



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

SEPTEMBER 2025

GRADE - PP1

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.

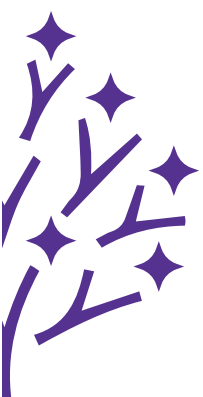
At Avinya International School, our vision is to nurture children who are curious, compassionate, and confident in embracing the opportunities of a rapidly changing world. Our core values—respect, empathy, and gratitude—form the foundation of everything we do. Each day, our teachers and students bring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

Who We Are

Central Idea:

Choices people make affect their health and well-being

Lines of Inquiry:

- Types of choices
- Impact of choices
- Ways to make safe and healthy choices

Unit of Inquiry

The students explored the concept of choices as an essential aspect of everyday life. They discovered that the decisions we make can affect not only ourselves but also those around us.

The students also recognised that choices occur in different settings, such as school, the playground, home, and markets. Through stories, reflections, and interactive learning engagements.

They also discussed of making choices related to eating fruits and vegetables, drinking clean water, sleeping early, brushing our teeth, playing and running, etc.

The students developed an understanding that their choices influence their health, relationships, and overall well-being.



TRANSDISCIPLINARY LANGUAGE

The students were introduced to two-letter words from the Jolly Phonics Set 1 and practiced recognizing and reading sight words, which supported the development of reading fluency and confidence. They also explored opposites through interactive games, stories, and classroom learning engagements, which helped build their vocabulary and understanding of descriptive words.

TRANSDISCIPLINARY MATH

The students revisited and deepened their understanding of numbers through a variety of interactive learning engagements. They practiced counting and ordering numbers from 1 to 10, strengthening their number sense. The concept of more and less was explored by comparing different numbers and sets of objects. They also learned to identify numbers that come before, after, and between, which enhanced their understanding of number order and sequencing. They engaged with 2D shapes, naming and describing their attributes, and discovered patterns in objects and daily experiences.

DANCE

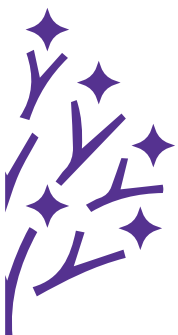
The students learned and practiced a set of movement-based songs. This helped them grow more confident with their actions and rhythm. They also explored dancing to the same songs at different speeds. They were introduced to the concept of the elements of dance, learning how these fundamental components are essential for creating and understanding any dance routine. Additionally, they explored the fundamentals of the Garba dance style and its cultural significance, particularly its connection to the Navratri festival. They also learned a short routine, incorporating the key movements of this traditional dance.

DRAMA

The students had a learning engagement, connected to voice and gestures to express emotions. They were encouraged to connect routine life experiences with stories using emotions and expressions, as they shared ideas and stories with peers.

MUSIC

The students learned how different instruments produce unique sounds and contribute to music. Group singing of rhymes and songs such as “Brush Your Teeth” and “Drink Your Water” reinforced rhythm and pitch, encouraging the students to match sounds to instruments, sparking curiosity, and building confidence to build their skills.



ART

The students explored the world of primary colours and enjoyed making colourful handprints. They also practiced drawing different types of lines, shapes, and patterns, which helped them express their creativity in unique ways.

PHYSICAL EDUCATION (PE)

The students learned about the shuttle run in a straight pathway. They participated in various learning engagements to review their progress. The students also explored the basic movements of hopping, practicing single-leg and double-leg hopping. In addition, they tried hopping in both zigzag and straight pathways, which helped them build balance, strength, and coordination

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored their feelings by thinking about what makes them happy or sad. They connected their real-life experiences to emotions through storytelling, movement, and using emotion cards. They practiced using words to talk about their feelings with the help of puppets, role-play, and drawings.

