



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

FEBRUARY

NURSERY

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.

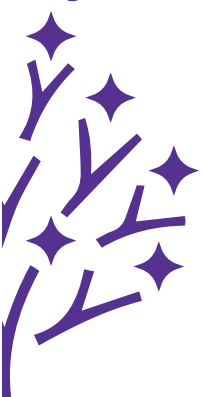
December 2025 was marked by the successful celebration of our Annual Sports Day, where every student participated with great spirit and joy. The event truly embodied the values of inclusivity and teamwork.

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 AND JANUARY

TRANSDISCIPLINARY THEME

How the world works

CENTRAL IDEA:

Earth's natural cycles impact activities of living things

LINES OF INQUIRY:

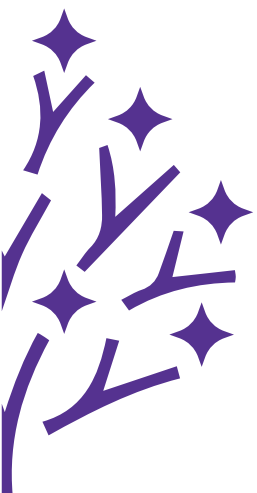
- Natural cycles and their changes
- Interconnectedness of humans and earth's natural cycles
- Reasons for changes

SPECIFIED CONCEPTS:

change, connection, causation

The students explored the concepts of day and night, time, change, and seasons through meaningful discussions, stories, poems, and classroom learning engagements. They observed the Earth and the Sun while learning how the Earth's tilt caused day and night. The students discussed what happened when day changed into night or night changed into day while identifying simple patterns in their daily life.

Learning continued with opposites and expanded to seasons, days of the week, and months of the year. They named the seasons while sharing the changes they noticed in nature, surroundings, plants, animals, or themselves. The students learned about the clothes worn in different seasons and enjoyed songs or stories related to seasonal changes.



LEARNING AND TEACHING - DECEMBER AND JANUARY

TRANSDISCIPLINARY LANGUAGE

The students explored literacy skills through engaging and meaningful learning engagement. They practised rainbow tracing to develop confidence in early writing, and joining dots to complete pictures and shapes strengthened visual tracking and writing patterns. The students learned poems, songs, and rhymes related to day–night concepts, which supported their understanding of daily changes through rhythm, repetition, and new vocabulary.

Through picture talks, the students observed images closely and then shared ideas, which supported their speaking skills, observation, and confidence in expressing thoughts. As part of their learning engagement, the students created a weather chart using pictures and discussed sunny, rainy, cloudy, or windy days. The students built language through exploration, sharing, and creative expression, which supported the growth of literacy skills in meaningful ways.

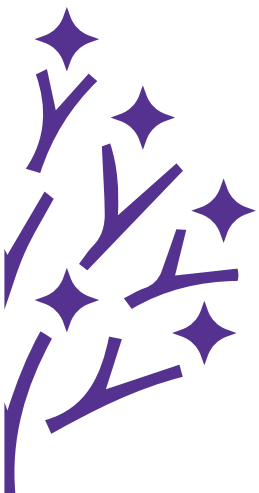
TRANSDISCIPLINARY MATH

The students developed early numeracy skills through meaningful learning engagement. They practised joining dots for the numbers one to five, and this supported number formation, plus understanding of number sequence. They focused on identifying the numbers one and two through varied opportunities that supported numeral recognition and connection with quantities. The students strengthened counting skills through colour, count, and circle learning engagement, which supported identifying the correct number based on objects shown.

The students also practised rainbow writing for the number five and enjoyed colouring the hand, which supported number recognition, fine motor control, and confidence in early writing. They learned about time by observing clocks while talking about AM or PM. The students discussed changes during the day or night through real-life examples, which supported early understanding of time concepts. The students showed curiosity, persistence, and steady progress in understanding early mathematical concepts.

ART

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



LEARNING AND TEACHING - DECEMBER AND JANUARY

DANCE

The students practised moving freely through space while experimenting with different levels—low, medium, and high—and changing directions with confidence. They learned a simple dance routine to a Christmas song. They explored stage dynamics and formations during the annual day practice. This gave them insight into the relationship between the audience and the performer.

DRAMA

The students explored different facial expressions, such as happy, sad, or angry, using their imagination. They discussed the importance of using props to support expression and storytelling, then shared their reflections.

