



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

November 2025

NURSERY

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

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.

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:

Stories engage audience and communicate meaning

Lines of Inquiry:

- Types of stories
- Purpose of stories
- Creating and sharing stories

Specified Concepts:

form, function, perspective

The students explored stories, creativity, and independent reading. The month began with the story *The Very Hungry Caterpillar*, which captured the students' attention and imagination. They inquired into new vocabulary such as tiny, huge, salami, sausage, cocoon, hibernating, and beautiful, and enjoyed reflecting on the story in their own simple words.

The students engaged in learning engagements that strengthened their storytelling and picture-reading skills. They created their own stories using picture cards, arranged story sequences, and narrated events with growing clarity and confidence. The students began independently selecting books and confidently "reading" or narrating stories in their own way, demonstrating growing agency as early readers.



LEARNING AND TEACHING - NOVEMBER

Our parents conducted the storytelling sessions for our students. They were excited, attentive, and reflective as they listened to various stories. The students also listened to and explored books together, such as *Animal ABC* by Maria Harding, making connections to baby animals like puppies, calves, and kittens.

These shared reading engagements supported vocabulary building, listening skills, expressive language, and social interaction. Additionally, the class discussed the importance of keeping healthy and connecting their learning to the roles of different professionals in the community. They participated in rhymes, name-identification routines, and conversations that encouraged confidence, communication, and collaboration. Toward the end of the month, the students expressed themselves through puppet-theatre storytelling, presenting simple stories to their peers with enthusiasm and creativity.

TRANSDISCIPLINARY LANGUAGE

The students began learning letter identification, becoming more familiar with recognising letters in print during classroom routines and story sessions. They also started tracing the letter C, developing early writing readiness and fine-motor control through guided learning engagements. They confidently expressed their ideas by retelling events and thoughtfully connecting the stories to their own experiences. The students were also able to identify their own names, demonstrating progress in recognising letters that are personally meaningful to them. This strengthened their sense of identity and supported their early reading development. Through these learning engagements, the students continued to demonstrate curiosity, communication skills, and steady growth in their literacy development.



LEARNING AND TEACHING - NOVEMBER

TRANSDISCIPLINARY MATH

The students developed important early numeracy skills through meaningful exploration. They learned to count backwards from 10 to 1, strengthening their understanding of number order and sequence. The students also focused on identifying the numbers 1 and 2, using different opportunities throughout the day to recognise and connect these numerals with familiar objects.

They continued to build confidence in recognising quantities by linking numbers to real-life situations, supporting their growing awareness of mathematical concepts. Through daily counting and number practice, the students showed curiosity, persistence, and steady progress in their numeracy development.

DANCE

The students were introduced to new actions such as jazz hands, shakes, rolls, and shimmies, which helped them express themselves freely through body movements. They also explored different movement types—including travelling, jumping, and turning—to enhance their coordination, balance, and spatial awareness.

DRAMA

The students were encouraged to observe and imitate a variety of expressions through voice and movement, supporting their development of communication and self-expression skills. They then explored puppets during storytelling and retelling, using them to express characters and emotions creatively while developing their communication skills. The students were also motivated to collaborate in small groups, which helps develop their social and communication skills.



MUSIC

The students engaged in group singing through rhymes, including Bingo and If You're Happy and You Know It, while exploring animal, transportation, and instrument sounds. These learning engagements supported the development of their communication and self-expression skills. The students also reflected on strengthening their collaboration, cooperation, and social skills.

ART

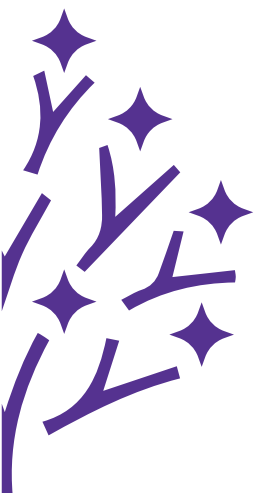
The students enjoyed exploring a variety of paper and discovering the purpose of each type. The students focused on tearing and pasting, developing their fine-motor skills, creativity, and self-expression in their artistic explorations.

