



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

MARCH

GRADE - 1

MESSAGE FROM THE HEAD OF SCHOOL

Dear Parents,

Warm greetings from Avinya International School.

February has been a month of creativity, reflection, expression, and meaningful learning experiences for our children. It has truly embodied our belief that education must go beyond textbooks and awaken imagination, empathy, and awareness.

This year's Annual Day, UNBOUND – A Mother's Tale, has been an extraordinary journey for our students. The story unravelled the invisible relationship between two realms – Chitrapur and Yakshapuri.

What made this production even more special was the children's immediate connection to it. When our teachers presented a short preview performance, the students unanimously chose it as their Annual Day production. Their excitement and ownership of the narrative have been truly inspiring. The design and process of this production consciously aimed to give children a direct experience of life that is 'In Tune with Nature.' Through drama, choir, and dance, students explored themes that stimulated their creative imagination while deepening their sensitivity toward the world around them.



I am especially proud to share that every child participated with dedication and enthusiasm. Watching them collaborate, create, and perform with confidence has been a powerful reminder that every child carries immense potential when given the right platform.



MESSAGE FROM THE **HEAD OF SCHOOL**

On Friday, 20th February 2026, we celebrated International Mother Language Day with the message of promoting multilingualism and intercultural respect. Our campus came alive with displays of diverse languages, symbolizing unity in diversity and reinforcing the importance of honouring our linguistic roots.

Our entire school community — students, teachers, and administrative staff — came together for a meaningful 40-minute DEAR session (Drop Everything And Read). For those precious minutes, the hustle of daily routines paused. Classrooms and corridors were filled with silence, imagination, curiosity, and reflection. It was a reminder that learning never stops — and that books connect us all, regardless of age or role. The quiet magic of reading enveloped our campus, strengthening our culture of thoughtful engagement and lifelong learning.

All these experiences — theatre, language celebration, and reading together — are deeply aligned with what we seek to nurture in our children: creative confidence, emotional intelligence, cultural awareness, love for nature, joy of learning, and collective participation.

Our purpose has always been to create transformative experiences — experiences that shape character, awaken inquiry, and allow children to express themselves freely... unbound.

Thank you, dear parents, for your continued trust and partnership. Together, we are building not just academic excellence, but humane, thoughtful, and responsible individuals.

Warm regards,
Anjalika Sharma
Head of School
Avinya International School



MESSAGE FROM THE PYP COORDINATOR

Dear Parents,
Greetings!

Assessment

Assessment is an ongoing process of gathering, analysing, reflecting on, and acting upon evidence of learning to inform next steps. It involves teachers and learners working collaboratively to monitor, document, measure, report, and adjust learning.

At Avinya International School, assessment is not an event at the end of learning — it is an integral part of the learning journey. It is viewed as a powerful and purposeful process that informs teaching and deepens student understanding.

We believe that assessment is most powerful when it supports growth, builds confidence, and nurtures a love for learning. Our commitment is to ensure that every child feels seen, heard, and valued in their learning journey.

Our goal is not merely to measure what students know, but to understand how they think, inquire, communicate, and apply their learning in real-life contexts.

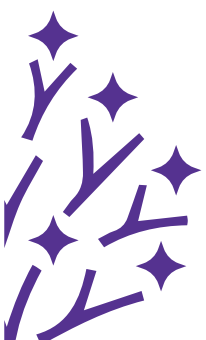
Assessment from Early Years to Grade 3

Assessment at Avinya International School evolves with the child while remaining authentic, inquiry-based, and developmentally appropriate. From Nursery through Grade 3, assessment is embedded within daily learning engagements, focusing on each child's growth, understanding, and application of skills. In the Early Years, teachers carefully observe how students express ideas through early writing, build social skills through collaboration, demonstrate curiosity during exploration, and apply Approaches to Learning (ATL) skills.



As students grow, assessment becomes increasingly structured. They develop language across English, Hindi, and Spanish, while continuing to nurture inquiry and conceptual understanding. Students are assessed on their ability to ask meaningful questions, apply knowledge, reflect on learning, and take purposeful action.

