



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

**OCTOBER 2025
GRADE - 3**

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 the world works

Central Idea:

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

Lines of Inquiry:

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

Specified Concepts

change, function, responsibility

The students explored sustainable energy practices, learning how energy can be used in ways that are better for the environment and help protect our natural resources. As they deepened their understanding of sustainability, they also began to consider real-life problems caused by energy use.

To guide their thinking, the students followed the Design Thinking process. As part of this process, they applied the “5 Whys” strategy to identify the root causes of the energy-related problems they were investigating. They then gathered and analyzed data to determine whether the problems they identified were local or global in nature.

With a clearer understanding of the problems, the students began to explore multiple ideas and possible solutions, thinking creatively and critically about how to make a positive impact. This approach encouraged them to collaborate, problem-solve, and contribute to building a more sustainable future.



TRANSDISCIPLINARY THEME

How We Organize Ourselves

Central Idea:

People create organizations to solve problems, support human endeavor and enterprise.

Lines of Inquiry:

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

Specified Concepts

function, form, causation

The students began their new Unit of Inquiry under the transdisciplinary theme “How We Organize Ourselves.”

To begin the unit, the students had a provocation where they explored a variety of stations and spaces that were either organised or unorganised. This engaging experience encouraged them to observe, question, and make meaningful connections. Students discussed and made class definitions. Afterwards, the students moved around different areas of the school to identify examples of organization in real contexts. They noticed that when things are organized, it becomes easier for everyone to do their work. Through guided inquiry and reflection, the students began discussing questions such as:

- Where and when are we organized?
- Where have we heard the word “organize”?
- Why is it important to be organized?
- What does organization mean to us?

Through these learning engagements, the students began to understand that organization helps communities work better.



TRANSDISCIPLINARY LANGUAGE

While learning about energy, the students connected their understanding by exploring news report writing. They practiced gathering facts and organizing information clearly to share what they learned about energy and sustainability.

The students explored the concept of synonyms and antonyms by looking closely at the words organised and unorganised. This helped deepen their vocabulary and understanding of how words can express opposite ideas, supporting their language development alongside their inquiry.

These experiences helped the students build strong communication skills as they learned to express ideas clearly and understand new vocabulary in context.

TRANSDISCIPLINARY MATH

While learning about energy, the students made transdisciplinary connections to math. They explored the concept of percentages and learned how fractions can be represented using percentages. They practiced finding percentages in different ways and shared their understanding of what those numbers mean to them.

The students also worked on data handling by collecting and interpreting different sets of data. They organised the information using tally marks, bar graphs, followed by their reflections.

This helped foster the students' skills in data representation and analysis, supporting their ability to communicate findings and deepen their understanding of energy in real-world contexts.

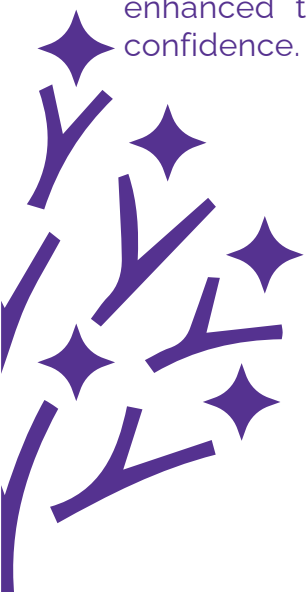
ADDITIONAL LANGUAGES

SPANISH

The students learned the names of family members using articles (el, la, los, las, unos, unas) and also explored classroom objects and days of the week. They practised greetings, seasons, and the alphabet by framing small phrases. They applied thinking and communication skills to enhance their understanding of Spanish communication.

HINDI

The students continued exploring the 'त' वर्ग letters along with related words to enrich their vocabulary. They also practised 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 learning 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 explored and identified the elements of dance in detail. Understanding these elements helped them see how every dance routine is structured and how movements can take different forms. Additionally, they began researching common mistakes dancers make and ways to avoid them. They shared their reflections during the various learning engagements.

DRAMA

The students explored masks, performing with them and aligning their body language with a particular mask. They created characters based on the masks and also devised stories with their help. The students responded to their peers' performances, providing feedback and feedforward. Later, the students created masks using different materials for different characters.

MUSIC

The students explored musical genres through A.R. Rahman's work. They learned how different genres blend rhythms, melodies, and instruments to create unique sounds. Various learning engagements helped the students identify genre characteristics, while rehearsals encouraged expressive singing and dynamic control.

