



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

OCTOBER 2025

GRADE - 1

MESSAGE FROM THE HEAD OF SCHOOL

Dear Parents,
Greetings!

As we conclude the month of October, I am delighted to reflect on a month marked by rich learning experiences, meaningful engagements, and joyful celebrations across our school. This month truly exemplified the spirit of curiosity, creativity, and collaboration that we cherish at Avinya International School. We are particularly proud of our students' achievements on inter-school platforms and collaborative learning initiatives. Our Grade 3 students represented Avinya International School at the Hyderabad PYP Network Sports Fest 2025 – Athletics, demonstrating remarkable skill, determination, and teamwork. Similarly, students from Grades 1, 2, and 3 participated in the Hyderabad PYP Network Art Fest, showcasing creativity, imagination, and an appreciation for the arts. These experiences are integral to nurturing not only knowledge but also resilience and self-expression.

Our learners benefited from educational field trips that offered hands-on experiences, fostering curiosity and deepening their understanding of the world around them. Additionally, our special assemblies highlighted the talents, confidence, and leadership qualities of our students—giving them platforms to shine and inspiring our entire community.



We are pleased to share that **Ms. Abhishma**, our Gymnastics Instructor, was selected as a judge at the recently conducted International Schools Sports Organization (ISSO) National Gymnastics Championship held in Hyderabad. We congratulate her on this achievement and the recognition it brings to our school community.



MESSAGE FROM THE **HEAD OF SCHOOL**

In line with our commitment to providing holistic learning opportunities, we are excited to announce that our after-school programme, **Aspira**, commenced on Monday, 3rd November, based on valuable feedback from our community. The programme includes Dance, Gymnastics, Football, and Basketball—offering students avenues to develop new skills, pursue their interests, and engage in physical, social, and creative learning beyond the classroom.

We now look forward to hosting the Under-9 North Star Football Championship 2025 on Sunday, 9th November 2025, right here on our campus.

I extend my heartfelt appreciation to our students, whose enthusiasm and dedication continue to inspire us; to our teachers and staff, whose commitment and guidance make every initiative possible; and to our parents, whose support strengthens our community and enriches our shared journey. Together, we continue to nurture learners who are creative, confident, and compassionate members of society.

Warm regards,
Anjalika Sharma
Head of School



MESSAGE FROM THE PYP COORDINATOR

Dear Parents,
Greetings!

At Avinya International School, Inquiry encourages our students to explore, ask questions, experiment, and make meaningful connections. As they predict outcomes, collect and analyze data, conduct research, solve problems creatively, collaborate with peers, and reflect on their learning, they grow into independent, curious, and confident learners. Our teachers act as guides and facilitators, supporting students as they navigate their discoveries and make sense of the world in purposeful and authentic ways.

We recognize that meaningful inquiry thrives when students are supported with the right resources, time to explore, and strong collaboration among teachers and peers.

Time for Inquiry

The students need uninterrupted time to question, collaborate, reflect, and take action. When learning is continually interrupted or limited to short sessions, the depth of understanding and learner confidence can be affected. At Avinya International School, we value giving our students the time they need to think deeply and explore their ideas confidently.

Collaborative Practices

The strength of our inquiry programme lies in collaboration. Our teachers, single-subject teachers, engage in regular and systematic planning using the PYP collaborative planning process. This ensures a cohesive learning experience across grade levels and subjects. At the same time, our planning always leaves space for student voice and choice — allowing learners' questions, interests, and wonderings to shape the direction of their inquiries.



Asking Open-Ended Questions

A key part of inquiry at Avinya International School is fostering curiosity through open-ended questions. These questions encourage students to think critically, explore multiple perspectives, and articulate their ideas. By prompting students to go beyond yes/no answers, we help them develop deeper understanding and problem-solving skills.

MESSAGE FROM THE PYP COORDINATOR

Field Trips

Learning at our school extends beyond the classroom walls. Field trips opportunities provide the students with real-world contexts to observe, explore, and ask questions. These experiences make learning tangible and meaningful, helping students connect their classroom inquiries to the world around them.

Role of the Teacher

In our inquiry-based approach, teachers create supportive learning environments, ask thought-provoking questions, provide resources, and scaffold learning experiences. Teachers also observe the students closely to identify their interests and guide them toward meaningful discoveries, fostering independence and confidence in their learning journey.

Resources for Inquiry

Inquiry learning is enriched with a variety of resources — from books and flashcards to manipulatives and human expertise. These tools help students explore ideas in various learning engagements in meaningful ways, encouraging curiosity and creativity.