A range of strategies supports this process, including shared rubrics and success criteria, reflections, peer and self-assessment, presentations, exhibitions of learning, and performance tasks connected to real-life contexts. The students regularly reflect on what they have learned, how they learned it, what they would improve next time, and why they are learning. This strengthens agency ownership, and metacognition.



MESSAGE FROM THE **PYP COORDINATOR**

Assessment Across Subjects

Assessment is reflected across all areas of learning. In Languages (English, Hindi, and Spanish), students demonstrate learning through reading, writing, speaking, listening, story retelling, presentations, and multilingual expression. The focus is on communication skills, comprehension, and the clear expression of ideas.

In Mathematics, students engage in conceptual explorations, problem-solving tasks, real-life applications, and strategy explanations. They are encouraged to explain their thinking rather than simply provide answers.

Within Science and Social Studies, taught through the Unit of Inquiry, students demonstrate understanding through investigations, research projects, models and prototypes, concept maps, and collaborative learning experiences.

In the single subjects – Dance, Drama, Music, Art, and Physical Education – assessment includes creative expression, skill progression, collaboration, reflection on performance, confidence, and communication. These learning experiences contribute significantly to holistic development and the nurturing of the IB Learner Profile attributes.

Across all subjects and grade levels, students co-create success criteria, reflect regularly, set personal goals, engage in peer feedback, and participate in three-way conferences. Teachers document learning through observations, photographs, conversations, and samples of student work using anecdotal records, checklists, rubrics, and a self-assessment continuum.

Meaningful Reporting and Communication

We believe in transparent and meaningful communication with families. Our reporting focuses on conceptual understanding, Approaches to Learning (ATL) skills, IB Learner Profile attributes, academic progress, and social-emotional development. We intentionally move beyond marks and grades to provide a holistic picture of each child.

Assessment at Avinya International School:

- Identifies strengths and areas for growth
- Informs personalised learning
- Supports inclusion
- Builds confidence
- Encourages reflection
- Strengthens international-mindedness

MESSAGE FROM THE PYP COORDINATOR

Preparing Students for the Future

From Nursery to Grade 3, our students learn to reflect thoughtfully, give and receive feedback and feedforward, take ownership of their learning, apply knowledge in new situations, and build resilience.

Assessment in the PYP nurtures lifelong learners who are curious, capable, and compassionate. At Avinya International School, assessment is a journey of understanding. It celebrates progress, values student voice, and builds the skills necessary for success – not only in school, but in real-life. As a learning community, we remain committed to ensuring that assessment is meaningful, purposeful, and aligned with the philosophy of the Primary Years Programme.

Because at Avinya International School, **learning is not about proving – it is about growing.**

By focusing on understanding rather than simply outcomes, we empower our students to become reflective, responsible, and resilient learners. Together, as a learning community, we continue to strengthen our practices so that assessment remains meaningful, inclusive, and aligned with the philosophy of the Primary Years Programme.

We thank our families for partnering with us in supporting each child's growth and development.

Thanks & regards,
Amara Vijayan
PYP Coordinator



LEARNING AND TEACHING - FEBRUARY

TRANSDISCIPLINARY THEME:

Where we are in place and time

CENTRAL IDEA:

Interpretation of artefacts contributes to the 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 - FEBRUARY

UNIT OF INQUIRY

The students explored the central idea: "Interpretation of artefacts contributes to understanding people's personal histories." Throughout the unit, the students inquired into how objects can reveal meaningful stories about individuals and communities.

As part of their learning engagements, the students analysed artefacts, carefully observing different objects to understand their purpose, origin, and significance. They reflected on what these artefacts might reveal about a person's values, interests, culture, and experiences. The students also explored the reasons people choose to keep or discard artefacts, discussing how emotions, memories, and practicality influence such decisions.

As part of their field trip to the Birla Museum, the students observed historical artefacts and connected their classroom discussions to real-world examples. This experience helped them understand how artefacts preserve history and provide insight into people's lives from different time periods.

