection as they take ownership of their learning. They will practice setting SMART goals, prioritising tasks, making independent decisions, and collaborating effectively with peers. Through hands-on learning engagements, they will create self-assessment tools, tackle real-world problems, and reflect on their progress—fostering a growth mindset and a deeper sense of responsibility.



## 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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