



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

OCTOBER 2025

GRADE - PP2

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 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

The students continued to inquire about various products. To deepen their understanding, they visited Daisy Dale Farm Park, where they explored the origins of different products. They further investigated the processes that products undergo before they become available for consumption. To support their learning, the students engaged in activities that included interactive visual demonstrations, enriching videos, and supporting stories that encouraged them to discuss and reflect on their understanding of these products. The students were also introduced to the Design Thinking process, in which they were encouraged to identify societal problems related to the unit and develop possible sustainable solutions. This approach helps them think critically, collaborate effectively, and take responsible action, fostering their understanding of how thoughtful design and innovation can contribute to a more sustainable and balanced future.



TRANSDISCIPLINARY LANGUAGE

The students revisited CVC words and practised high-frequency words in meaningful contexts. Through engaging Jolly Phonics stories and jingles, they continued to strengthen their language and literacy skills, with focused attention on long and short vowel sounds, digraphs, and blending.

In connection with the Unit of Inquiry on Products and Processes, the students explored action words to describe the steps products go through. They also learned how to construct simple sentences using these action words, enabling them to clearly articulate the processes involved in making products.

As part of the Oxford Reading Programme, the students engaged with a variety of books at different reading levels, further supporting their reading development.

These learning experiences have contributed to enhanced speaking fluency, enriched vocabulary, and increased confidence in their overall communication skills.

TRANSDISCIPLINARY MATH

The students strengthened their understanding of number concepts by representing numbers using place value up to 150 and practising the reading and writing of number names up to 40.

Making meaningful transdisciplinary connections to their Unit of Inquiry on Products and Processes, the students explored concepts such as weights, calendars, timelines, simple problem-solving using timelines, and ordinal and cardinal numbers. They also engaged in a range of rich learning engagements involving the sequencing of numbers and number names. These experiences deepened their appreciation of how numbers help us organise, compare, and make sense of the world around us.



DANCE:

The students explored different types of movements, such as travelling while dancing, jumping, and turning, as they continued to build coordination and body awareness. They also experimented with creating movements to various tempos, gaining an understanding of how music tempo can influence how we move. Additionally, they learned a short routine to the song Poco Loco, making connections with the elements.

MUSIC:

The students continued their musical journey with songs such as Kindness Every Day while practising the Sa Re Ga Ma and Do Re Mi Fa scales. Through guided exploration and storytelling, they discovered how different percussion instruments create distinct sounds and enhance musical expression. Group singing of familiar rhymes and songs reinforced rhythm and pitch, encouraged confident performance, and fostered collaboration.

DRAMA:

The students were encouraged to observe and imitate a variety of expressions through voice and movement. They then explored puppets while storytelling and retelling. The students were motivated to work in teams to improve their coordination and team-building skills. They also explored the dynamics of voice to confidently create characters using puppets.

ART:

The students explored object drawing this month, observing different objects and collaboratively creating a story using their drawings. They have now begun exploring different types of paper, noticing their purpose, texture, and possibilities. Through this learning engagement, students are experimenting with paper folding to make different forms, discovering how simple materials can be transformed creatively.



PHYSICAL EDUCATION (PE)

The students inquired into basic balancing postures and explored various balancing exercises. They practiced balancing walks, including walking on their toes and heels, and performed different balancing activities using objects. To support their understanding, the students completed a task sheet followed by an assessment to review their learning and progress.

SOCIAL AND EMOTIONAL LEARNING (SEL)

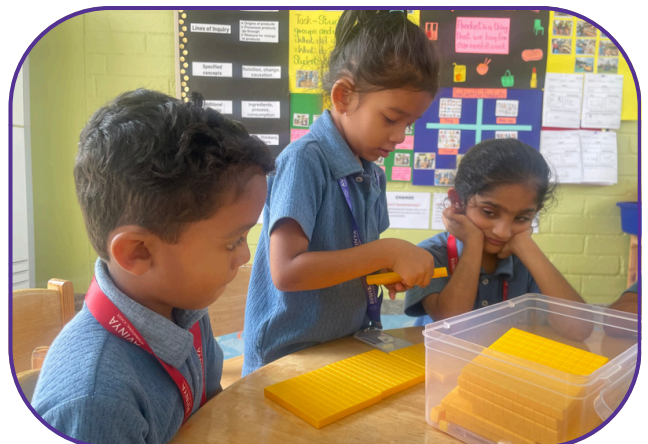
The students learned that people can think differently and that there can be more than one right answer. They explored how others might feel in different situations and became more open to new ideas. The students practiced valuing others' opinions even when they did not agree, and noticed that their class could still work together despite having different thoughts. Through role-play and play-based activities, they practised seeing situations from another person's point of view and strengthened their empathy. By the end, the students reflected on their learning and understood the importance of listening to others.



LEARNING AND TEACHING- MONTH REVIEW



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LEARNING AND TEACHING - DECEMBER

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

The students will continue to inquire about products by exploring the possible reasons for changes in products over time and how these changes have impacted their consumption and usage. They will co-construct the assessment task, tools and criteria for the ongoing assessments.



TRANSDISCIPLINARY MATH

The students will continue to strengthen their understanding of number concepts through a variety of learning activities involving number names and place value. They will explore both ordinal and cardinal numbers by identifying what comes before or after in a series. Learning will be connected to real-life contexts, such as using timelines to represent seasonal changes, applying addition in everyday situations, and exploring money through simple transactions. Students will also interpret basic bar graphs to analyse data. These experiences will help them gain a deeper understanding of how numbers are used to organize, measure, and make sense of the world around them.

TRANSDISCIPLINARY LANGUAGE

The students will continue to strengthen their language and literacy skills through the ongoing Oxford Reading Tree (ORT) programme, revisiting CVC words through Jolly Phonics stories and jingles. They will explore sequencing pictures and stories while practising constructing simple sentences using action words or descriptive words. These learning experiences will help students enhance their speaking fluency, expand their vocabulary, and build overall communication confidence.

DANCE

The students will begin to understand the dynamic relationship between the audience and the performer, discovering how expressions, responses, and energy flow between both sides during a performance. They will also have opportunities to observe, interpret, and replicate a variety of dance styles and genres through guided activities, movement games, or simple choreography tasks.



DRAMA

The students will explore sound in drama. They will use sound to show emotions and create movements. They will follow stories and retell events using sound during activities.

MUSIC

The students will learn songs, including "Jingle Bells," "We Wish You a Merry Christmas," and a special "Kindness Every Day". They will practise singing notes using the do-re-me system and play handbells. The students will explore instruments such as jingle bells, triangles, and drums.

ART

The students will create pictures using paper-folded characters, combining their folding skills with imaginative storytelling. They will explore arranging the characters in different settings and consider composition, colour choices, and creative ways to bring their ideas to life through simple learning engagements.

PHYSICAL EDUCATION (PE)

The students will practice and take part in trials for the 30m Dash, Standing Broad Jump, 2x50m Mixed Relay. They will also practise mass demonstration, aerobic exercises, or march-past in preparation for the Annual Sports Day.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will explore mindfulness through calm and engaging learning experiences. They will learn simple breathing techniques and practice quiet time to feel relaxed and present. Students will participate in mindful listening, gentle body movements, and mindful eating to build awareness and gratitude. They will also observe objects closely to notice small details and recognize their emotions, helping them develop better self-control.



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

