



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

OCTOBER 2025

GRADE - 2

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

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

The students continued to inquire into the purpose of the public spaces and their responsibilities towards the same. To extend their inquiry beyond the classroom, the students visited Daisy Dale Farm for a field trip, where they identified and explored various spaces and places in a real-world context. This experience allowed them to make meaningful connections between what they had learned and their surroundings. Following the trip, the students reflected on their experiences, shared thoughtful questions, and discussed how different spaces serve diverse purposes within a community.

The students engaged in their end-of-unit assessment, where they reflected on their learning journey and showcased their understanding of the concepts explored. They took an active role in co-creating their assessment task, tool, and criteria and demonstrated ownership and responsibility for their learning.



TRANSDISCIPLINARY LANGUAGE

The students developed a clear understanding of the concepts of measurement, conversion, and the use of a calendar. They demonstrated their ability to identify different units of measurement and accurately convert between them. Through various hands-on activities and class discussions, the students explored tools and instruments used for measuring different objects, such as rulers, measuring tapes, and weighing scales.

They also applied measurement concepts to real-life situations by comparing lengths, weights, and capacities. Additionally, learning about calendars helped them connect time measurement to days, weeks, and months, strengthening their overall understanding of how measurement and conversion are applied in everyday life.

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.

ADDITIONAL LANGUAGES

SPANISH

The students learned the days of the week, the months of the year, and the names of family members in Spanish. They also practiced greetings and the alphabet by spelling out letters. Throughout these engagements, the students applied their thinking and communication skills to express information about their families and others in Spanish.



HINDI

The students focused on numbers from 1 to 10 and two- and three-letter words, practising how to join letters to form words and simple sentences. They continued their journey in Hindi by exploring the अंतःस्थ (semi-vowel) letters – य, र, ल, व – and the ऊष्म letters – श, ष, स, ह. They were also introduced to संयुक्त व्यंजन (conjunct consonants) – क्ष (क् + ष्), त्र (त् + र्), ज्ञ (ज् + ज्), and श्र (श् + र्).

Through engaging activities and related vocabulary, the students strengthened their script recognition skills and enriched their Hindi vocabulary, deepening their understanding of the language's structure and sounds.

DANCE

The students explored and identified the elements of dance in detail. Understanding these elements helped them recognise how every dance routine is structured and how movements can take different forms. In addition, they began researching common mistakes dancers often make and discussed effective ways to avoid them, enhancing both their awareness and performance skills.

DRAMA

The students explored various aspects of acting, such as voice, movement, role, and improvisation. They were encouraged to present stories by performing different roles and experimenting with voice, body language, and imagination. The students were also motivated to present stories inspired by real-life experiences.

MUSIC

The students built on their understanding of tempo and dynamics by exploring a variety of musical genres. They discovered styles such as classical, folk, and jazz through engaging listening activities and movement-based games, learning how each genre uses tempo and dynamics to create unique moods.

Percussion instruments like drums and egg shakers were used to practice rhythms characteristic of each style. During group rehearsals, students applied these concepts to new songs, focusing on vocal blending and expressive interpretation. These sessions deepened students' musical awareness while fostering creativity and collaboration.

Art

The students explored the uniqueness of African masks, learning how these masks tell stories and reflect the rich cultural traditions they come from. Through observation and discussion, they gained an appreciation for the artistic expression and symbolism represented in each design.



PHYSICAL EDUCATION (PE)

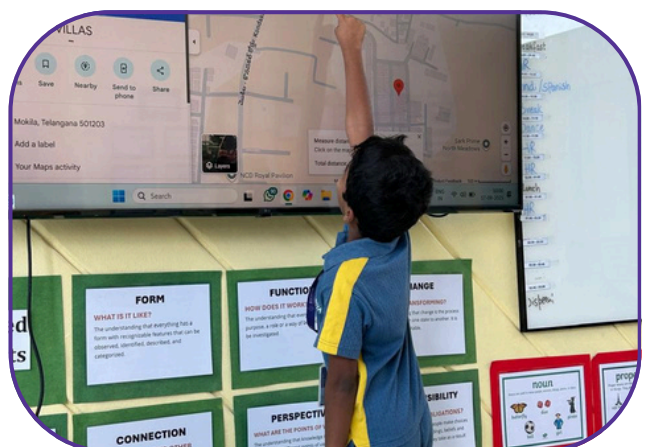
The students explored field events such as the standing broad jump and shot put by watching videos and identifying the key concepts of each event. They practised the standing broad jump to develop strength, power, balance, and coordination, and learned to distinguish between hopping and jumping. The three steps of jumping — stance, execution, and follow-through — were introduced and practised. To reinforce their learning, the students co-constructed the assessment task, tool and criteria and completed the same.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored the unit “Behaviour / Conducting Oneself in Different Situations.” They learned how behaviour is reflected through words, actions, and attitudes, and why it matters in different settings. The students reflected on positive and negative behaviours and practised respectful and responsible conduct at home, in school, with friends, and in public places. They also learned how to stay safe and kind while using technology. They engaged in role-plays, storytelling, group games, and calming exercises to practice self-control and appropriate responses in different scenarios. The students collaboratively created a Code of Conduct, helping them apply their learning to real-life situations.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - NOVEMBER

