



**AVINYA**  
INTERNATIONAL SCHOOL

**INSPIRING  
PURPOSE**

**NOVEMBER 2025**

**GRADE - 1**

## MESSAGE FROM THE HEAD OF SCHOOL

Dear Parents,  
Greetings!

November 2025 has been a month filled with joyful learning, meaningful community engagement, and exciting preparations for the season ahead. I am delighted to share some highlights that reflect the vibrant spirit of our school and the collective commitment of our students, teachers, and families.

We began the month with our **Book Tasting event for parents**, an engaging café-style experience that invited you to “sample” a variety of books just as one might enjoy different dishes. It was heartwarming to see parents discover new genres, exchange reflections, and celebrate the joy of reading in a relaxed and welcoming setting.

We are also proud to share the wonderful impact of our **community initiative**. Thanks to your enthusiastic support and our students' heartfelt efforts in the sale of diyas—along with an additional contribution from the school management—we successfully funded the installation of an RO Plant at Zilla Parishad High School (ZPHS), Poddutur.

This project stands as a meaningful reminder of what we can achieve together.



More importantly, it offered our students an invaluable opportunity to embody the values of empathy, gratitude, respect, and social responsibility. Our **Children's Day celebrations** brought great joy as our teachers presented fun-filled performances that truly delighted the students. Soon after, we concluded **Term 1**. Term-end reports were digitally shared via Toddle, followed by our first Parent-Teacher-Student Meeting (PTSM) of the academic year. These conversations provided a thoughtful space to reflect on your child's progress and collaboratively plan next steps for their continued growth.



## MESSAGE FROM THE HEAD OF SCHOOL

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As part of our commitment to the well-being of our staff, we also organized a **staff outing** to Ananthagiri Hills. It was a refreshing and rejuvenating day that allowed our teachers and staff to pause, connect, and recharge amidst nature—strengthening camaraderie and promoting holistic well-being.

In the spirit of the festive season, our students and teachers came together for a joyful **cake-mixing ceremony**. With great enthusiasm, they added spoonfuls of nuts, cherries, raisins, cinnamon, and other delicious ingredients to prepare the perfect plum cake mix. The rich, fragrant blend—created with much excitement and cheer—has now been set aside to mature, ready to be baked to perfection. We look forward to sharing the freshly baked plum cakes with our students on 24th December!

Looking ahead, preparations are in full swing for our **Sports Day on 20th December**. This year, our event is inspired by the 2025 United Nations International Day of Sport theme: "Levelling the Playing Field." Through this theme, we aim to celebrate fairness, inclusion, and equal opportunity—values at the heart of sports and essential to the holistic development of every child. Students are practising with great enthusiasm, and we are eager to witness their energy and sportsmanship. Additionally, a **Sports event for parents** has been scheduled for **13th December**, featuring Football, Basketball, Shot put, and a warm-up event for Tug-of-war—sure to add a spirited and enjoyable dimension to our celebrations.

As we enter the final month of the year, I extend my heartfelt appreciation for your unwavering partnership. Your support enriches our school community in countless ways. May the weeks ahead bring warmth, togetherness, and continued inspiration for all our children.

Warm regards,  
Anjalika Sharma  
Head of School



# MESSAGE FROM THE **PYP COORDINATOR**

Dear Parents,  
Greetings!

## **IB Learner Profile at Avinya International School**

At Avinya International School, we believe that education is not just about learning facts — it's about shaping character.

Through the IB Learner Profile, we aim to help our students:

- Develop a lifelong love of learning and curiosity about the world.
- Grow into kind, respectful, and globally minded individuals.
- Build critical thinking, creativity, and communication skills — preparing them for future challenges.
- Gain emotional and social strength, including empathy, responsibility, balance, and resilience.

The attributes of the IB Learner Profile help students to be curious, compassionate, and confident.

The IB Learner Profile describes ten attributes we nurture in every child: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.



Our students demonstrate these traits in meaningful ways — asking questions during story time, exploring materials during learning engagements, co-constructing the assessment tasks, tools, and criteria and working together in the classroom with kindness and respect.

# MESSAGE FROM THE **PYP COORDINATOR**

Our teachers incorporate the attributes of the IB Learner Profile into every lesson, helping students build skills such as problem-solving, collaboration, and reflection. For example, during the Design Thinking process, students identify problems, find solutions, test their ideas, and reflect on outcomes. Throughout this process, they are given opportunities to develop IB Learner Profile attributes: curiosity and inquiry while exploring ideas, thinking and problem-solving during prototyping, communication and collaboration in group work, and risk-taking when testing new solutions.