Every step we take strengthens our shared mission of nurturing students who are confident, compassionate, and responsible citizens — ready to make a positive difference in the world.

We are deeply grateful for your continued partnership as we build a community that values curiosity, respect, and lifelong learning.

Thanks & regards,

Amara Vijayan

PYP Coordinator

LEARNING AND TEACHING - OCTOBER

Transdisciplinary Theme

How we organise 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

The students engaged in an exciting exploration of communication and its importance in everyday life. They learned about the different types of communication and discovered the many ways people share ideas and information — through spoken and written words, gestures, facial expressions, signs, and digital media.

They also explored various systems of communication, understanding how these systems help people connect, organise, and exchange messages both locally and globally. The students discussed and co-constructed the criteria, tools and the task for their end-of-unit assessment task and completed the same. Through engaging discussions and activities, the students connected to the central idea.



TRANSDISCIPLINARY LANGUAGE

The students explored various aspects of grammar to strengthen their writing and communication skills. They learned about punctuation and how marks such as full stops, commas, question marks, and exclamation marks bring meaning and clarity to sentences. The students also deepened their understanding of nouns by identifying common and proper nouns through sorting games, writing tasks, and real-life examples. In addition, they were introduced to pronouns.

TRANSDISCIPLINARY MATH

The students explored number bonds and addition with and without regrouping. They discovered how number bonds help them understand the relationship between numbers and make addition easier and faster. The students practiced solving addition problems using various strategies and tools, building accuracy and confidence in their calculations. Through various learning engagements, games and mental math, they learned to apply their understanding in real-life situations while strengthening their number sense.

ADDITIONAL LANGUAGES

SPANISH

The students learned the days of the week and the months of the year. They practised colours, alphabets, and numbers by framing small phrases in Spanish. Using their thinking and communication skills, the students expressed ideas about family and others in Spanish.

HINDI

The students continued their journey in Hindi by exploring the 'त' वर्ग letters along with related words to enrich their vocabulary and strengthen script recognition. They also practiced daily-use sentences to support meaningful communication. In addition, they began writing numbers from 1 to 10 in Hindi, progressing from oral recitation to written expression.

Through these engagements, the students developed thinking skills as they identified patterns in letters and numbers, and enhanced their communication skills by expressing their learning with clarity and confidence.



DANCE

The students continued exploring and identifying the basic elements of dance. The focus was on strengthening their movement vocabulary while nurturing their creativity, confidence, and joy in performing. They also learned a short routine connected to the Diwali celebrations, adding a meaningful cultural connection through dance. Through these engaging and meaningful engagements, the students further developed their skills and enjoyment in dance.

DRAMA

The students were introduced to a variety of puppets, including stick puppets, finger puppets, and hand puppets. They had the opportunity to make and explore finger puppets, which allowed them to engage hands-on with the creative process. Next, the students explored voice and storytelling through puppets, using them to express ideas and thoughts confidently. They also created unique characters to understand the importance of voice and movement in puppet play, developing creativity and communication skills..

MUSIC

The students built on their vocal confidence and musical knowledge by deepening their understanding of musical signs and symbols. They explored note values, such as crotchets and quavers, and learned to recognise basic musical notations through interactive engagements and visual aids. Group singing remained a key focus, with students practising familiar folk songs and new melodies to strengthen pitch accuracy and breath control.

Art

The students took their skills further by engaging in innovative object drawing. They experimented with new ways of observing and representing familiar objects, using creativity and imagination to transform everyday items into expressive artworks. This learning engagement encouraged them to think beyond the obvious, explore unique perspectives, and refine their drawing techniques.



PHYSICAL EDUCATION (PE)

The students explored and learned the basic movements of jumping, both horizontal and vertical. They practiced broad and vertical jump drills to develop strength, power, balance, and coordination. To reinforce their learning, they had a learning engagement related to jumping, followed by assessments to review their progress.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students understood 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 engaged in role-plays, sorting activities, storytelling, movement games, art, and reflection circles to recognise how balance contributes to overall well-being. The students identified what balance looks like in their daily routines, practised strategies to manage emotions and friendships, and made responsible choices that support a healthy, happy, and balanced lifestyle.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - NOVEMBER

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

Specified Concepts:

perspective, connection, function

The students will continue to inquire how imagination plays an important role in creativity and innovation. They will watch videos related to design thinking and share their understanding. They will also discuss the various steps involved. Through various learning engagements, discussions, they will investigate how imagination helps us design new ideas, solve problems, and express ourselves in unique ways. This unit will encourage the students to think deeply, take risks with their ideas, and bring their creativity to life. The students will reflect on how they develop and demonstrate the attributes of the IB learner profile and the Approaches to Learning (ATL)



TRANSDISCIPLINARY MATH

The students will focus on subtraction with and without regrouping. They will use different strategies and visual tools to understand how subtraction works and how to solve problems accurately. They will also explore ordinal numbers, timelines, and calendars to understand order, sequence, and the concept of time. Through engaging hands-on engagements, the students will learn to identify positions, arrange events in order, and read dates meaningfully.

