



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

FEBRUARY

GRADE - 1

MESSAGE FROM THE HEAD OF SCHOOL

Dear Parents,

Happy New Year 2026!

As we reflect on the past few months at Avinya International School, it is heartening to see the enthusiasm, energy, and growth demonstrated by our students across various learning experiences.

December 2025 was marked by the successful celebration of our Annual Sports Day, where every student participated with great spirit and joy. The event truly embodied the values of inclusivity and teamwork.

A special highlight was the Walk past, Gymnastics performance, and Kinesthetics' display, which beautifully reflected discipline, coordination, balance, and collaborative effort—skills nurtured through consistent practice and guidance.



The year concluded on a joyful note with our Christmas celebrations, bringing warmth, creativity, and festive cheer to our campus.

We returned in January 2026 to celebrate Sankranti, the harvest festival, giving students an opportunity to connect with cultural traditions and express gratitude for nature's abundance.



MESSAGE FROM THE **HEAD OF SCHOOL**

At present, the school is abuzz with excitement as we prepare for our Annual Day theatrical production, “Unbound”—an adaptation of a German folktale. As a part of this journey, students participated in drama workshops conducted by Dr. C. V. L. Srinivas, a former Associate Professor in Drama, a renowned theatre teacher and practitioner. Under expert guidance, our students have been organized into choir, dance, and drama groups, and are working diligently and collaboratively towards the final performance. From scriptwriting to songs and music, everything has been written and created by the school's teaching team, with valuable input from our students. The culmination of these efforts will be showcased on Saturday, 7th February, and we eagerly look forward to sharing this special day with you. We warmly invite you to join us and witness the creativity, confidence, and collective spirit of our students.

The entire team at Avinya International School joins me in wishing our students and families a year ahead of inspiration, collaboration, and learning.

Warm regards,
Anjalika Sharma
Head of School



MESSAGE FROM THE PYP COORDINATOR

Dear Parents,

Greetings!

Approaches to Learning (ATL) - Building Lifelong Learners

At Avinya International School, learning is not only about what students learn, but also about how they learn. This is nurtured through the Approaches to Learning (ATL)—a core element of the IB Primary Years Programme (PYP).

ATL are the skills that help students learn how to learn. They support students in becoming confident communicators, thoughtful problem-solvers, responsible collaborators, and independent learners.

From the Early Years onwards, students develop skills such as listening, observing, sharing, cooperating, and expressing ideas through play, stories, music, and movement. They also ask questions, explain their thinking, work collaboratively, plan, research, reflect, and take ownership of their learning. These skills develop progressively, becoming more purposeful and independent each year.

ATL is embedded across all subjects, making learning connected and meaningful.



In the Unit of Inquiry, students develop thinking and research skills through exploration of real-life concepts. Language learning (English, Hindi and Spanish) strengthens communication skills, while Mathematics builds problem-solving, perseverance and self-management. Drama, Dance and Music nurture expression, collaboration and confidence, Art encourages creativity and reflection, Physical Education develops teamwork and resilience, and the Library and Media Resource Centre supports inquiry and research skills.



MESSAGE FROM THE **PYP COORDINATOR**

ATL also extend beyond the classroom. During Annual Day preparations, students demonstrate ATL through choir, dance and drama—planning, practising, responding to feedback, managing time and supporting one another. This reflects learning engagement, not just performance.

Through Approaches to Learning, the students learn to think critically and creatively, communicate confidently, work respectfully with others and take responsibility for their learning.

At Avinya International School, ATL ensures learning is deep, joyful and meaningful, preparing students for both school and life.

