



**AVINYA**  
INTERNATIONAL SCHOOL

**INSPIRING**  
**PURPOSE**

**FEBRUARY**

**GRADE - PP1**

# 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

Play facilitates expression, feelings, ideas and new understandings

## Lines of inquiry

- Play and its purpose
- Imaginative use of materials and objects
- Role of toys over time

## Specified Concepts

function, connection, change

The Unit of Inquiry on “Play” concluded with a strong focus on helping the students understand the purpose of play and the imaginative use of materials. Through hands-on learning engagements, picture talks, stories, videos, and discussions, the students explored how play supports creativity, problem-solving, self-expression, social skills, and safety awareness.

The students engaged in rich learning experiences by observing and discussing pictures related to indoor and outdoor play, toys, drama, musical instruments, and games. They shared how, when, where, and with whom they play at home, in the community, at the park, and at school. The students also brought their favourite toys from home and explained why they enjoy playing with them. Learning engagements such as sorting pictures, creating pictographs, and reflecting on their preferences helped deepen their understanding.



Story sessions and videos, including “Pepper Plays With Fire,” “Join In and Play,” “What Can We Play Today?” and “Play, Play, Play, Dear Dragon,” supported the students in developing communication skills, safety awareness, positive play behaviours, and an understanding of community helpers. The students also participated in ongoing assessments related to these learning engagements.

Throughout the unit, the students discussed different reasons for playing and reflected on their learning, making meaningful connections to various IB Learner Profile attributes. Overall, the students developed a deeper understanding of how play helps them express ideas, build relationships, and make sense of the world around them.

### **TRANSDISCIPLINARY MATH**

The students continued to explore numbers from 21–100 through fun learning engagements that strengthened their number sense. The students practised oral counting from 1 to 100 along with reciting the days of the week and months of the year. The students worked on quantity association by matching numbers to objects and sets, identified the greatest and smallest numbers from 1 to 20, and compared numbers using greater than, less than, or equal to.

The students engaged in sorting objects based on different attributes and made connections between mathematics and their daily routines. The students explored 2D shapes and their features. In addition, the students represented data using graphs and identified or extended patterns. The students practised backward counting and learned to read the clock for o'clock times by making connections to everyday routines. Overall, the students developed a stronger understanding of numbers, patterns, shapes, and time through meaningful learning experiences.

### **TRANSDISCIPLINARY LANGUAGE**

The students continued their Jolly Phonics journey by revisiting Sets 1, 2, and 3 while progressing to Set 4 with an introduction to Set 5. The students strengthened their phonemic awareness by identifying beginning, middle, and ending sounds while practising blending words using the first three sets of sounds.

Vocabulary development was supported through learning engagements focused on describing words, synonyms, opposites, sight words using a password strategy, and action words. The students developed sequencing skills through story sequencing learning engagements while enhancing storytelling through an engaging puppet show.

In reading, the students began ORT Levels 1 and 2 while enjoying simple storybooks such as A Good Trick and George's First Day at the Playground. This supported the development of confidence and fluency. Additionally, the students were introduced to the “A” family words (ap, an, at, ag) along with new sight words.

## **DANCE**

The students practised moving freely through space while experimenting with different levels, such as low, medium, and high. The students explored changes in direction with increasing confidence. The students learned a simple dance routine to a Christmas song. Through preparation for the annual production dance routine, the students learned about stage dynamics, formations, and performance principles. This provided insight into the relationship between the performer and the audience.

## **DRAMA**

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

## **MUSIC**

The students sang rhymes and songs, including If You're Happy in group settings and individual performances. The students composed and performed their own tune for Save the Puppy. Through guided exploration and storytelling, the students explored percussion sounds while developing rhythm, pitch, confidence, and collaboration.

## **ART**

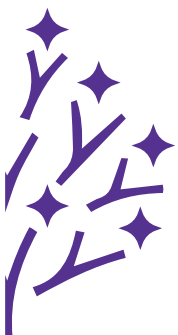
The students explored tearing and pasting through learning engagements while experimenting with different textures and shapes. A variety of paper materials was used to support creativity and fine motor development.

## **PHYSICAL EDUCATION (PE)**

The students prepared for the Annual Sports Day through regular practice sessions. The students practised flag hoisting, the march past, the torch run, and flag retreat. The students participated in races such as the 30 m sprint and 4×25 m relay. The students practised gymnastics, aerobics, and callisthenics. The students recalled previous learning while practising skills learned to date. The students completed task sheets and were assessed on hopping and jumping skills.