MUSIC

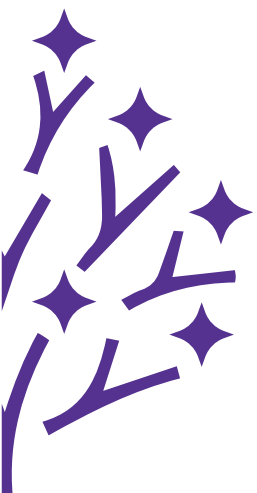
The students engaged in group singing through rhymes, including Bingo and If You're Happy You Know It, while exploring animal, transportation, or instrument sounds. These learning engagements supported the development of their communication and self-expression skills. They also reflected on ways to strengthen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

PHYSICAL EDUCATION (PE)

The students prepared for the Annual Sports Day. They practised flag hoisting, the march past, circuit training, and various races, including the smiley race. They recalled previous learnings and practised every skill they had learned so far. The students were assessed on their jogging and running skills.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored Likes, Hobbies, Needs, and Wants in simple, age-appropriate ways. They shared favorite toys, foods, and games during circle time. Through stories, picture cards, songs, and show-and-tell, the students learned about hobbies. Learning engagements helped the students understand the difference between needs and wants by talking about food, water, home, and care. They practiced choosing needs first in everyday situations.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - FEBRUARY

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 natural cycles and change. They will revisit the concept of day and night and will learn how these changes affect people and animals. The students will explore time and daily routines, making simple connections between time, patterns, and everyday life.

The students will discuss what change means and will identify changes in their surroundings and experiences. They will learn about seasons and will observe changes in nature, plants, animals, and themselves, understanding how humans are connected to Earth's natural cycles.

The students will continue to develop observation skills, curiosity, and an early understanding of how and why changes happen in the world around them



TRANSDISCIPLINARY LANGUAGE

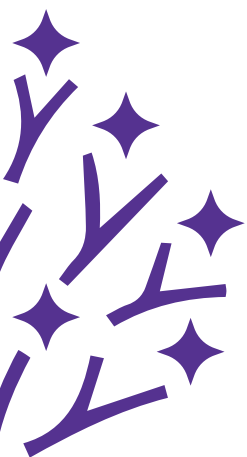
The students will explore early literacy skills by tracing the letters h, m, r, d, and e while practising sound recognition to build confidence in letter formation and phonics. They will engage with poems, songs, and rhymes to support vocabulary and listening skills. The students will share ideas through picture talks to strengthen speaking skills while developing observation. They will create a weather chart using pictures to discuss sunny, rainy, cloudy, and windy days. Learning engagements will support simple connections between weather and daily choices while continuing to develop language skills.

TRANSDISCIPLINARY MATH

The students will explore early numeracy concepts to understand the world around them. They will focus on tracing numbers from 6 to 10 to strengthen number formation and control. The students will practise identifying numbers from 1 to 10 by connecting numerals with familiar objects and everyday experiences. Through counting, observation, and classroom routines, the students will develop an understanding of number order and quantity. They will connect numeracy learning to real-life situations, building confidence as they observe, think, and make meaning in simple and engaging ways.

DANCE

The students will explore a variety of dance props to discover how they can enhance movement and storytelling. They will use different props to understand how size, shape, and texture influence movement and expression.



DRAMA

The students will continue to explore different facial expressions using their imagination, followed by ongoing assessments and opportunities for reflection.

MUSIC

The students will use simple bell or jingle-shaker activities and fingerplays while exploring different songs and rhymes. These learning experiences will help them build confidence in their voices, collaborate with friends, and enjoy music and movement.

ART

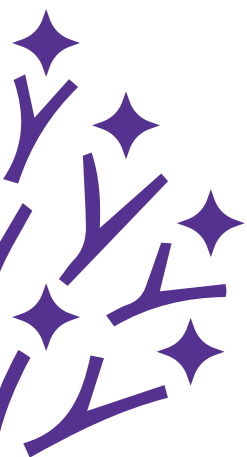
The students will explore crumpling and folding paper through hands-on learning experiences. They will try out different ways of shaping paper to create textures, forms, and designs. These learning engagements will help them develop fine-motor skills, learn about different materials, and use their creativity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

PHYSICAL EDUCATION (PE)

The students will inquire into basic balancing postures and explore balancing exercises, including balancing objects on the head, palms, and shoulders, as well as walking along a line. They will complete an assessment to review their progress. The students will also explore a range of balancing movements. These learning engagements will help them develop balance, strength, and coordination.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will begin exploring the theme of Identity, discovering who they are and what makes them special. They will explore their names, families, and communities to understand what shapes them. Through stories, conversations, and creative learning engagements, they will recognize their strengths, notice differences and similarities, and celebrate their uniqueness.



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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