



**AVINYA**  
INTERNATIONAL SCHOOL

**INSPIRING  
PURPOSE**

**FEBRUARY**

**GRADE - 3**

# 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.

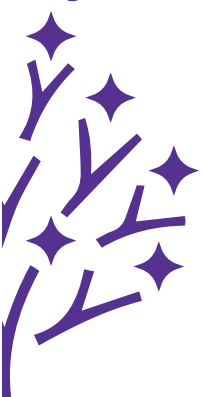
December 2025 was marked by the successful celebration of our Annual Sports Day, where every student participated with great spirit and joy. The event truly embodied the values of inclusivity and teamwork.

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 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

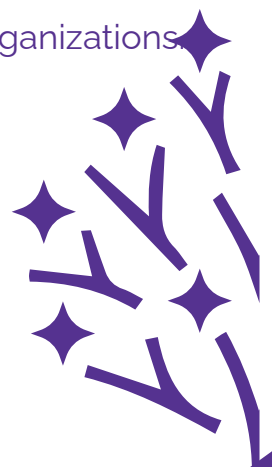
### Specified Concepts

function, form, causation

The students continued their learning under the Unit of Inquiry, "How We Organize Ourselves," exploring how organizations function and the roles they play within communities at local, national, and global levels. As part of their inquiry, the students explored international organizations, including the United Nations (UN), the World Health Organization (WHO), UNESCO, and UNICEF.

They researched the purpose, roles, and impact of these organizations. They shared their understanding through presentations, which helped them develop communication skills and build confidence.

To connect their learning with real-life experiences, the students went on a field trip to Reliance Builders. During the visit, they observed how different departments collaborate, how decisions are made, and how organizations achieve their objectives. This experience helped the students understand how the concepts discussed in class are applied in real-world organizations.



## TRANSDISCIPLINARY THEME

How we express ourselves

### Central Idea:

Images communicate ideas and information

### Lines of Inquiry:

- The use of static and moving images in different media
- Interconnectedness of design elements
- Ways people interpret and respond to images

### Specified Concepts

function, connection, perspective

The students also co-constructed an assessment task to reflect what they had learned about organisations, demonstrating their understanding in a thoughtful and organised manner. Throughout the month, they displayed curiosity, collaboration, and critical thinking, which helped them gain a deeper understanding of how organisations contribute to society.

The students also began their inquiry under the Unit of Inquiry, "How We Express Ourselves," exploring how images communicate ideas and information.

The students investigated the differences between an image, a picture, and a photograph. They discussed how each type can be used to convey meaning. Through observation and inquiry, they explored how people interpret and respond to different images. They also examined how the context or design of an image can influence the message it communicates.



## TRANSDISCIPLINARY LANGUAGE

The students made meaningful connections to their novel study *Iqbal*. Through the story, they explored how organisations are formed for specific purposes and how a clear purpose helps groups work towards change. The novel helped the students understand how people come together to address problems and create a positive impact, connecting classroom learning to real-world situations.

## TRANSDISCIPLINARY MATH

The students also strengthened their mathematical understanding by exploring the concepts of profit and loss in connection with percentages. Through real-life examples and problem-solving tasks, they learned how organisations use profit and loss to make decisions. The students explored different strategies for multiplication and division, applying these skills to calculate amounts and compare values. This helped them understand how mathematics is used in everyday situations, especially in the context of how organisations operate.

## SPANISH

The students learned the concept of “tener” (to have) with pronouns. They also practised the conjugation of the verbs “ser” and “estar” (to be), which were used to express emotions, location, and to frame simple phrases related to these concepts. The students used thinking and communication skills to enhance their understanding of Spanish communication. They also learned adjectives related to places, interrogative words, and the use of numbers to express time. The students continued to practice the conjugation of the verbs “tener,” “ser,” and “estar” to express emotions and location, as well as to form simple phrases related to all concepts. The students used thinking and communication skills to further develop their understanding of Spanish communication.

## HINDI

The students were introduced to the अन्तस्थ व्यंजन (य, र, ल, व) and explored words beginning with these letters. They continued practicing the formation of simple two-letter words to further strengthen their independent reading and writing skills. These engagements supported the development of their thinking skills and communicative abilities as they expanded their understanding of Hindi language use.

The students were introduced to the उष्म व्यंजन. They explored words beginning with these letters and continued practicing the formation of simple two-letter words to further strengthen their independent reading and writing skills.



## **DANCE**

The students explored how performers and their audience connect, noticing how energy and expression flowed between them. They practiced proper audience behaviour by watching, listening, and responding respectfully. The students also interpreted and performed different dance styles, developing an understanding and appreciation of various forms of movement. They applied this knowledge while learning their annual production dance routine.

## **DRAMA**

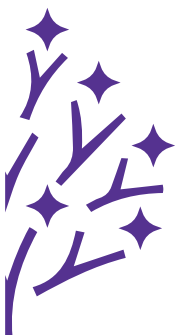
The students started working on the Annual Day production, beginning with a theatre workshop to understand what a production is and its process through a variety of theatre games that explored the elements of a production. They then took part in discussions of the script with teachers and mentors to contribute their ideas. The students also began working on dialogues and characterisation.