Through games, stories, and classroom discussions, The students learned how to understand others' feelings and show empathy. They also learned calming strategies like balloon breathing, yoga, and using a calm-down corner when they felt upset. To help accept all emotions, The students created positive affirmations together, followed by their reflections.

As they moved into the theme "My Strengths and Limitations," the students shared their strengths through show-and-tell and drawings. They also talked about things they find difficult and began to learn how effort and a positive mindset help them grow

LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - OCTOBER

In continuation of our Unit of Inquiry on Choices, the students will further explore the different types of choices they make in everyday life. These include individual choices such as what to eat, wear, or play; family choices like meals, celebrations, and shared responsibilities; and choices with friends that involve playing together, sharing, and caring for one another. As the unit progresses, the students will reflect on the impact of these choices, understanding how decisions can affect themselves, others, and the environment. The students will co-construct the assessment task along with the criteria for their end-of-unit assessment. The unit will conclude with a focus on making safe and healthy choices, helping the students learn to take responsibility for their well-being and make thoughtful decisions.

TRANSDISCIPLINARY LANGUAGE

The students will be introduced to Jolly Phonics Set 3 and will begin working with two- and three-letter words. They will revisit Set 1 two-letter words and progress to Set 2, reinforcing their phonics knowledge. The students will also continue practicing sight words and exploring the concept of opposites through engaging and interactive learning engagements. In addition, they will be introduced to adjectives. The students will begin reading from ORT Level 1 readers, which will help build their reading fluency, vocabulary, and confidence as they interact with simple texts.

TRANSDISCIPLINARY MATH

The students will continue their math journey by exploring numbers through exciting and interactive learning engagements. They will have learning engagements related to picture addition by combining groups of objects and practice number sequencing by identifying what comes next. Through comparison tasks, they will learn to identify which numbers are greater or smaller. Additionally, the students will be introduced to telling time to the hour (o'clock) and will begin making connections between time and their daily routines. These engagements aim to build a strong foundation in number sense while making learning enjoyable and meaningful.

DANCE

The students will explore how body movements can communicate different ideas and emotions. Through guided activities, they will learn to use gestures, facial expressions, and body language to show feelings such as happiness or excitement. The students will also practise moving freely around the space while becoming more aware of their body levels, moving low (close to the ground), medium (waist level), and high (stretching upward). They will also explore movements with changes in direction, such as moving forward, backward, or sideways.

