



**AVINYA**  
INTERNATIONAL SCHOOL

**INSPIRING  
PURPOSE**

**NOVEMBER 2025**

**GRADE - 2**

## 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.

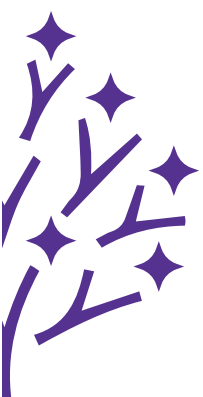
We began the month with our **Book Tasting event for parents**, an engaging café-style experience that invited you to “sample” a variety of books just as one might enjoy different dishes. It was heartwarming to see parents discover new genres, exchange reflections, and celebrate the joy of reading in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



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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 the world works

## CENTRAL IDEA

Materials undergo change lead to both benefits and challenges for society and environment.

## LINES OF INQUIRY

- Materials and their uses
- Changes materials go through
- Challenges of manufacturing, processing and byproducts

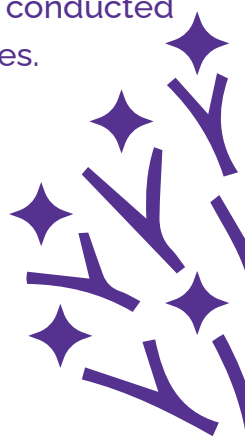
## SPECIFIED CONCEPTS

function, change, responsibility

The students explored materials and how they help us in our daily lives. The students investigated a wide range of materials—such as wood, metal, plastic, fabric, rubber, paper, and glass—and learned to identify their properties, including flexibility, strength, transparency, texture, and absorbency. Through various learning engagements, the students discovered how materials can change when they are heated, cooled, stretched, and mixed, followed by their reflections.

They observed reversible changes, like melting and freezing, as well as irreversible changes, such as burning or cooking. The students also discussed how people choose materials for specific purposes.

The students developed a deeper understanding of how materials shape the world around us and how scientific inquiry helps us make thoughtful choices in everyday life. They framed their own questions about materials and conducted research using the various resources.



## **TRANSDISCIPLINARY MATH**

the students made meaningful transdisciplinary connections to mathematics through their ongoing inquiries. They explored 2D and 3D shapes by sorting and identifying them based on properties such as sides, vertices, faces, and edges. The students also investigated lines of symmetry, noticing vertical, horizontal, and diagonal symmetry in many everyday shapes. As they built their understanding, they were introduced to important mathematical language—such as congruent, symmetrical, and asymmetrical—to help them describe and communicate their thinking more precisely. The students continued to strengthen their understanding of time by reading clocks and recognising patterns in days, weeks, and months. Through these engaging learning experiences, the students developed deeper conceptual understanding and growing confidence as mathematicians.

## **TRANSDISCIPLINARY ENGLISH**

The students made meaningful transdisciplinary connections to language as they explored the concept of verbs in different contexts, discovering how action words bring sentences to life. They also continued to develop their paragraph-writing skills by learning how to organise their ideas clearly, use appropriate punctuation, and connect sentences in a smooth, logical flow. Through these learning engagements, the students strengthened their ability to express themselves confidently in writing while deepening their understanding of grammar and sentence structure.

## **SPANISH**

The students explored Spanish language concepts by learning the names of family members and using articles such as el, la, los, las, unos, and una with classroom objects. They also practiced the days of the week and months of the year. Through these learning engagements, the students used their thinking and communication skills to talk about family and others in Spanish, developing confidence in expressing themselves in another language.

## **HINDI**

The students explored Hindi vowels and consonants through a variety of engaging learning experiences. They practised forming two-, three-, and four-letter words, both without any मात्रा and with the आ मात्रा, which strengthened their foundational reading and writing skills. During this time, the students also learned Hindi numbers from 1 to 10. These learning engagements supported the students in developing their thinking and communication skills in Hindi while building confidence in using the language.



## **DANCE**

The students were encouraged to show curiosity and appreciation for both live and recorded dance performances. They observed and discussed how dancers used movement, expression, and rhythm to communicate ideas. Building on this understanding, the students collaborated with their peers to design and perform a group dance that demonstrated their understanding of key dance elements such as space, time, and energy.

## **DRAMA**

The students continued to explore the elements of acting through collaborative learning engagements such as scene work and role play. They applied these elements to present scenarios, both fictional and real-life, demonstrating their understanding of character, expression, and storytelling. The students also participated in improvisation to build confidence and creativity while integrating the key elements of acting.

## **MUSIC**

The students explored different types of music, including pop, blues, and world music, through listening and movement-based learning experiences. They discovered how tempo, rhythm, and volume can express different feelings and styles. Using instruments like drums, egg shakers, and tambourines, the students practised rhythmic patterns and worked together in group rehearsals. They also learned the school song and a few carols.

## **Art**

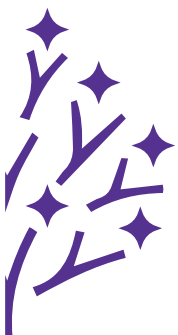
The students explored the purpose of masks and learned how different cultures use them for storytelling, celebrations, and self-expression. In their learning engagements, they collected materials to create their own African-inspired masks, choosing textures, colours, and natural elements to reflect traditional styles. Through this process, the students showed creativity, cultural awareness, and thoughtful decision-making.