## **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 portrait drawing by observing and identifying the key elements of a portrait. They examined different types of portraits and developed an understanding of how viewpoints influence representation. Through exploring front profiles, side profiles, and self-portraits, the students strengthened their observation skills and learned to differentiate between various portrait styles while expressing their ideas visually.

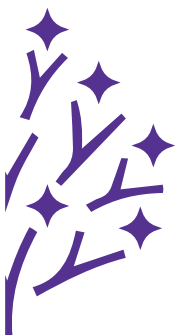


## **PHYSICAL EDUCATION**

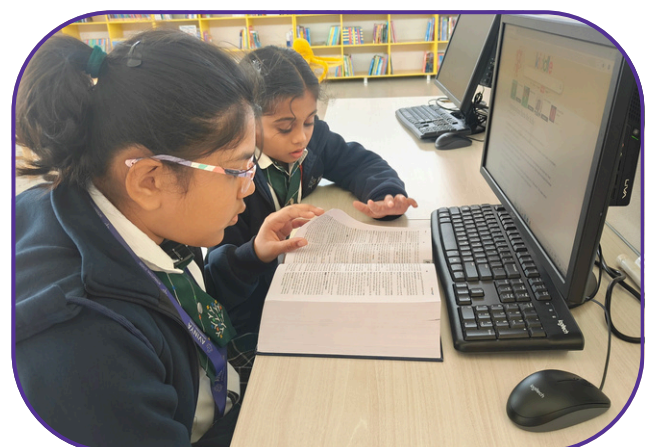
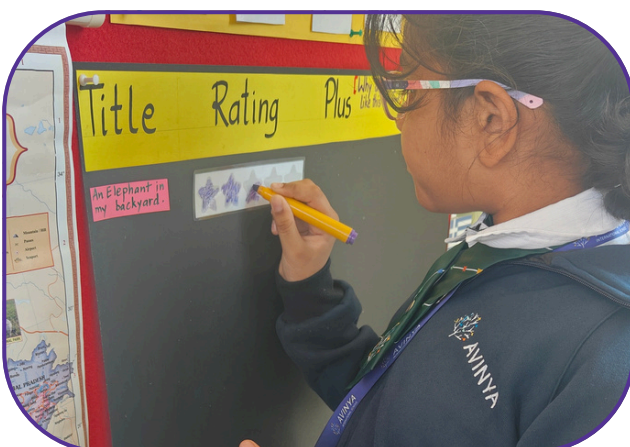
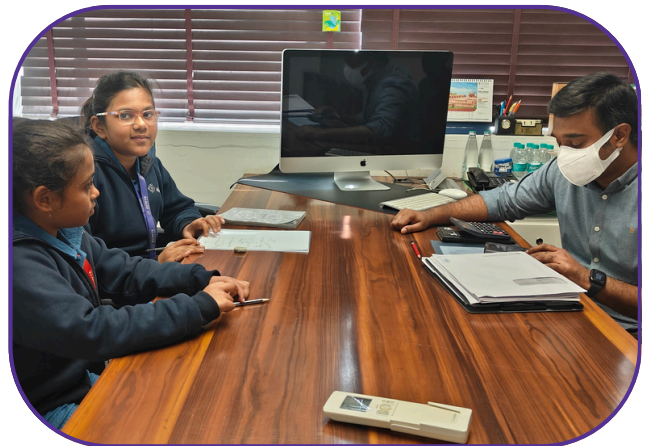
The students prepared for the Annual Sports Day by practicing the march past, aerobics, calisthenics, and various races, including the 60 m race and the 4 x 50 m relay. They recalled their previous learning, practiced all the skills, and were assessed on athletic skills such as the standing broad jump,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

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

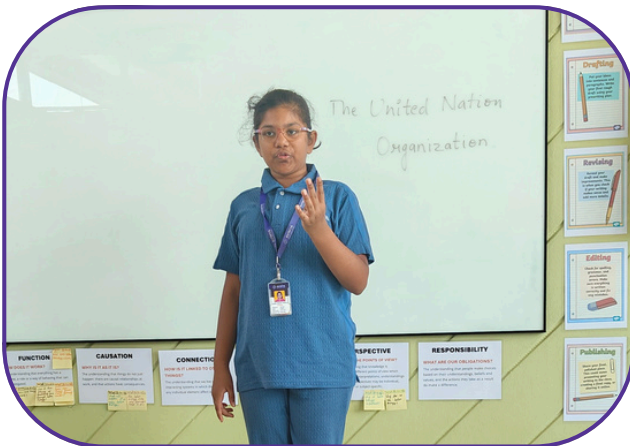
The students continued to develop their understanding of goal setting, time management, problem-solving, and reflection to take ownership of their learning. They practised setting SMART goals, prioritising tasks, making thoughtful decisions, and working collaboratively. They then explored handling conflict, learning what conflict is, identifying common causes, and understanding how conflicts can be resolved positively. The students also recognised emotions experienced during disagreements and practised safe and respectful ways to express their feelings while considering the emotions of others.