Thanks & regards,
Amara Vijayan
PYP Coordinator



LEARNING AND TEACHING - DECEMBER & JANUARY

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:

form, perspective, function

TRANSDISCIPLINARY THEME:

Where we are in place and time

CENTRAL IDEA:

Interpretation of artefacts contributes to understanding of people's personal histories

LINES OF INQUIRY:

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

SPECIFIED CONCEPTS:

connection, causation



LEARNING AND TEACHING - DECEMBER & JANUARY

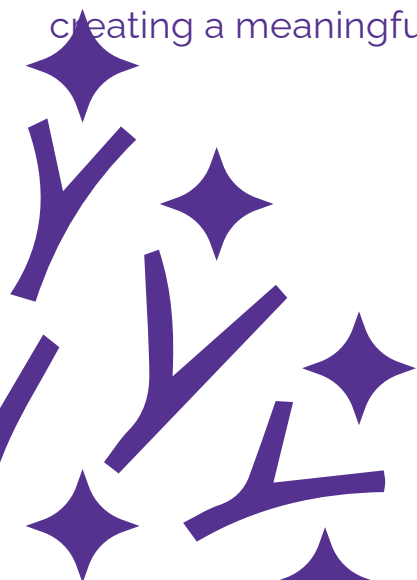
The students continued to inquire, "Imagination helps people to think, create, and express themselves." They explored the various ways in which imagination supports creative thinking, innovation, and problem-solving. Through hands-on learning engagements, discussions, and creative tasks, the students were encouraged to think independently, take risks with their ideas, and express themselves with confidence.

The students also explored a unit based on the central idea "Interpretation of artefacts contributes to understanding of people's personal histories." The students examined how objects can tell stories about people and their lives. Through meaningful learning engagements, they analyzed artifacts to understand their purpose and significance, developing a deeper appreciation for personal histories and perspectives.

TRANSDISCIPLINARY LANGUAGE

The students strengthened their language skills through a variety of engaging learning engagements. They explored adverbs, learning how these words add detail to actions and make sentences more expressive. A clear understanding of past, present, and future tense was also developed, supporting accurate and confident communication in both spoken and written language.

Reading and phonics skills were further enhanced through work with long vowel sounds and sight words, supporting the development of fluency and confidence. In addition, the students engaged in descriptive writing, new vocabulary, and sensory details to bring their ideas to real-life applications. These learning engagements helped the students to become more confident readers, writers, and communicators. The students also explored the elements of a story, focusing on characters, setting, and endings, and learned how each element contributes to creating a meaningful and engaging narrative.



TRANSDISCIPLINARY MATH

The students deepened their understanding of Mathematics by exploring subtraction through a variety of strategies. They used visual representations, number lines, mental math, and hands-on tools to solve problems with increasing confidence and accuracy, and examined the connection between addition and subtraction, recognizing how the two operations support and relate to one another. They also worked with pictograms, learning to analyze information, interpret data, and respond to questions using visual representations. These learning engagements strengthened their reasoning skills, problem-solving abilities, and understanding of mathematical relationships.

SPANISH

The students learned about classroom and school objects, as well as the seasons. They practiced family members' names and used activities to frame small phrases relating to their family. They also explored fruit and vegetable names to express likes and dislikes ("me gusta / no me gusta") in Spanish. Throughout these learning engagements, the students applied thinking and communication skills to express themselves and talk about their family and others in Spanish.

They learned about directions and some adjectives, alongside reviewing classroom and school objects. The students further practiced framing small phrases about their family and using fruit and vegetable names to express likes and dislikes ("me gusta / no me gusta"). These learning engagements strengthened their thinking and communicative skills in Spanish.

HINDI

The students were introduced to the Antasth Vyanjan (य, र, ल, व) as well as the Ushma Vyanjan (श, ष, स, ह). They explored words beginning with these letters and continued practising simple two-letter words along with basic sentence formation. These learning engagements helped strengthen their independent reading and language skills.

The students also practised all Vyanjan (consonant) letters. They were introduced to vowel letters, their sounds, and simple words that begin with these vowels, further developing their reading and writing abilities in Hindi.

DANCE

The students explored the relationship between performers and their audience, noticing how energy and expression flow between them. They practised proper audience etiquette and interpreted and replicated different dance styles, which helped them appreciate diverse forms of movement. They also began applying this learning while rehearsing for the Annual Day production routine.