In addition, the students will take part in problem-solving tasks that encourage them to think critically, choose appropriate methods, and apply their understanding to real-life situations. These experiences will strengthen their logical reasoning, confidence, and overall number sense.

TRANSDISCIPLINARY LANGUAGE

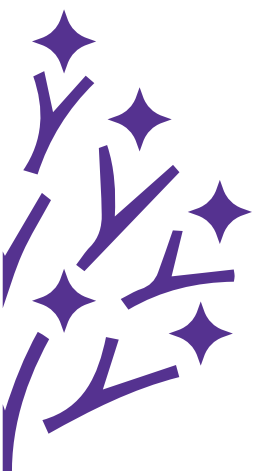
The students will continue to strengthen their communication and writing skills through exciting language engagements. They will explore questioning words such as who, what, when, where, why, and how to help them ask and answer questions effectively. They will also participate in picture talk sessions, observing, thinking, and expressing their ideas based on visual prompts, which will help build vocabulary and confidence in speaking.

Alongside this, the students will explore verb tenses — past, present, and future — to understand how actions happen over time. Through stories, discussions, and writing tasks, they will practice using the correct tense to describe events clearly. These engagements will encourage the students to express themselves thoughtfully and communicate their ideas with clarity and confidence.

ADDITIONAL LANGUAGES

SPANISH

The students will learn the names of family members, fruits, and vegetables to express likes and dislikes (“me gusta / no me gusta”). They will continue to practice the days of the week and months of the year by framing small phrases in Spanish. Using their thinking and communication skills, the students will express ideas about family and others in Spanish.



HINDI

The students will explore the प वर्ग letters प (P), फ (Ph), ब (B), भ (Bh), and म (M) through engaging stories and sorting tasks. They will identify and list words beginning with these sounds, practice writing them, and frame simple sentences. These engagements will strengthen their listening, speaking, reading, and writing skills while building confidence and enriching their Hindi vocabulary.

The students will also learn the days of the week orally and use letters from the क, च, ट, त, and प वर्ग to form two-letter words, further enhancing their language and phonetic understanding.

DANCE

The students will be encouraged to show curiosity and appreciation for both live and recorded dance performances. They will observe and discuss how dancers use movement, expression, and rhythm to communicate ideas. Building on this understanding, the students will collaborate with their peers to design and perform a group dance that showcases their grasp of key dance elements such as space, time, and energy.

DRAMA

The students will be encouraged to observe and imitate a variety of expressions through the voice and movement of a hand puppet. They will then explore puppets through storytelling and retelling. The students will be motivated to work in teams to improve coordination and team-building skills, and they will also learn to use the dynamics of voice to create characters confidently with their puppets.

MUSIC

The students will further develop their vocal confidence and musical knowledge by expanding their understanding of musical signs and symbols. They will deepen their exploration of note values, including crotchets, quavers, and minims, and practice identifying these in simple musical notations through engaging activities and visual aids. Group singing will continue to be a core focus, with the students rehearsing the Avinya School Song.

ART

The students will explore paper through folding, making a one-paper book, and simple origami. These engagements 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 different underhand and overhead throwing drills to develop coordination, strength, and control. To support their learning, the students will have a few learning engagements related to throwing, and assessments will be conducted to review their progress.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students will explore needs and wants. They will learn to recognise their basic needs, reflect on personal wants, and make responsible choices. Through stories, discussions, sorting games, and creative projects such as My Basket of Gratitude, the students will identify what is essential for well-being and practice gratitude for what they have. Engaging in real-life scenarios, planning activities, and collaboration will help them see how their choices impact themselves and others. The students will be able to thoughtfully distinguish needs from wants, appreciate the essentials in their lives, and demonstrate decision-making and caring behaviours that build a balanced and responsible classroom community.



IMPORTANT DATES

8th November	Book Tasting
9th November	Avinya North Star Football Championship - 2025
13th November	World Kindness Day
14th November	Children's Day
15th November	Term 1 Reports

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

Instagram - https://www.instagram.com/avinya_school/

LinkedIn - <https://www.linkedin.com/company/avinya-international-school/>

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