# LEARNING AND TEACHING- MONTH REVIEW



# LEARNING AND TEACHING- MONTH REVIEW



# LEARNING AND TEACHING - FEBRUARY

## TRANSDISCIPLINARY THEME

How we express ourselves

### Central Idea

Images communicate ideas and information.

### Lines of Inquiry

- The use of static and moving images in different media
- Interconnectedness of design elements
- Ways people interpret and respond to images

### Specified Concepts

function, connection, perspectives

The students will inquire into how images are created using various design elements such as color, line, shape, texture, and composition. They will explore both static and moving images across different media and will engage in discussions and collaborate to understand the choices artists and designers make to communicate ideas effectively.

By exploring images in multiple forms, the students will develop their critical thinking, creativity, and communication skills while gaining a deeper understanding of how images are used to share ideas and information in everyday life.



## **TRANSDISCIPLINARY MATH**

The students will make mathematical connections by exploring shapes, lines, and angles found in images. They will identify and describe different shapes and angles and observe how these mathematical features are used in pictures, photographs, and designs. The students will apply their understanding of geometry to explain how images are structured and how lines and angles help create patterns, balance, and focus. This learning will strengthen the students' ability to recognize mathematical concepts in visual representations and understand how math supports the design of images.

## **TRANSDISCIPLINARY LANGUAGE**

The students will make connections to descriptive writing and picture composition. By closely observing images, the students will learn how details, design elements, and visual choices help communicate ideas and emotions. These observations will support their writing, as the students will practice using descriptive language to create visual representations for their readers. This helps the students to strengthen their visual literacy and ability to express ideas effectively through words.

## **SPANISH**

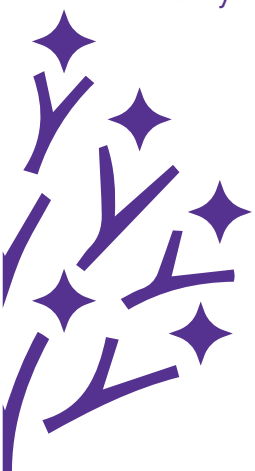
The students will revise the concept of time using cardinal numbers, the verb "tener" (to have) with pronouns, and will continue practicing the conjugation of "ser" and "estar" (to be) to express time, professions, nationality, emotions, and locations. Through these learning engagements, the students will use thinking and communication skills to strengthen their understanding of Spanish.

## **HINDI**

The students will be introduced to the संयुक्त व्यंजन and will explore words beginning with these letters. They will continue practicing two-letter simple word formation to further strengthen their independent reading and writing skills. In addition, the students will learn numbers 11 to 20 through oral activities, speaking exercises, and identification tasks. They will also learn the names of fruits and vegetables, which will support the development of their thinking skills and communicative abilities as they expand their understanding.

## **ART**

The students will explore connections between Persian and Indian border painting (Hasia) to understand how culture inspires creativity. They will learn about the importance of borders in a painting and discover the different types used by artists.



## **DRAMA**

The students will continue to work on the Annual Day production and stage the show. They will then continue to explore the improvisation aspect of Drama, learning teamwork and timing by improvising different situations.

## **DANCE**

The students will continue their practice for their Annual Production. They will explore a variety of dance props and discover how these can be used to enhance movement and storytelling. They will experiment with props to understand how size, shape, and texture can influence the way dancers move and express ideas. The students will also choreograph movement to music, words, and sounds, learning how rhythm, lyrics, and sound effects inspire creative choices.

## **MUSIC**

The students will explore how Indian ragas and rhythms can be combined with global songs. Through group performances, peer feedback, and class rehearsals, they will develop thinking, communication, and social skills while building confidence and collaboration. The students will also reflect on their Annual Day songs, deepening their appreciation for cross-cultural music.

## **PHYSICAL EDUCATION (PE)**

The students will explore and learn the basics of basketball, including the court layout and key rules, through videos, research, and hands-on learning engagements. They will develop ball-handling skills such as rubbing, squeezing, tapping, wrist and palm rotation, palm tapping, and full-body juggling. The students will also practice rotational exercises around the body, including movements of the neck, hips, knees, and ankles, as well as single-leg exercises.

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

The students will continue to explore handling conflict in greater depth. They will learn to listen without interrupting, show empathy, and build effective communication skills. Sessions will focus on calming down before speaking by practicing breathing techniques and using strategies to manage anger. The students will explore ways to find common ground during disagreements, use "I" statements, and practice respectful communication through appropriate tone and body language. They will also work together to solve problems using simple steps for discussion, negotiation, and resolution.



## IMPORTANT DATES

7 <sup>th</sup> February	Annual Day
20 <sup>th</sup> February	International Mother Language Day

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

**Instagram** - [https://www.instagram.com/avinya\\_school/](https://www.instagram.com/avinya_school/)

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