DRAMA

The students began working on the Annual Day production by participating in a theatre workshop to understand what a production is and to explore its process. Through a variety of theatre games, they explored the elements of a production. The students then took part in discussions about the script with teachers and mentors, contributing their ideas. They also began working on dialogue delivery and characterisation.

MUSIC

The students explored a variety of new songs, including the school song and festive favourites. These pieces formed the foundation for a focus on aural development and ensemble skills, with particular emphasis on pitch accuracy and rhythmic precision. The students worked diligently to prepare special musical presentations for the upcoming annual day production.

ART

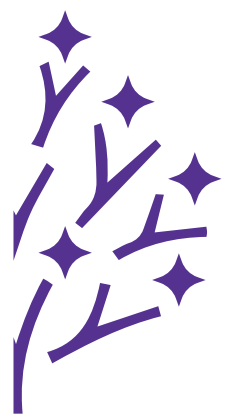
The students explored origami and one-paper bookmaking using a variety of paper-folding techniques. They demonstrated the attributes of the IB Learner Profile, such as being inquirers, thinkers, and communicators. They also developed Approaches to Learning, including collaboration, critical thinking, and fine-motor skills, as they shared ideas and worked alongside their peers.

PHYSICAL EDUCATION (PE)

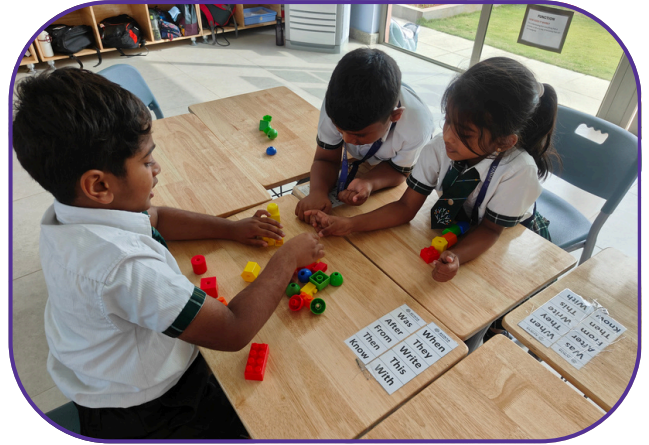
The students prepared for the Annual Sports Day by practising the march past, aerobics, callisthenics, and various races, including the 60 m race and the 4 × 50 m relay. They also recalled their previous learning and practised the skills learned to date. The students were assessed on athletic skills, including vertical and horizontal jumping, throwing, and catching.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored organisational skills, learning the importance of being organised and how it supports learning and daily life. They identified organised behaviours, practised keeping personal and classroom spaces tidy, and understood the value of routines in creating structure and reducing stress. Through simple planning tasks, the students developed time-management skills and learned to work cooperatively.



LEARNING AND TEACHING- MONTH REVIEW



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LEARNING AND TEACHING - FEBRUARY

UNIT OF INQUIRY

The students will continue exploring the unit, "Interpretation of artifacts contributes to understanding of people's personal histories." The students will investigate how objects tell stories about people and their lives. The students will create their own artefacts to reflect personal experiences and will engage in discussions about the reasons people choose to keep or discard artifacts.

Through this learning engagement, the students will develop empathy, curiosity, and a deeper appreciation of personal and cultural histories.

TRANSDISCIPLINARY LANGUAGE

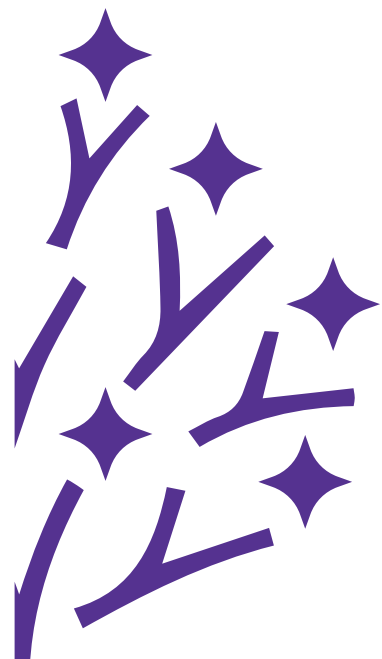
The students will explore interpreting pictures, participate in show and tell, and create picture compositions. This learning engagement will help the students observe closely, organize their thoughts, and express ideas clearly.

