



**AVINYA**  
INTERNATIONAL SCHOOL

**INSPIRING  
PURPOSE**

**NOVEMBER 2025**

**GRADE - 3**

## 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.

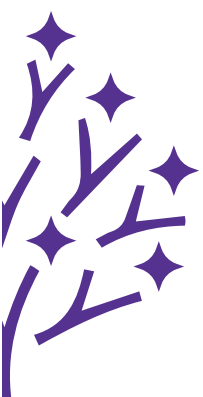
We began the month with our **Book Tasting event for parents**, an engaging café-style experience that invited you to “sample” a variety of books just as one might enjoy different dishes. It was heartwarming to see parents discover new genres, exchange reflections, and celebrate the joy of reading in 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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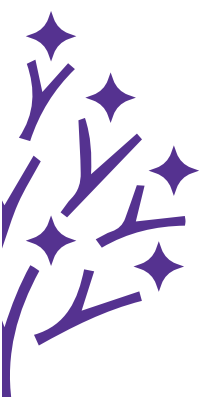
As part of our commitment to the well-being of our staff, we also organized a **staff outing** to Ananthagiri Hills. It was a refreshing and rejuvenating day that allowed our teachers and staff to pause, connect, and recharge amidst nature—strengthening camaraderie and promoting holistic well-being.

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 We Organize Ourselves

### Central Idea:

People create organizations to solve problems, support human endeavor and enterprise.

### Lines of Inquiry:

- Types of organisations
- Reasons people join organisations
- Purpose of organizations

### Specified Concepts

function, form, causation

The students explored how different types of organizations help communities meet their needs. They read a variety of texts, discussed key ideas in groups, and inquired into real-world examples, sharing observations about organizations in their own community, including schools, local businesses, non-profits, and other community-based groups.

The students also investigated the reasons why people join organizations and how collaboration helps individuals and groups achieve common goals. Through stories, videos, case studies, and class discussions, they deepened their understanding of how organizations address community needs and make a positive impact.



## **TRANSDISCIPLINARY LANGUAGE**

The students made transdisciplinary connections while exploring this unit. Observing how things can be organized or disorganized helped them build vocabulary in Language, while connecting to procedural writing by learning how clear, sequenced steps help people work efficiently. They also explored cause and effect by inquiring why people join organisations and the impact of their actions on individuals and communities, linking their learning to social studies and real-life decision-making. Throughout these learning engagements, the students developed thinking and communication skills.

## **TRANSDISCIPLINARY MATH**

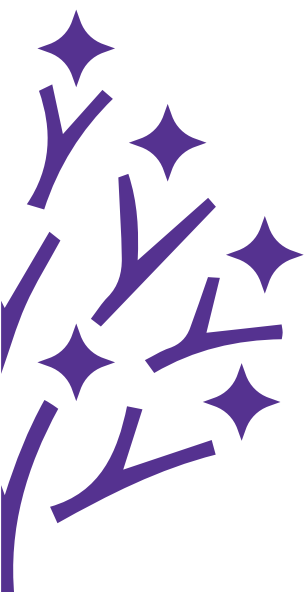
The students made meaningful transdisciplinary connections to math where they explored how things can be organized systematically, relating this to the number system, including place value, number patterns, and ordering numbers, while connecting their learning about different types of organizations to money, profit, and loss to understand how resources are earned, managed, and used in real-life contexts.

## **SPANISH**

the students explored pronouns and the conjugation of the verbs "Ser" and "Estar" to express emotions and locations. They practised family member names with articles (el, la, los, las, unos, unas), as well as classroom objects and days of the week, to construct simple phrases. Through these learning engagements, the students used thinking and communication skills to enhance their understanding and use of the language.

## **HINDI**

The students explored the प वर्ग letters (प, फ, ब, भ, म) through focused reading and writing learning engagements. They practised forming two-letter words to strengthen their independent reading and writing skills. The students also revised the names of the days of the week and Hindi numbers to apply their knowledge in context. Throughout these engagements, the students used thinking and communication skills to deepen their understanding of Hindi and build confidence in basic communication.



## **DANCE**

The students explored live and recorded dance performances, observing how movement, expression, and rhythm communicate ideas, and collaborated to create and perform a group dance using key elements of space, time, and energy.

## **DRAMA**

The students explored and created characters using masks, developing their understanding of personality and emotions while designing masks for different roles through inquiry-based learning engagements.

## **MUSIC**

The students explored musical genres, learning how A.R. Rahman combines Indian music with pop, classical, and electronic styles. They learned a new song and participated in learning engagements to identify rhythms, melodies, and instruments in these musical styles.