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

We will begin an exciting new Unit of Inquiry where students will explore the properties of materials, how they are used, and the changes they undergo during everyday processes such as heating, cooling, mixing, and moulding. Through investigations and guided research, the students will examine different materials and their uses, the types of changes materials go through (reversible and irreversible), the impact of the usage of materials and challenges related to manufacturing, processing, and waste/byproducts.

This will encourage the students to consider both the benefits and consequences of the usage of materials and reflect on their role as responsible global citizens.



TRANSDISCIPLINARY MATH

The students will explore the concepts of time, subtraction, symmetry, and shapes. They will explore how to measure and calculate time intervals, developing an understanding of 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. In geometry, they will identify and describe 2D and 3D shapes, exploring properties such as edges, vertices, and faces. They will also investigate the concept of symmetry, recognizing symmetrical patterns in objects and the environment. These mathematical concepts will be connected to real-life scenarios, helping students see the relevance and application of math in their daily lives. The hands-on and interactive approach will encourage critical thinking, creativity, and spatial understanding, building a strong foundation for future mathematical learning.

TRANSDISCIPLINARY LANGUAGE

The students will continue to build upon their writing skills by exploring paragraph writing in greater depth. They will learn how to develop their ideas more effectively, using topic sentences, supporting details, and concluding statements to create coherent and meaningful paragraphs.

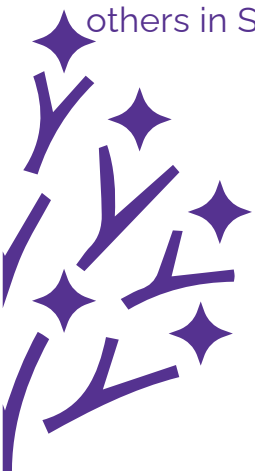
As they progress, there will be a strong emphasis on understanding and using verbs accurately in their writing. The students will explore different types of verbs — action, linking, and helping verbs — and understand how they bring clarity, precision to their sentences.

Through engaging writing exercises and collaborative tasks, the students will practice identifying and using verbs in various contexts, enhancing both their grammar and creative expression. These activities will not only strengthen their understanding of sentence structure but also help them communicate their thoughts more effectively in writing. The continued focus on paragraph construction and the use of verbs will support the students in becoming more confident, expressive, and independent writers.

ADDITIONAL LANGUAGES

SPANISH

The students will learn the definite articles (el, la, los, las) using classroom objects and family members' names. They will continue to practice the days of the week and months of the year. Through these engagements, the students will apply their thinking and communication skills to express information about their families and others in Spanish.



HINDI

The students will focus on learning the Hindi स्वर (vowels) and their corresponding matra symbols. They will practice using these matras with व्यंजन (consonants) through the barakhadi. They will also learn the आ (Aa) and इ (E) matras, including their sounds, symbols, and how to use them to form words.

Through engaging stories, the students will identify people, places, and things, and explore how the matras connect with letters and influence pronunciation. This will help strengthen their reading, writing, and comprehension skills in Hindi.

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 continue to explore the elements of acting as they collaborate to present performances through scene work and role play. They will then apply all the elements of acting to present a scenario, either fictional or based on a real-life event.

MUSIC

The students will continue to expand their understanding of tempo and dynamics by exploring additional musical genres, such as pop, blues, and world music, through interactive listening activities. They will analyze how these genres use tempo, dynamics, and rhythm to convey unique emotions and styles.

Using percussion instruments such as drums, egg shakers, and tambourines, the students will practice genre-specific rhythmic patterns, enhancing their coordination. The students will also learn a new song called "Paparika."

ART

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



PHYSICAL EDUCATION (PE)

The students will explore and learn the movements and techniques of the shot put throw. They will practice using 1 kg medicine balls and different drills to develop strength, coordination, and correct movement patterns. To reinforce their learning, the students will co-construct the assessment task, criteria, and tool to complete an assessment to review their progress.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students will explore how their rights and responsibilities affect themselves and others. They will learn what it means to have rights, such as safety, education, and care, and how responsibilities help them respect the rights of others. Through stories, role-plays, the students will reflect on their actions at school, home, and in the 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/

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