The students will also strengthen their reading skills by practicing sight words and revisiting adjectives and tenses—past, present, and future—to enhance clarity and accuracy in their spoken and written communication. These learning experiences will build confidence, creativity, and effective language use.

TRANSDISCIPLINARY MATH

The students will explore data interpretation by working with graphs and will learn how to read, represent, and understand information visually. The students will also develop an understanding of the concept of time, including reading clocks and sequencing daily events.

In addition, the students will explore measurement through size and shape by comparing objects and understanding attributes such as length, height, and capacity. This learning engagement will help the students strengthen their reasoning skills and apply mathematical concepts to real-life situations.



SPANISH

The students will revise greetings, colors, numbers, directions, seasons, and month names by creating short phrases in Spanish. 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 their thinking and communication skills to express ideas about themselves and others.

HINDI

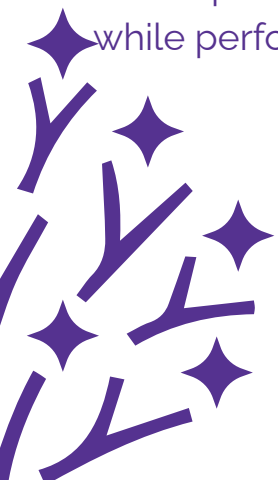
The students will practise all Vyanjan (consonant) letters. They will also be introduced to vowel letters along with their sounds and simple words that begin with these vowels. Additionally, the students will learn numbers from 11 to 20 and the names of various fruits and vegetables through oral activities, speaking exercises, and identification tasks. These learning engagements will support the development of the students’ thinking and communication skills as they continue to build confidence and proficiency in the use of the Hindi language.

DANCE

The students will explore a variety of dance props and discover how they can enhance movement and storytelling. They will experiment with different props to understand how size, shape, and texture influence the way dancers move and express ideas. The students will also choreograph movements to music, words, and sounds, learning how rhythm, lyrics, and sound effects inspire creative choices. Through these learning engagements, the students develop creativity, coordination, expression, and confidence in using movement to communicate ideas.

DRAMA

The students will continue working on the Annual Day production and stage the show. They will explore voice modulation by using loud and soft voices, varying pitch, and expressing their characters clearly. They will also practice facial expressions, body movements, and simple gestures to communicate emotions and actions on stage. Through these learning engagements, the students develop confidence, creativity, cooperation, and effective communication skills while performing in front of an audience.



MUSIC

The students will compose short songs and create four-beat rhythms using body percussion and classroom instruments. Through singing, performing, and collaborating in pairs or teams, the students will strengthen musical skills, creativity, confidence, and teamwork for their Annual Day Production.

ART

The students will explore mask-making with different types of paper. Through this learning engagement, they will use creativity and thinking skills to transform paper into imaginative forms.

PHYSICAL EDUCATION

The students will explore basketball, including its basic skills and the names of the court lines, by watching videos and observing the court. They will also practice fundamental ball-handling skills such as juggling and rotating the ball around the neck and waist. These learning engagements help the students develop coordination, control, focus, and confidence in using the ball effectively.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will learn about goal setting, understanding the difference between short-term and long-term goals. They will set simple goals for school and home, plan steps to achieve them, and track their progress. They will celebrate successes, reflect on challenges, and understand that effort and trying again help them grow.



IMPORTANT DATES

7 th February	Annual Day
20 th February	International Mother Language Day

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

Instagram - https://www.instagram.com/avinya_school/

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

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