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

The students explored the concept of Being Kind through stories and discussions. The students identified kind words and kind actions through role play and classroom examples. The students practised polite language through daily magical words and acts of kindness. A kindness chain was created to promote caring behaviour among peers. The students also reflected on kindness towards themselves to support self-appreciation and confidence.



# LEARNING AND TEACHING- MONTH REVIEW



## LEARNING AND TEACHING - FEBRUARY

The unit will conclude with a focus on helping the students develop a deeper understanding of why they play at school while exploring how they enjoy playing. The students will examine how toys have changed over a period of time. The students will discuss the assessment task, tool, and criteria for the end-of-unit assessment. The students will complete the assessment, followed by individual reflections.

**Transdisciplinary theme** – How the world works

**Central Idea** – All living things go through a process of change.

**Lines of inquiry:**

- Changes in living things over time
- Growth and development patterns
- Factors affecting growth and change

The students will inquire into the central idea that all living things go through a process of change. The students will explore how plants, animals, and humans grow over time by observing different life stages and identifying patterns of growth. The students will investigate factors that influence growth, such as food, water, air, sunlight, and care. Through hands-on learning engagements, observations, and discussions, the students will develop scientific thinking skills and curiosity. This will support a deeper understanding of the natural world while encouraging responsibility and care for living things in their environment.



## **TRANSDISCIPLINARY LANGUAGE**

The students will continue their Jolly Phonics learning with Set 5 while revisiting Sets 1, 2, 3, and 4 to reinforce previously learned sounds. The students will engage in learning engagements that focus on identifying beginning, middle, and ending sounds while blending sounds in words to strengthen phonemic awareness.

The students will further develop vocabulary and language skills by describing words and exploring synonyms or opposites. To enhance sequencing and storytelling skills, the students will participate in story sequencing engagements while expressing creativity through an engaging puppet show.

The students will continue reading ORT Level 1 and Level 2 books to build confidence and fluency. The students will also be introduced to new sight words, synonyms, and "E" family words to support word recognition, expand vocabulary, and strengthen early reading skills. Additionally, the students will engage in rhymes, poems, and songs to improve listening skills, sound awareness, and memory of language through rhythm or repetition.

## **TRANSDISCIPLINARY MATH**

The students will continue to explore numbers from 1–100 through learning engagements that build strong number sense. The students will practice oral counting from 1 to 100 while reciting the days of the week or months of the year. The students will work on quantity association by matching numbers to objects while learning to arrange numbers from big to small or small to big.

The students will be introduced to place value concepts, including hundreds, tens, and ones, along with tally marks. The students will engage in sorting objects based on different attributes while connecting mathematical concepts to daily routines. The students will explore 2D shapes and their features. The students will explore graphs to represent data while identifying and extending patterns. The students will practise backward counting and learn to read the clock for o'clock times, making meaningful connections to everyday life.

## **DRAMA**

The students will continue to explore different facial expressions using their imagination. The students will co-construct the criteria for ongoing assessments and complete them.



## **DANCE**

The students will explore a variety of dance props to discover how these enhance movement and storytelling. The students will experiment with props to understand how size, shape, or texture influences the way dancers move or express ideas. The students will choreograph movement to music, words, or sounds while learning how rhythm, lyrics, or sound effects inspire creative choices.

## **MUSIC**

The students will continue to practise songs for the annual day. The students will develop rhythm, pitch awareness, confidence, and collaboration through group or individual singing and collaborative percussion learning engagements.

## **ART**

The students will explore paper folding through creative learning engagements while discovering how simple folds can transform paper into new forms, patterns, or designs. The students will use creativity and fine motor skills to experiment with techniques while expressing their ideas.

## **PHYSICAL EDUCATION (PE)**

The students will inquire into the basics of manipulative skills, focusing on catching or throwing. The students will explore throwing movements such as the overhead throw, underhand throw, or overhand throw, along with striking skills, including single-hand and double-hand striking. The students will complete their assessment on balancing skills.

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

The students will explore to understand the importance of teamwork. The students will develop cooperation skills through group games, collaborative tasks, or storytelling. The students will practise listening while sharing ideas respectfully and supporting team members. The students will engage in trust-building tasks while solving simple problems to encourage shared decision-making and collaboration.



## 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/)

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

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