## **ART**

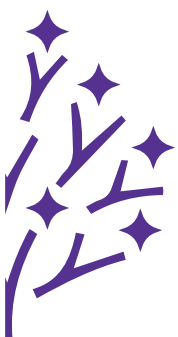
The students explored landscapes by investigating different features and how space is divided, then created their own landscape drawings. They also explored portrait drawing, focusing on its purpose while identifying key facial features. These learning engagements helped the students develop observation, creativity, and critical-thinking skills.

## **PHYSICAL EDUCATION (PE)**

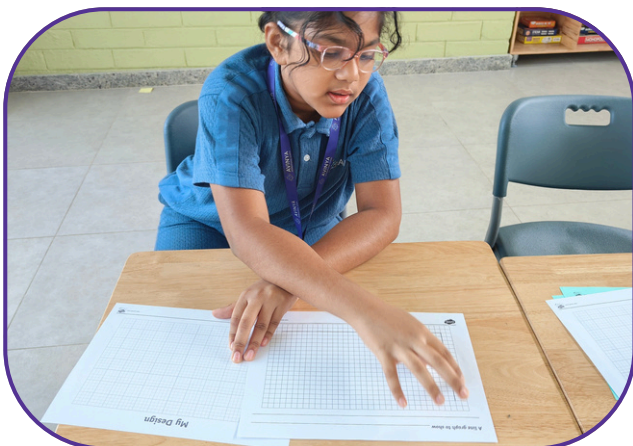
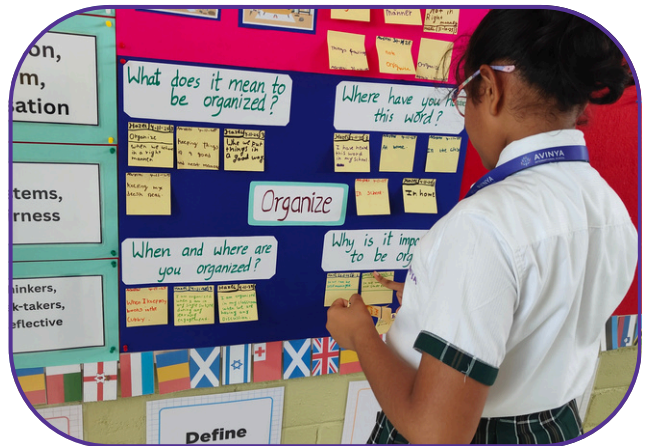
The students explored the relay event by watching videos and learning the rules and techniques. They practised baton exchange skills through learning engagements, and an assessment task co-constructed with the students was used to review their progress.

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

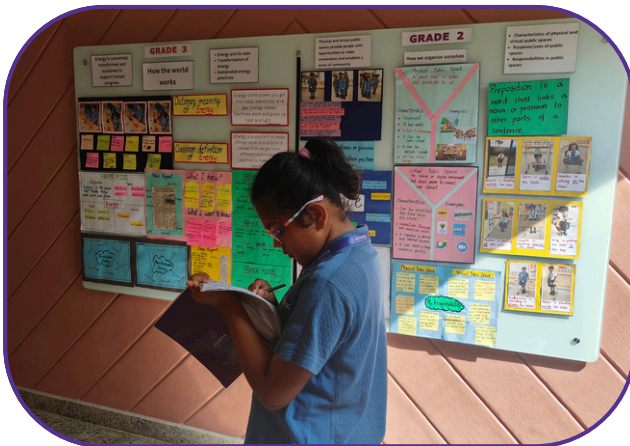
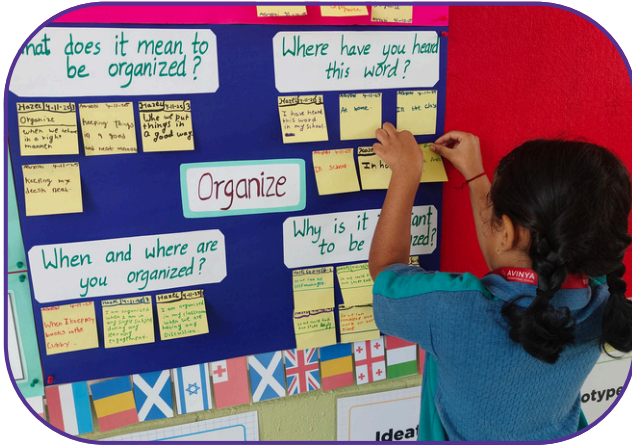
The students engaged in learning experiences to explore identification, analysis, comparison, and decision-making through structured steps. They inquired, gathered information, and evaluated options to anticipate consequences and make balanced decisions. Through reflection and collaboration, the students considered perspectives and ethical choices, applying problem-solving to develop responsibility, self-management, and thinking skills.



