



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

September 2025

NURSERY

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.

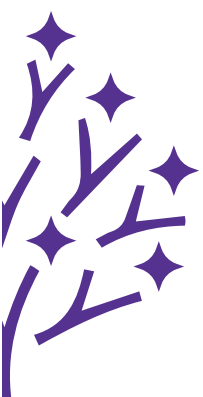
At Avinya International School, our vision is to nurture children who are curious, compassionate, and confident in embracing the opportunities of a rapidly changing world. Our core values—respect, empathy, and gratitude—form the foundation of everything we do. Each day, our teachers and students bring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

Central Idea:

Stories engage audience and communicate meaning

Lines of Inquiry:

- Types of stories
- Purpose of stories
- Creating and sharing stories

Unit of Inquiry

During this unit, the students explored different types of stories and understood how stories convey meaning and engage an audience.

They read picture books, retold familiar stories, participated in picture talks, and drew or coloured scenes from their favourite stories. They also reflected on the purpose of each story and the messages it conveyed.

They had various assessments related to the different types of stories. The students shared their understanding after listening to the multiple stories. They shared their favourite stories of their choice.



TRANSDISCIPLINARY LANGUAGE

The students were introduced to the first set of Jolly Phonics letters—s, a, t, p, i, and n—through treasure hunts, songs, collage-making, dabbing, spray painting, folk painting, and vegetable printing. These creative, hands-on learning engagements supported letter recognition and phonetic awareness. The students shared words starting with the introduced letters, which helped them build early reading and writing skills.

TRANSDISCIPLINARY MATH

The students practised counting family members and explored mathematical concepts, such as "more," "less," "big," and "small," through a variety of learning engagements. They engaged with building blocks for number matching and used number flashcards to reinforce number recognition. Sensorial learning engagements further supported their numeracy skills. The students also enjoyed number songs and were introduced to 2D shapes through visual and hands-on learning engagements.

DANCE

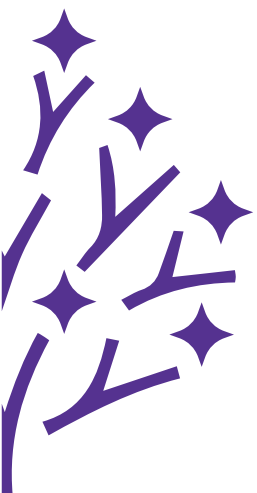
The students practised the learned steps to gain confidence in performing the sequences independently. To deepen their understanding of rhythm and coordination, they explored performing the same routines at different speeds.

DRAMA

The students focused on learning about expressions through gestures, postures, and facial expressions. As the month progressed, they began exploring how voice can enhance storytelling. They practiced sharing real-life incidents and simple stories, which helped them build confidence and express emotions.

MUSIC

The students learned action songs with simple choreography, such as clapping and stepping to a steady beat. They used props like rhythm sticks and colorful scarves to create playful patterns. New songs related to healthy habits were also introduced, making the learning both fun and meaningful.



ART

The students explored the theme of colour in various creative ways. They learned how to colour within lines, discovered the magic of colour mixing, and expressed their creativity through leaf printing. These art-based learning engagements allowed students to experiment with textures and techniques while enhancing their fine motor skills.

PHYSICAL EDUCATION (PE)

The students learned the basic movements of jogging and practised jogging around different objects to develop balance and coordination. They participated in various learning engagements to enhance their skills.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students learned about keeping safe in different places like home, school, the playground, the market, and while travelling. Through stories, role-play, puppets, and outdoor walks, they learned how to stay safe, follow simple rules, and take care of themselves.

They talked about trusted adults, road safety, and the importance of clean habits like washing hands. Special attention was given to learning what to do if they get lost in a public place. Students practiced saying “No” to strangers, staying in one place, and looking for safe adults like police officers or shop helpers. These learning engagements helped build their confidence and taught them how to make safe choices.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - OCTOBER

The students will work individually, in pairs, or in small groups to choose a picture or object and create their own stories. They will present their stories using props such as puppets, drawings, or role-play.

They will also watch video clips, share their perspectives, and discuss their emotional responses. The students will self-assess their learning using a self-assessment continuum, explaining their choices. Additionally, the students will participate in guest sessions for storytelling.

TRANSDISCIPLINARY LANGUAGE

The students will use simple storybooks and puppets to act out phonics-based stories. Rhymes and songs will help reinforce letter sounds. Through picture books, students will learn to identify text versus illustrations and will be encouraged to use visual clues.

They will recognise and spell their names using magnetic letters and flashcards. Picture reading will help them develop narrative skills by encouraging them to "read" the pictures and imagine storylines.

Pre-writing skills will be developed through holding pencils or crayons, scribbling, drawing, and pattern-making. Tracing will support hand-eye coordination. The students will be introduced to lowercase letters and will begin letter recognition. Writing development will be supported through sand writing, finger painting, pencil grip practice, tracing worksheets, and simple word building with magnetic letters or cards.



TRANSDISCIPLINARY MATH

The students will continue to build foundational numeracy skills. They will revise numbers from 1 to 10, practice counting backwards from 10 to 1, and match numbers to quantities. They will explore tools like rulers to understand basic measurement and will learn to identify days of the week and differentiate between day and night.

They will be introduced to data handling through pictographs and human graphs, which will help them visualize abstract concepts. Students will explore 2D shapes and improve spatial awareness by learning directions such as up, down, left, and right—laying the foundation for logical thinking and everyday navigation.

MUSIC

The students will enjoy learning songs such as “Plant a Tree” and “We Shall Overcome” while practicing both the Sa Re Ga Ma and Do Re Mi Fa scales. Guided exploration and storytelling will introduce them to different instrument sounds. Through group singing of familiar rhymes, students will strengthen their understanding of rhythm and pitch.

DANCE

The students will continue their dance journey by refining previously learned movements and participating in an assessment that will focus on coordination, rhythm, and expressive confidence. They will be introduced to the concept of dynamics in dance and will learn that movements can vary in speed, size, strength, and flow. They will experiment with opposites such as:

- Fast and slow movements
- Big and small movements
- Sharp and smooth movements

These explorations will help them express emotions and stories more effectively through movement.

DRAMA

The students will be introduced to a variety of puppets, including stick puppets, finger puppets, and hand puppets. They will have opportunities to explore and play with these different types. They will be encouraged to use voice and storytelling techniques with their puppets to express thoughts and ideas

ART

The students will continue exploring visual art by engaging in stamping and tear-and-paste learning engagements. These experiences will help develop their fine motor skills and ways to express creativity.

PHYSICAL EDUCATION (PE)

The students will inquire into the basic movement of running. They will practice running around different objects, which will help them improve balance and coordination. A learning engagement on jogging will support their learning, and an assessment will be conducted to monitor and review their progress.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will explore the idea of helping others. They will learn what it means to help at home, in school, and in the community. Through stories, role-play, puppet shows, art, and group activities, they will practice kindness, empathy, and responsibility. They will meet community helpers and discover simple ways to care for people and the environment. Students will share their reflections.



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/>

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

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

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

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