## **PHYSICAL EDUCATION (PE)**

The students explored and learned the movements and techniques involved in the shot-put throw. They practised using 1 kg medicine balls and completed a variety of drills to build strength, coordination, and proper movement patterns. To support their learning, the students also completed various learning engagements on throwing, field and track events.

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

The students learned about the difference between rights and responsibilities and how both help create a fair and respectful community. They explored basic child rights, responsibilities at home and school, and how every right comes with a responsibility. Through discussions and real-life examples, the students practiced empathy, fairness, and teamwork, reflecting on how their choices affect others and contributing to a positive classroom community.



# LEARNING AND TEACHING- MONTH REVIEW



# LEARNING AND TEACHING - DECEMBER

The students will inquire into the challenges of manufacturing, processing, and managing byproducts. They will explore how raw materials are transformed into everyday products, the difficulties that can arise during production, and what happens to byproducts, including ways they can be reused or recycled. Using design thinking, the students will empathize, ideate, and prototype creative solutions to improve processes and reduce waste.

The students will also explore how technology can make manufacturing more efficient, how waste can be minimized, and how byproducts can be transformed into useful items, all while considering their impact on the environment. Through this inquiry, the students will develop problem-solving, critical thinking, and creative skills while learning how people make responsible choices in designing and producing the things we use every day. The students will co-construct the assessment task, tool and criteria for the ongoing assessments, followed by their reflections.

## **TRANSDISCIPLINARY THEME**

How we express ourselves

## **CENTRAL IDEA**

Celebrations and traditions are expressions of shared beliefs and values

## **LINES OF INQUIRY**

- Different types of celebrations and traditions
- Reasons people celebrate
- Significance of celebrations

## **SPECIFIED CONCEPTS**

form, causation, perspective



The students will inquire into different types of celebrations and traditions from around the world. They will explore how people celebrate festivals, holidays, and important life events, investigating the customs, foods, music, and clothing involved. Through learning engagements, the students will compare similarities and differences between cultures and reflect on the meaning behind these celebrations. They will also explore how traditions change over time, and how communities share and adapt cultural practices, fostering greater cultural awareness and respect for diversity.

### **TRANSDISCIPLINARY MATH**

The students will explore elapsed time, helping them understand how much time passes between different events in their daily routines. They will also learn about cardinal and ordinal numbers, strengthening their understanding of number order, sequencing, and positions such as first, second, and third. In addition, the students will investigate all eight directions, developing their spatial awareness and learning how to describe and follow directions more accurately. These learning engagements will help the students connect mathematical concepts to real-life situations while building confidence and skills in numeracy..

### **TRANSDISCIPLINARY LANGUAGE**

The students will explore different types of sentences, including assertive, interrogative, and negative sentences. They will learn how each type is used to share information, ask questions, or express negation. The students will also continue practicing their writing through picture composition, using images to generate ideas and organize their thoughts. These learning engagements will help them build stronger sentence construction skills, use correct sentence types, and express their ideas more clearly. Throughout this unit, the students will further develop their creativity, grammar skills, and confidence in written communication.

### **SPANISH**

The students will learn about masculine and feminine concepts and pronouns. They will continue practicing articles such as el, la, los, las, unos, and una with classroom objects, as well as reviewing family members' names, days of the week, and months of the year. Through these learning engagements, the students will use their thinking and communication skills to talk about family and others in Spanish, building confidence in expressing themselves.



## HINDI

The students will be introduced to the इ, ई, and उ मात्राएँ. They will practice reading and writing two-, three-, and four-letter words, as well as simple sentences using these मात्राएँ through stories and poems. The students will also learn Hindi numbers from 11 to 20 and review the days of the week through oral activities. These learning engagements will continue to support the development of their foundational language, thinking, and communication skills in Hindi.

## DANCE

The students will explore the exciting relationship between performers and their audience, learning how energy and expression flow between the two. They will also practise proper audience etiquette by watching attentively, listening carefully, and responding respectfully during performances. In addition, the students will interpret and replicate a variety of dance styles and genres, helping them appreciate diverse forms of movement and expression.

## DRAMA

The students will focus on non-verbal communication. They will inquire into how facial expressions convey complex emotions and practice using their bodies to communicate without speech. Through these learning engagements, the students will develop techniques to express characters' thoughts and emotions clearly, making their performances visually rich, expressive, and engaging.

## MUSIC

The students will explore tempo, dynamics, and rhythm by experimenting with different sounds and instruments. They will practise applying tempo and dynamics while performing a school song and a few seasonal carols. Through these learning engagements, the students will develop creativity, collaboration, and expressive skills while celebrating diverse musical traditions.

## PHYSICAL EDUCATION (PE)

The students will practise and take part in trials for events such as the 60m dash, 200m, 30m mixed relay, standing broad jump, and shot-put throw. They will also practise mass demonstrations, aerobic exercises, and march-past as part of their preparation for the annual Sports Day. Through these learning engagements, the students will develop strength, coordination, teamwork, and confidence.

## SOCIAL-EMOTIONAL LEARNING (SEL)

The students will explore their roles and responsibilities at home, in school, and in the wider community. They will learn how their actions help them feel a sense of belonging, develop independence through daily tasks, and take care of classroom materials. The students will practise being helpful, taking initiative, and showing respect for others. They will also explore simple ways to care for the environment through small, meaningful actions.



## 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/>**

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