# LEARNING AND TEACHING- MONTH REVIEW



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## LEARNING AND TEACHING - DECEMBER

The students will co-construct the end-of-unit assessment task, success criteria, and assessment tool, reflecting on their learning and contributing to meaningful ways to demonstrate their understanding of how organizations function within a community. Throughout these learning engagements, the students will develop thinking, communication, and social skills while making connections to real-life situations.

### TRANSDISCIPLINARY THEME

Where we are in place and time

#### Central Idea

Migration is a response to challenges, risks and opportunities.

#### Lines of Inquiry

- Reasons for migration
- Migration throughout history
- Effects of migration on communities, cultures and individuals

#### Specified Concepts

causation, change, connection

The students will begin a new unit on migration, learning how it can be a response to challenges, risks, and opportunities. They will start with a provocation and reflect on what they already know. The students will inquire into the meaning of migration, explore different types, and investigate the reasons why people move, including social, economic, environmental, and political factors. Through stories, research, and class discussions, they will develop a deeper understanding of how migration connects people and affects communities. Throughout these learning engagements, the students will develop their thinking, research, and communication skills while connecting their learning to real-life situations.



## **TRANSDISCIPLINARY MATH**

The students will extend their learning about migration by exploring the concept of time. They will read, create, and interpret timelines to understand the sequence and duration of events. Through these learning engagements, the students will organize information chronologically and use timelines to make meaningful connections to historical migration patterns.

## **TRANSDISCIPLINARY LANGUAGE**

The students will make connections to Language by learning about verbs and adverbs in the context of migration. They will explore verbs, adverbs and types. The students will read stories and discuss migration to identify and use verbs and adverbs. These learning engagements will help them communicate experiences clearly while connecting language to real-life situations.

## **SPANISH**

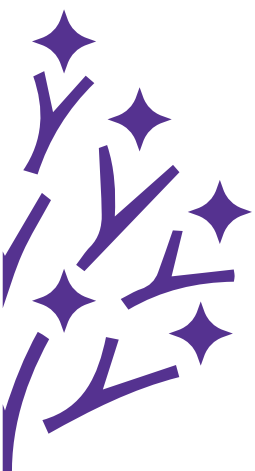
The students will learn the verb 'tener' (to have) with pronouns and continue practising the conjugation of 'Ser' and 'Estar' (to be) to express emotions, locations, and to frame simple phrases. Through these learning engagements, the students will use thinking and communication skills to strengthen their understanding of Spanish.

## **HINDI**

The students will be introduced to the अन्तस्थ व्यंजन (य, र, ल, व) and will explore words that begin with these letters. They will continue practising two-letter simple word formation to strengthen their independent reading and writing skills. The students will also learn numbers 11 to 20 and the names of fruits and vegetables through speaking and identification learning engagements. These experiences will help the students develop thinking and communication skills while enhancing their understanding of Hindi.

## **DANCE**

The students will explore how performers and their audience connect, noticing how energy and expression flow between them. They will practise proper audience behaviour by watching, listening, and responding respectfully. The students will also interpret and perform different dance styles, developing an understanding and appreciation of various forms of movement.



## **DRAMA**

The students will explore how to bring characters to life in drama using their voice, body, and expression. They will practise body language and speech to show feelings and personality, developing confidence, creativity, and communication skills.

## **MUSIC**

The students will explore how Indian ragas and rhythms can be combined with global songs, including "Jingle Bells" and orchestral-electronic "We Wish You a Merry Christmas." They will engage in group performances, peer feedback, and class rehearsals, developing thinking, communication, and social skills while building confidence, collaboration, and appreciation for cross-cultural music.

## **ART**

The students will explore portrait drawing using pencil, coloured pencil, and oil pastel, and make connections between Persian and Indian border painting (Hasia) to understand how culture inspires creativity.

## **PHYSICAL EDUCATION (PE)**

The students will explore the relay event (baton exchange) by watching videos, learn the rules and techniques of the relay, and practice baton exchange skills through various learning engagements and assessments to review their progress.

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

The students will explore goal setting, time management, problem-solving, and reflection to take ownership of their learning. They will practise setting SMART goals, prioritising tasks, making decisions, and working with peers. Through these learning engagements, the students will develop communication skills and a growth mindset.



## 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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