



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

SEPTEMBER 2025

GRADE - PP2

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

UNIT OF INQUIRY

Transdisciplinary Theme:
Where We Are in Place and Time

Central Idea:

Journeys bring change and lead to new opportunities

Lines of Inquiry:

- Types of journeys
- Purpose of journeys
- Impacts of the journey

Specified concepts

- Form
- Function
- Perspective

Unit of Inquiry

As part of their second Unit of Inquiry, students explored different types of journeys – physical, emotional, spiritual, and intellectual– and reflected on the various purposes behind them. To deepen their understanding, they were encouraged to share their own experiences and wonders, connecting their personal journeys with those of others.

Students remained engaged through stories, picture talks, and collaborative discussions, and shared their perspectives on journeys.

A field trip provided a real-life opportunity for students to experience and reflect upon the type of journey undertaken and the purpose it served. This helped them make authentic connections to the unit and enhanced their understanding of how every journey holds meaning and can lead to new opportunities.

TRANSDISCIPLINARY LANGUAGE

The students continued their phonics journey by exploring single-letter sounds through engaging jingles and stories. They practiced blending techniques to read and write CVC words and other simple word forms. The concept of vowels and consonants was introduced, along with high-frequency sight words to support reading fluency. In connection with their Unit of Inquiry, the students also explored the concept of nouns through a related poem, helping them make transdisciplinary connections and build vocabulary in context.

TRANSDISCIPLINARY MATH

The students strengthened their understanding of numbers by representing them using place value up to 100. They practiced reading and writing number names up to 15. Number patterns were explored through skip counting by 2s, enhancing their recognition of sequences and numerical relationships.

The students made transdisciplinary connections and inquired into the concept of time by reading and interpreting o'clock times on an analog clock. They also explored measurement using non-standard units to measure distances within their classroom environment, applying math skills in real-life contexts.

DANCE

The students learned and practised a set of movement-based songs, which helped them become more confident with their actions, rhythm, and coordination. They also explored practising the same songs at different speeds. They were also 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.

MUSIC

The students learned how music can show emotions and tell stories by creating short musical pieces for songs like "We Shall Overcome." Learning engagements included playing rhythm instruments like tambourines and triangles in small groups, encouraging teamwork and creativity. These sessions helped them understand how to express feelings while building listening and collaboration skills.



DRAMA

The students explored how emotions and expressions are part of everyday life and learned how to communicate them effectively to build confidence. They practiced using facial expressions, body language, and voice modulation to convey feelings.

These techniques were applied in story-building learning engagements and presentations of real-life incidents, both in group and individual formats. These experiences supported their ability to express themselves clearly and confidently.

ART

The students practiced drawing different types of lines, shapes, and patterns, developing fine motor skills and observational abilities. They also created patterns within pictures, which fostered creativity and helped them explore design elements.

PHYSICAL EDUCATION (PE)

The students learned the basic movements of jogging, focusing on proper arm actions, body posture, and leg movement. They co-constructed the assessment task, tool, and criteria and completed their assessments.

They also practiced fundamental movements of running, focusing on hand and leg coordination, high-knee actions, and front kicks to improve speed and performance.

SOCIAL AND EMOTIONAL LEARNING (SEL)

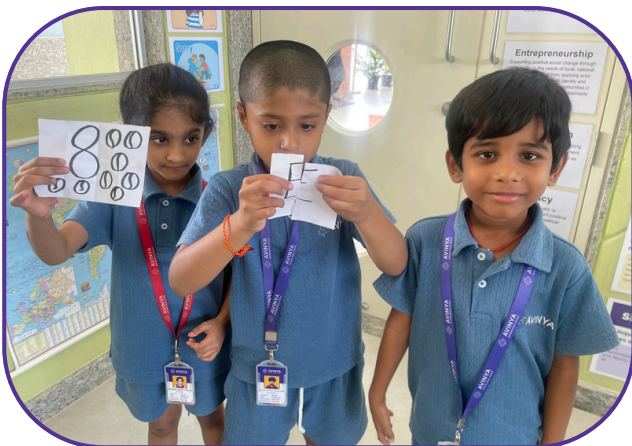
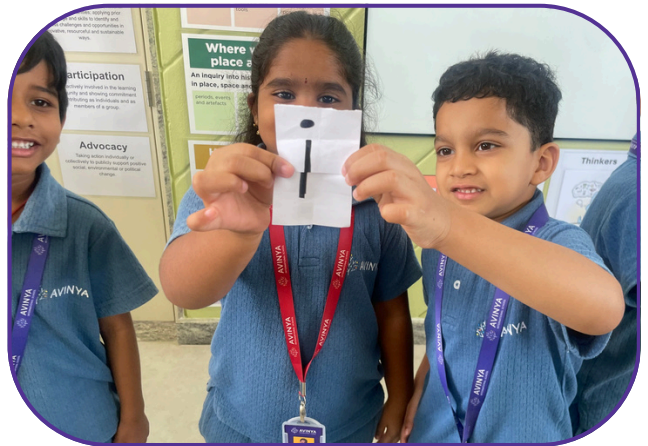
The students explored the theme "Ways to Communicate." They learned that communication means both sending and receiving messages, and it can happen in many ways – through words, gestures, facial expressions, drawings, and even silence.

