



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

FEBRUARY

GRADE - 2

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 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 continued exploring how materials underwent change that led to both benefits plus challenges for society and the environment through meaningful classroom learning engagements. They explored different materials and their uses in daily life through observations. The students also investigated materials such as wood, metal, plastic, fabric, rubber, paper, or glass while identifying properties like flexibility, strength, transparency, texture, or absorbency.

They explored the changes materials went through during hands-on learning engagements. They observed how materials changed when heated, cooled, stretched, or mixed while identifying reversible or irreversible changes, discussed challenges related to manufacturing, processing, or by-products through discussions and various learning engagements.

The students discussed why certain materials were chosen for specific purposes while developing an understanding of how materials shaped the world. The students framed their own questions while conducting research using various resources.



LEARNING AND TEACHING - DECEMBER & JANUARY

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 explored different celebrations and traditions from around the world through a gallery walk as part of their provocation. They carefully observed pictures while sharing their thoughts using the “I See – I Think – I Wonder” thinking routine. This encouraged the students to make observations, share interpretations, and ask thoughtful questions.

The students framed their own inquiry questions using the 5Ws, such as who celebrates these traditions, what activities are part of the celebrations, where the celebrations take place, when they are held, and why people celebrate them etc. They also started guided research using books, pictures, or classroom discussions. This sparked curiosity while helping the students connect their prior knowledge to new ideas and set the stage for deeper learning about celebrations and traditions.



TRANSDISCIPLINARY MATH

The students made meaningful transdisciplinary connections to mathematics through their ongoing inquiries. They explored repeated addition as part of their mathematical learning while developing a clear understanding of number patterns and relationships. Through collaborative learning engagements, the students investigated the tables of 3, 4, and 5 using hands-on materials, visual models, and discussions. These experiences helped the students build a strong conceptual foundation for understanding multiplication and applying it confidently in problem-solving situations.

TRANSDISCIPLINARY ENGLISH

The students explored adjectives in different contexts, discovering how describing words add detail and meaning to sentences. They also framed sentences using different sight words while continuing to develop their paragraph-writing skills by learning how to organise ideas clearly, use appropriate punctuation, and connect sentences using the sentence-building strategy. 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

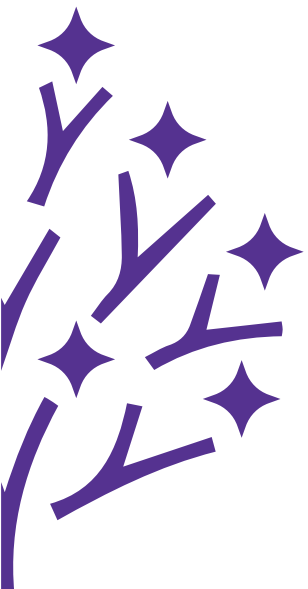
The students learned masculine and feminine concepts, as well as pronouns. They practiced the articles (el, la, los, las, unos, unas) using classroom objects, family members' names, days of the week, and months of the year. The students used thinking and communication skills to express ideas about their family and others in Spanish.

The students also learned seasons, adjectives with places, and directions through small sentences. They continued to practice masculine and feminine concepts while using thinking and communication skills to enhance their understanding of Spanish communication.

HINDI

The students were introduced to the इ मात्रा. They practised reading and writing two-, three-, and four-letter words, as well as forming simple sentences using these मात्राएँ through stories and poems. These learning engagements supported the development of their foundational language, thinking, and communication skills.

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DANCE

The students explored the exciting relationship between performers and their audience, learning how energy and expression flowed between the two. They also practised appropriate audience etiquette by watching attentively, listening carefully, and responding respectfully during performances. The students interpreted and replicated a variety of dance styles and genres, helping them appreciate diverse forms of movement and expression. They also began applying these skills as they learned their Annual Day production dance routine.

DRAMA

The students began working on the Annual Day production, starting with a theatre workshop to understand what a production is and the processes involved. Through a variety of theatre engagements, the students explored the key elements of a production. They then participated in discussions about the script with their creative ideas. The students also began working on dialogues and characterisation as part of their learning engagements.

MUSIC

The students explored a variety of new songs, including the school song. They also discussed the importance of Christmas and learned a few carols. Additionally, the students began learning the songs for the annual production along with their meanings.