DRAMA

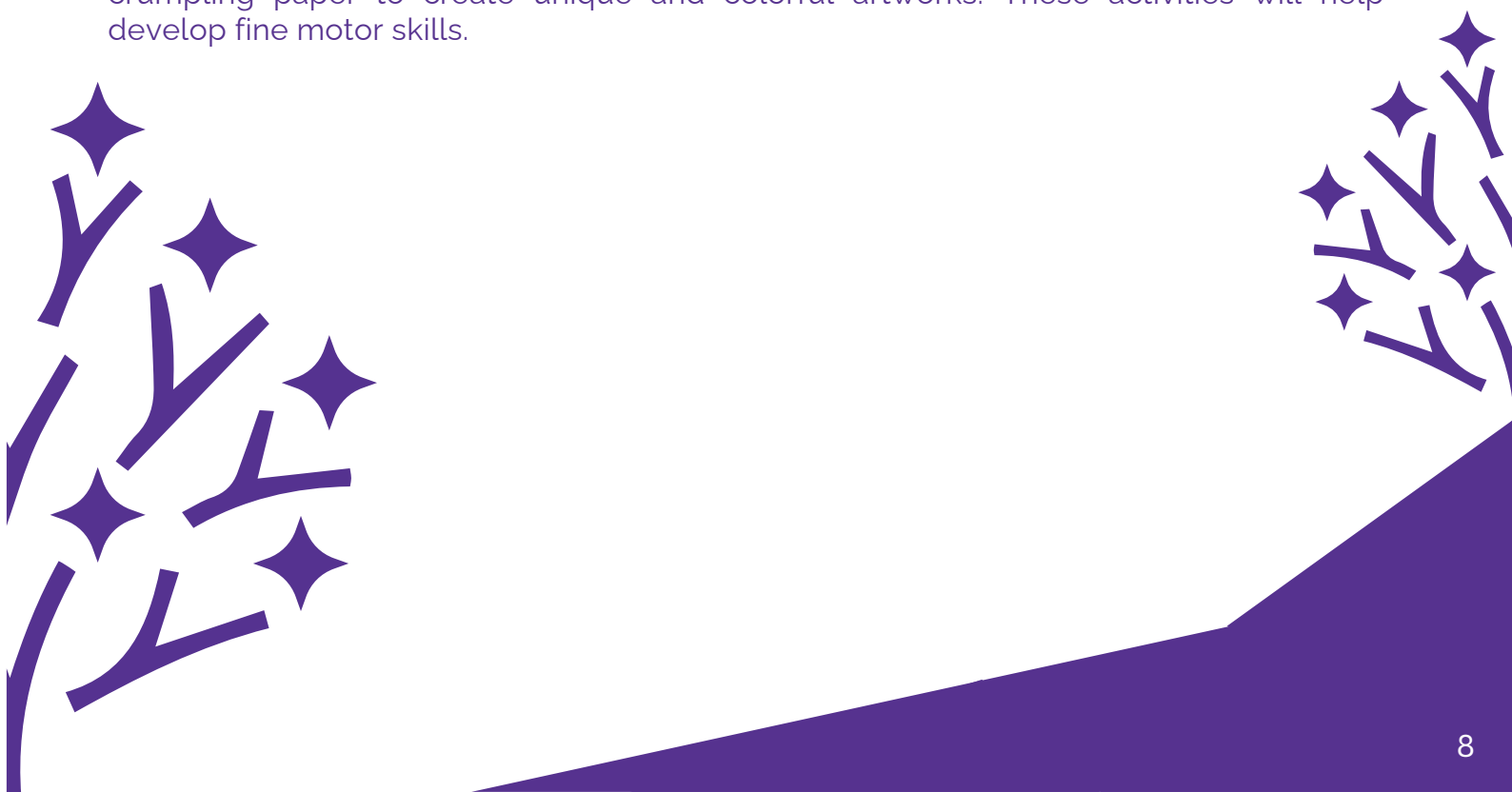
The students will be introduced to a variety of puppets, including stick puppets, finger puppets, and hand puppets. They will explore how to use puppets to express their thoughts and ideas, with different voices, expressions, and movements. Through storytelling and role-play, The students will develop their imagination and confidence in using puppets as a tool for creative communication. These engagements will support expressive language development and foster collaboration and empathy in shared storytelling.

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, The students will strengthen their understanding of rhythm and pitch.

ART

The students will continue their creative exploration using paper. They will take part in various art-based learning engagements such as tearing and pasting, folding, and crumpling paper to create unique and colorful artworks. These activities will help develop fine motor skills.



PHYSICAL EDUCATION (PE)

The students will inquire into the basic movements of jumping. They will complete learning engagements on hopping, followed by an assessment to review their progress. The students will also explore a variety of jumping movements. They will practice on-the-spot jumps, jumps on shapes, and split jumps, and finally, they will learn how to jump over objects. These learning engagements will help them build strength, balance, and coordination.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will identify their unique qualities and recognize that everyone has different strengths and areas for growth. Through mirror work, "All About Me", and learning style tasks, they will reflect on how they learn best. They will also practice asking for help through partner work and role-play. The students will celebrate their achievements by sharing proud moments and setting personal goals through a goal flower craft and appreciation circle.

The students will identify their physical features through self-portraits and mirror observations. They will engage in sketching and sorting to notice similarities and differences among peers, fostering respect for diversity and individuality.



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/>

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