ART

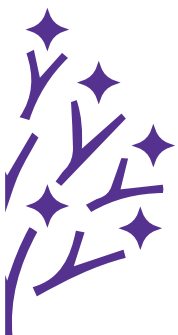
The students practised landscape drawing. They learned about space division in a landscape, being introduced to the concepts of "Background," "Middle ground," and "Foreground." The students reflected on the attributes of the learner profile that they have demonstrated and developed during their learning process.

PHYSICAL EDUCATION (PE)

The students explored field events by watching videos and practising the movements. They learned the techniques of the shot-put throw and the standing broad jump. They practised a variety of drills for the shot put to develop strength, power, balance, coordination, and correct movement patterns. Similarly, they performed standing broad jump drills to enhance these same skills. To support their learning, they had an ongoing assessment related to throwing, followed by their reflections.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students discussed the processes of identification, analysis, comparison, contrast, and decision-making through engaging stories, group discussions, and scenario-based activities. They also reflected on their choices and considered the perspectives of others. The students were able to apply these processes independently and collaboratively, building critical thinking, self-management, and social awareness skills that supported thoughtful and responsible decision-making in everyday life.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - NOVEMBER

TRANSDISCIPLINARY THEME

How We Organize Ourselves

Central Idea

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

Lines of Inquiry

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

Specified Concepts

function, form, causation

The students will explore how different types of organisations help communities meet their needs. The students will read, discuss, inquire, and share examples of different organisations they see around them, such as schools, businesses, and other community groups.

They will also explore why people choose to be part of any organisation and how working together helps achieve common goals. Through stories, videos, and classroom discussions, the students will continue developing their understanding of how people organise themselves to make a difference.

The students will co-construct the end-of-unit assessments task, criteria and tool.



TRANSDISCIPLINARY MATH

The students will explore concepts such as number systems and how numbers can be organized in different ways. To understand how numbers can be used to organize information and make it easier to interpret, the students will practice collecting and sorting data in different contexts and then represent the data using various types of graphs.

TRANSDISCIPLINARY LANGUAGE

The students will explore what kinds of things can be organized in daily life and learning. They will think about how people organize different ideas, which will help them connect to different types of writing and understand how writing itself can be organized in many ways—such as stories, reports, instructions, and more. This will help the students explore and understand that organizing their ideas clearly is an important part of communicating effectively.

ADDITIONAL LANGUAGES

SPANISH

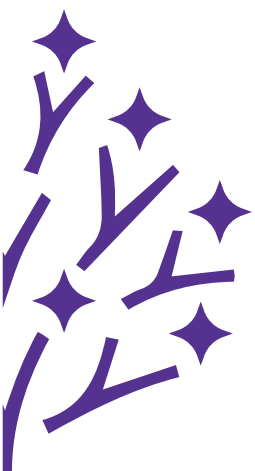
The students will learn pronouns and the conjugation of the verbs “Ser” and “Estar” to express emotions, locations, and more. The students will continue to practice the names of family members with articles (el, la, los, las, unos, unas), classroom objects, and days of the week by framing small phrases. The students will use thinking and communication skills to enhance their understanding of Spanish communication.

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 activities 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 convey ideas. Building on this understanding, the students will collaborate with their peers to design and perform a group dance that demonstrates their mastery of key dance elements such as space, time, and energy.



DRAMA

The students will continue to explore and create characters with the help of masks. They will also develop their characters' personalities and express their emotions while playing roles and working on scenes. Additionally, the students will continue making masks for a variety of characters and role plays.

MUSIC

The students will continue their exploration of musical genres, focusing on how they blend traditional Indian music with global styles such as pop, classical, and electronic. They will learn a new song to identify specific rhythms, melodies, and instruments unique to these fusions, deepening their understanding of genre characteristics.

ART

The students will explore portrait drawing using pencil, coloured pencil, and oil pastel. They will also learn about the influence of Persian painting on Indian border painting (Hasia), connecting culture and creativity in their art.

PHYSICAL EDUCATION (PE)

The students will explore the relay event (baton exchange) by watching videos. They will learn the rules and techniques of the relay and practice baton exchange skills. To support their learning, they will have a various learning engagements and assessments related to athletics to review their progress.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will explore goal setting, time management, problem-solving, and reflection to take ownership of their learning. The students will practice setting SMART goals, prioritising tasks, making decisions, and collaborating with peers, while developing communication skills. The students will foster a growth mindset and a sense of responsibility through a variety of learning engagements and will reflect on the same.



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/>

Facebook - <https://www.facebook.com/avinyainternationalschool>

Contact Numbers: +91-9100054800 / +91-9070070200