Beyond academics, the IB Learner Profile guides students to become thoughtful and empathetic individuals. Simple acts — like helping a friend, sharing resources, or reflecting on their learning — are opportunities for students to demonstrate and develop principled, balanced, and caring behaviours.

At Avinya International School, the attributes of the IB Learner Profile, nurtured both in the classroom and through learning engagements, help students grow into curious, confident, and compassionate learners who respect themselves, others, and the world around them.

Thanks & regards,  
Amara Vijayan  
PYP Coordinator



# LEARNING AND TEACHING - NOVEMBER

**Transdisciplinary Theme:**  
How We Express Ourselves

**Central Idea:**

Imagination helps people to think, create and express themselves.

**Lines of Inquiry:**

- Ways people demonstrate imagination
- Role of imagination in innovation
- Problem solving using imagination

**Specified Concepts:**  
perspective, function, connection

**Unit of Inquiry**

The students began an exciting new exploration under the theme “Imagination helps people to think, create, and express themselves.” Through this, they are discovering how imagination plays an important role in creativity and innovation.

The students explored the differences between invention, innovation, and discovery to understand how each one helps solve problems and improve our lives. They also learned about different inventors and innovators and explored the ideas that inspired their inventions.



## **TRANSDISCIPLINARY LANGUAGE**

The students explored adjectives through engaging activities that helped them describe people, objects, or experiences with greater clarity. They practised using adjectives in picture descriptions, sorting tasks, or creative writing to add expression to their sentences.

The students also learned about verbs and how action words bring interest to their writing. Through games, stories, or movement-focused learning engagements, they identified verbs in context to create clearer, more accurate sentences.

The students developed an understanding of tenses—past, present, or future. They explored how verbs change to show different time frames and practised using the correct tense while speaking or writing. These learning engagements helped the students communicate more clearly and build a stronger foundation in grammar.

## **TRANSDISCIPLINARY MATH**

The students explored various mental math strategies to make addition quicker and more efficient. Through hands-on learning engagements, number games, and guided practice, they learned techniques such as making tens, doubles, and breaking numbers apart to solve problems with confidence.

The students also inquired into calendars, learning to read and interpret dates, days, weeks, and months through different question formats. They practised identifying important information, counting days, and understanding how calendars help organize events and track time. Additionally, the students learned about leap years and explored the reason behind them. They understood why leap years occur and how they keep our calendar accurate.

## **SPANISH**

The students learned the names of family members, fruits, and vegetables to express likes and dislikes using phrases such as “me gusta / no me gusta.” They practised the days of the week and months of the year by creating short phrases in Spanish. The students used thinking and communication skills to talk about their family and others in Spanish.



## **HINDI**

The students explored the प वर्ग letters (प, फ, ब, भ, म) through focused reading and writing learning engagements. They practised forming simple two-letter words to strengthen their ability to read or write these words independently. The students also revised the names of the days of the week and Hindi numbers in meaningful contexts. They used thinking skills to deepen their understanding of Hindi and build confidence in basic communication.

## **DANCE**

The students were encouraged to show curiosity and appreciation for both live or recorded dance performances. They observed how dancers used movement, expression, or rhythm to communicate ideas. Building on this understanding, the students collaborated with peers to plan and perform a group dance, developing their thinking, communication, and social skills while exploring key dance elements such as space, time, or energy.

## **DRAMA**

The students were encouraged to observe or imitate a variety of expressions through voice or movement using hand puppets. They then explored the puppets while storytelling or retelling. The students worked collaboratively with peers to strengthen their communication and social skills. They also explored the dynamics of voice to create characters with puppets confidently.

## **MUSIC**

The students developed their vocal confidence while learning about musical signs and symbols. They explored note values, including crotchets, quavers, and minims, and practised identifying them in simple musical notations through engaging learning experiences. Group singing remained a focus as they rehearsed familiar songs with attention to pitch accuracy and expression.

## **ART**

The students explored imaginative object design by collecting items and creating unique objects. They demonstrated Learner Profile attributes such as being inquirers, thinkers, or creative communicators. They also developed Approaches to Learning skills, including collaboration, critical thinking, or fine-motor skills, as they shared their ideas with others.



## **PHYSICAL EDUCATION (PE)**

The students explored or learned the basic movements of jumping, both horizontal and vertical. They practised broad jump or vertical jump drills to develop strength, power, balance, or coordination. The students also combined running with jumping to apply their skills in movement sequences. Assessment criteria, tasks, and tools were co-constructed with the students, and their learning was reviewed through observations to track progress.

## **SOCIAL AND EMOTIONAL LEARNING (SEL)**

The students learned to identify basic human needs such as food, water, shelter, or safety, and understood how these differ from things we want for comfort. They practised making thoughtful choices between needs and wants, expressed gratitude for what they have, and explored how communities work together to meet shared needs. Through stories and discussions about needs around the world, the students developed empathy, considered ways to help others, and reflected on responsible decision-making.