ART

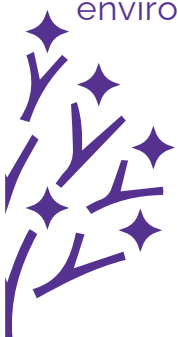
The students explored the purpose of masks and learned how different cultures used them for storytelling, celebrations, and self-expression. During their learning engagements, the students collected materials to create their own African-inspired masks, choosing textures, colours, and natural elements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

PHYSICAL EDUCATION (PE)

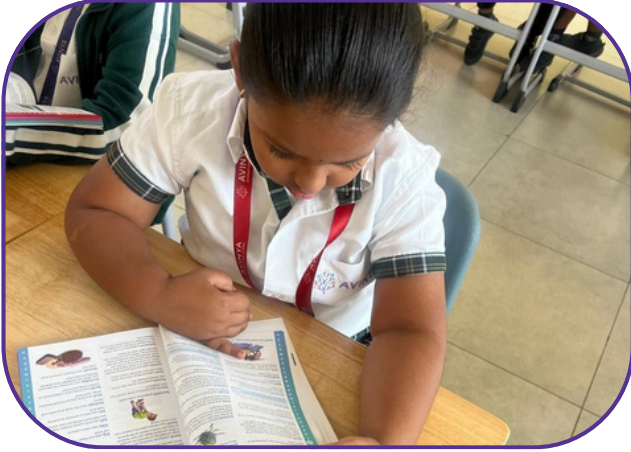
The students prepared for the Annual Sports Day by practising the march past, aerobics, callisthenics, and various races, including the 60 m race and the 4 x 50 m relay. They recalled their previous learning, practised all the skills, and were assessed on athletic skills such as the standing broad jump, shot put, and relay.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored their role and responsibilities, understanding who they are at home, at school, and in the wider community. They practised being helpful, supported others, and took initiative through small leadership roles. The students also learned to care for personal and shared belongings and explored simple ways to look after the environment.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - FEBRUARY

UNIT OF INQUIRY

The students continue to list celebrations they know and sort them into national, international, and local festivals. Through this learning engagement, they discuss the significance of different celebrations and explore how festivals vary across cultures and regions, connecting their learning to the idea that celebrations and traditions are expressions of shared beliefs and values. They investigate traditions from around the world, examining customs, foods, music, and clothing, and compare similarities and differences between cultures while reflecting on the meaning of these celebrations and how traditions change over time, fostering cultural awareness and respect for diversity.

TRANSDISCIPLINARY MATH

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

TRANSDISCIPLINARY LANGUAGE

The students will explore different types of sentences, including assertive, interrogative, and negative, and learn how each type is used to share information, ask questions, or say something is not true. They will also continue practicing 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 continue practicing the names of the seasons and their connection to the months, using adjectives with places, and giving directions in short sentences. Through these learning engagements, they will use their thinking and communication skills to talk about the seasons and other concepts in Spanish, building confidence in expressing themselves.

HINDI

The students will be introduced to the ऊ and ऋ मात्राएँ. They will practise reading and writing two-, three-, and four-letter words, as well as forming simple sentences using these मात्राएँ through stories and poems. The students will also learn Hindi numbers from 11 to 20 and revise 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.

DANCE

The students will explore a variety of dance props and discover how these can enhance movement and storytelling. They will experiment with 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.



DRAMA

The students will continue working on the Annual Day production and stage the show in the first half of the month. They will also explore speech and body movements to create characters and integrate them with the story and script.

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 songs for the Annual Production. Through these, the students will develop creativity, collaboration, and expressive skills while celebrating diverse musical traditions.

ART

PHYSICAL EDUCATION (PE)

The students will explore football, including the football ground and its markings, through videos and hands-on exploration. They will also practise ball control skills such as inside touch, toe tapping, and dragging.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students will explore being responsible, learning to care for people, belongings, and shared spaces. They will identify daily responsibilities, practise accountability through classroom and home-based tasks, and understand the importance of keeping promises. The students will also learn to recognise the consequences of their actions, share roles fairly, care for shared materials, and take responsibility for their choices with honesty and reflection.



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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