They practiced different types of communication, like verbal and non-verbal, through fun games such as "Send and Receive," picture relay, and communication charades. They also learned how tone and body language can change the meaning of a message and how "noise" can make it harder to understand each other.

Through crafts, role-play, and group discussions, the students became more confident in sharing their ideas. They also learned the importance of listening, watching carefully, and respecting how others communicate.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - OCTOBER

The students will continue their inquiry by exploring how journeys impact people. To deepen their understanding, they will explore various journey stories with real-life connections. Furthermore, they will co-construct their end-of-unit assessment task, tool, and the criteria. They will reflect on the attributes of the IB learner profile and the Approaches to Learning (ATL) that they have demonstrated throughout the unit.

UNIT OF INQUIRY

Transdisciplinary Theme:

How we organise ourselves

Central Idea:

Many products undergo a process of change before they are consumed or used.

Lines of Inquiry:

- Origins of products
- Processes products go through
- Reasons for change in products

Specified concepts

- Function
- Change
- Causation

Unit of Inquiry

The Students will explore various products as part of their new unit under the transdisciplinary theme How We Organise Ourselves. They will investigate the origins of different products and examine the processes involved in their creation.

As part of this inquiry, they will also engage with the five stages of the Design Thinking process—a solution-based approach to problem-solving.

TRANSDISCIPLINARY LANGUAGE

The students will continue exploring CVC words and sight words. They will also delve into long and short vowel sounds, digraphs, and naming -words (nouns). Additionally, they will practice framing simple sentences using nouns, punctuation, sequencing pictures, and question words. Through a variety of engaging learning experiences, The students will develop a deeper conceptual understanding of these foundational language skills.

TRANSDISCIPLINARY MATH

The students will continue reading and writing number names and deepen their understanding of place value in number formation. They will also explore skip counting and number sequencing through various learning engagements and collaborative tasks.

MUSIC

The students will continue their musical journey with the song “We Shall Overcome” and start practicing the Sa Re Ga Ma and Do Re Mi Fa scales. Through guided learning engagements, they will explore how different instruments produce unique sounds and contribute to music. Group singing of familiar rhymes and songs will help them learn rhythm and pitch, and match sounds to instruments. These learning engagements will spark curiosity and build confidence as they grow in musical understanding and expression.

DANCE

The students will also explore the dynamic flow of body movements, experimenting with contrasts such as fast and slow, big and small, and strong and smooth. They will learn a routine that incorporates the elements of dance they've studied, allowing them to apply these concepts practically and creatively.

DRAMA

The students will be introduced to a variety of puppets, such as stick puppets, finger puppets, and hand puppets. They will be given opportunities to explore and interact with all types of puppets. Voice modulation and storytelling will be introduced through puppet play, encouraging the students to use puppets to express their ideas and thoughts. They will create stories individually and in groups to develop coordination and collaboration skills.



ART

The students will continue their exploration of shapes. They will engage in recognizing shapes for object drawing, experiment with paper folding, and explore 3D shapes to develop a deeper understanding of form and structure.

PHYSICAL EDUCATION (PE)

The students will learn about the shuttle run along a straight pathway. They will have various learning engagements and assessments to review their progress. In addition, they will explore basic jumping movements, including on-the-spot jumps, lateral jumps, and split jumps. They will also learn how to jump over objects, helping them develop strength, balance, and coordination.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will continue to build their social and emotional skills by focusing on how to talk and work well with others. They will practice active listening through stories, chants, and movement games. During circle time, puppet play, and turn-taking activities, they will learn to wait for their turn to speak.

The students will also explore how pictures, symbols, and drawings can help them share ideas and feelings. They will practice expressing their needs and emotions clearly and kindly. They will also learn simple ways to solve problems by listening to others, using kind words, and finding fair solutions together. These activities will help them become more respectful, understanding, and confident when communicating with others.



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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