PHYSICAL EDUCATION (PE)

The students inquired into the basic movements of hopping. They explored a range of hopping actions, including double-leg hopping (bunny hop), hopping on the spot, and hopping from one place to another. These learning engagements supported the development of their coordination, balance, gross-motor skills, and agency in physical exploration.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored the theme Keeping My Things in Place through songs, sorting games, and related learning engagements. They inquired into their own materials, practiced returning items after play, and engaged with stories and videos that emphasized the importance of caring for belongings. The students independently organised their belongings, developing responsibility, independence, and respect for the learning environment while contributing to a collaborative and orderly classroom community.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - DECEMBER

Transdisciplinary Theme:

How the world works

Central Idea:

Earth's natural cycles impact activities of living things

Lines of inquiry:

- Natural cycles and their changes
- Interconnectedness of humans and Earth's natural cycles
- Reasons for changes

Specified Concepts:

change, connection, causation

The students will explore the theme Day and Night. They will inquire into what happens during the day and at night and discuss the routines and activities that usually occur at these times. The students will also sort and categorise activities based on whether they belong to the day or the night. They will be introduced to the concept of time. The students will explore clocks and learn about AM and PM. To deepen their inquiry, the students will investigate what causes day and night.

The students will continue to explore through discussions, visuals, etc., followed by their reflections. These learning engagements will help the students grow as curious thinkers and inquirers, observing, questioning, and making sense of the world around them.



TRANSDISCIPLINARY LANGUAGE

The students will explore new literacy skills through engaging and meaningful experiences. They will practise rainbow tracing to develop confidence in early writing and join dots to complete pictures and shapes, strengthening visual tracking and writing patterns.

They will learn poems, songs, and rhymes about day and night, supporting their understanding of daily changes while enjoying rhythm, repetition, and new vocabulary. Through picture talks, the students will observe images closely and share their ideas, developing speaking skills, observation, and confidence in expressing their thoughts. As part of their weather inquiry, they will create a weather chart with pictures, observing and discussing sunny, rainy, cloudy, and windy days, making connections between the weather and daily choices.

Throughout December, the students will build language through exploration, sharing, and creative expression, supporting their growing literacy skills in meaningful ways.

TRANSDISCIPLINARY MATH

The students will explore new concepts to understand the world around them. They will investigate patterns by looking for simple repeating colours, shapes, and objects in the classroom and daily routines, supporting early thinking and prediction skills.

The students will also explore the days of the week through songs, stories, and daily routines, connecting each day with familiar classroom events. In numeracy, the students will practise tracing numbers from 1 to 10, strengthening number formation skills and understanding of number order. Throughout the month, they will connect their learning to real-life experiences, thinking, observing, and making meaning in simple and engaging ways.

DANCE

The students will practise moving freely through space, experimenting with different levels—low, medium, and high—and changing directions with confidence. They will also learn a simple dance routine to a Christmas song, developing coordination, rhythm, and self-expression through movement.



DRAMA

The students will explore sound in drama through learning engagements. Using sound with storytelling, they will express emotions and movement, developing listening and communication skills while collaborating with peers. This will also help them follow stories and retell events clearly, demonstrating their understanding and creativity.

MUSIC

The students will enjoy Christmas-themed songs such as Jingle Bells, We Wish You a Merry Christmas, Little Snowflake, and Christmas Star. They will use simple bell or jingle-shaker activities and fingerplays while singing. These learning experiences will help them build confidence in their voices, work together with friends, and enjoy music and movement.

ART

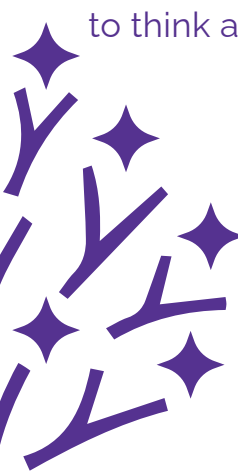
The students will explore crumpling and folding paper through hands-on learning experiences. They will experiment with different ways of shaping paper to create textures, forms, and designs. These learning engagements will help them develop fine-motor skills, learn about different materials, and use their creativity to transform simple paper into imaginative artworks.

PHYSICAL EDUCATION (PE)

The students will participate in the obstacle course and the Smiley Race, developing coordination, balance, and confidence in movement. They will also practise the march-past in preparation for the Annual Sports Day, building teamwork and self-discipline.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will explore what behaviour means and learn the difference between positive and less appropriate choices. They will discuss how to behave at home, at school, and with friends, and reflect on how their actions affect the people around them. Through stories, role-play, and simple routines, the students will learn the importance of following rules and showing respect. They will also be encouraged to think about ways to improve their behaviour when needed.



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/

LinkedIn - <https://www.linkedin.com/company/avinya-international-school/>

Facebook - <https://www.facebook.com/avinyainternationalschool>

Contact Numbers: +91-9100054800 / +91-9070070200