# LEARNING AND TEACHING- MONTH REVIEW



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## LEARNING AND TEACHING - DECEMBER

The students will continue to explore imagination by using the design thinking process to solve problems and create original ideas. They will understand the needs of people or challenges, define problems clearly, generate creative ideas, and develop simple prototypes. Through these hands-on learning engagements, the students will discover how imagination helps them think creatively, try new ideas, and approach problems in unique ways.

### UNIT OF INQUIRY

#### Transdisciplinary Theme:

How We Express Ourselves

#### Central Idea:

Interpretation of artifacts contributes to understanding of people's personal histories.

#### Lines of Inquiry:

- Analysing artifacts
- Creating artifacts
- Reasons to keep or discard artifacts

The students will be inquiring into artifacts and exploring different types of artifacts. They will analyse each artifact by considering the time period it was made, its purpose, and whether it should be preserved for the future. This exploration and analysis will help students develop a deeper understanding of history and how artifacts connect us to the past.



## **TRANSDISCIPLINARY LANGUAGE**

The students will explore the elements of a story, focusing on characters, setting, and endings. They will learn how each element contributes to building a meaningful and engaging narrative. The students will also create their own imaginative endings for familiar stories, applying creativity and critical thinking while exploring how authors make choices in storytelling. Additionally, they will predict stories using clues from pictures, words, or events to anticipate what might happen next. These learning engagements will help students become more confident, thoughtful, and expressive readers and writers.

## **TRANSDISCIPLINARY MATH**

The students will explore subtraction using a variety of strategies to deepen their understanding of how numbers work. They will solve subtraction problems using visual models, number lines, mental math techniques, or practical learning engagements. The students will also work on problem-solving tasks that encourage them to think critically, choose efficient strategies, and apply their learning to real-life situations. These experiences will help strengthen their numerical fluency, reasoning skills, and confidence with numbers.

## **SPANISH**

The students will learn about the seasons and continue practising family member names by creating small phrases about their family. They will also use fruit and vegetable names to express likes and dislikes ("me gusta / no me gusta") in Spanish. These learning engagements will help the students use thinking and communication skills to express ideas about themselves and others.

## **HINDI**

The learners will be introduced to the अन्तस्थ व्यंजन (य, र, ल, व) and उष्म व्यंजन (श, ष, स, ह). They will explore words that begin with these letters while practising two-letter simple words and basic sentence formation to strengthen independent reading and writing skills. The learners will also learn numbers 11 to 20 while exploring the names of various fruits and vegetables through speaking and identification learning engagements. These learning engagements will support the development of their thinking and communication skills while building confidence and proficiency in Hindi.



## **DRAMA**

The students will explore sound in Drama while integrating it with storytelling to express emotions and movements. They will use sound during collaborative learning engagements and to follow stories, retelling events with clarity.

## **MUSIC**

The students will compose short songs and create four-beat rhythms using body percussion and classroom instruments. They will make shakers and jingle sticks to accompany carols while adding a new verse or ending to a familiar song. Through singing, performing, and collaborating in pairs or teams, the students will strengthen musical skills, creativity, confidence, and teamwork as they practise carols for the Christmas Day special assembly.

## **DANCE**

The students will explore the relationship between performers and their audience, noticing how energy and expression flow between them. They will practise proper audience etiquette and interpret and replicate different dance styles, which will help them appreciate diverse forms of movement.

## **ART**

The students will explore different types of paper, understand their purpose, and practise origami. Through this learning engagement, they will use creativity and thinking skills to transform paper into imaginative forms.

## **PHYSICAL EDUCATION**

The students will practise and participate in trials for the 60m dash, 30m mixed relay, standing broad jump, and tennis ball throw, and engage in aerobic exercises, mass demonstration, and march-past as part of their preparation for the Annual Sports Day.

## **SOCIAL AND EMOTIONAL LEARNING (SEL)**

The students will explore organization skills by keeping personal spaces tidy, managing classroom materials, and following daily routines. They will practise planning, using visual schedules, and organizing shared spaces to support independence, cooperation, and focus. The month will conclude with reflections on how organization help their learning and setting simple personal goals to continue building these skills.



## IMPORTANT DATES

3rd December	Medical Check-Up
10th December	Human Rights Day
13th December	Parents' Sports Day
20th December	Annual Sports Day
25th December 2025 to 4th January 2026	Winter Vacation
5th January 2026	School re-opens

**Our website:** <https://avinyainternational.com/>

**Instagram** - [https://www.instagram.com/avinya\\_school/](https://www.instagram.com/avinya_school/)

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