To deepen their understanding, the students also created their own artefacts, thoughtfully designing objects that represented their personal likes, dislikes, values, and experiences. They then analysed one another's creations to interpret the stories behind them.

TRANSDISCIPLINARY LANGUAGE

The students revisited describing words (adjectives) to explore how they add detail, colour, and meaning to sentences. Through engaging learning experiences such as picture descriptions, sentence-building tasks, and adjective hunts, the students developed an understanding of how adjectives make their writing more vivid and expressive.

The students also participated in Show and Tell, where they confidently shared personal objects or experiences with their peers. This learning engagement strengthened their speaking skills along with listening skills, while encouraging them to organise their thoughts clearly as well as use descriptive language effectively.



LEARNING AND TEACHING - FEBRUARY

The students focused on descriptive writing, using sensory details with creative vocabulary to bring their ideas to life. They practised writing about people, places, or objects with greater clarity as well as imagination. The students were also introduced to conjunctions, learning how words such as and, but, because, and or help connect ideas as well as form longer, meaningful sentences. Through interactive games plus writing tasks, they discovered how conjunctions help their writing flow smoothly as well as logically.

TRANSDISCIPLINARY MATH

The students explored tally marks while learning how to use them to record information accurately. They practised collecting data as well as representing it using tallies, which strengthened their understanding of counting in groups of five.

The students were introduced to pictograms while developing skills in interpreting visual data. They practised reading as well as analysing information presented in charts or pictorial representations, then answered questions based on their observations. These learning experiences supported the development of data interpretation skills along with critical thinking skills.

The students also learned to tell as well as read time, with a focus on o'clock or half past. Through hands-on learning experiences using clocks plus discussions about daily routines, learners built confidence in recognising time as well as expressing it correctly.

As part of the ongoing unit, learners explored measurement through size or shape. They compared objects based on height as well as weight, using terms such as taller, shorter, heavier, or lighter. These learning engagements strengthened their understanding of comparison concepts along with measurement concepts in practical, real-life contexts.



LEARNING AND TEACHING - FEBRUARY

SPANISH

The students learned about classroom objects as well as school objects, along with the seasons. They practised the names of family members while using learning engagements to frame short phrases related to their family. They also explored the names of fruits as well as vegetables to express their likes or dislikes using "me gusta" or "no me gusta" in Spanish. Throughout these learning engagements, the students applied their thinking skills along with communication skills to express themselves clearly in Spanish.

The students were introduced to directions as well as selected adjectives, while revisiting classroom objects or school objects. They further practised framing short phrases about their family, while using the names of fruits as well as vegetables to express preferences through "me gusta" or "no me gusta." These learning engagements strengthened their thinking skills along with their communication skills in Spanish.

HINDI

The students were introduced to the अन्तस्थ व्यंजन (य, र, ल, व) as well as the उष्म व्यंजन (श, ष, स, ह), along with the संयुक्त व्यंजन (श्र, त्र, ज्ञ) and the स्वर letters (अ or आ). They explored words beginning with these letters while practising the formation of simple two-letter words or basic sentences to strengthen their understanding of sound-symbol relationships. These learning engagements supported the development of their independent reading skills along with overall language development.

DANCE

The students explored a variety of dance props while discovering how these could be used to enhance movement or storytelling. They experimented with different props to understand how size, shape, or texture influenced the way dancers moved as well as expressed ideas. The students also learned a short Holi-themed dance routine, building confidence in coordination along with expressive movement skills.

DRAMA

The students began to explore the concept of voice modulation through pitch or volume. They listened to low-pitch voices as well as high-pitch voices to understand different sounds, then created their own sounds using their voices. Additionally, the students further strengthened their listening skills by identifying a variety of sounds along with different voices.



LEARNING AND TEACHING - FEBRUARY

MUSIC

The students read and clapped simple rhythms, including crotchets, quavers, or minims, with accuracy. They made shakers or jingle sticks, explaining how the materials changed the sound. Each student created and notated their own 4-beat rhythms on mini whiteboards and performed them confidently. During class brainstorming, the students suggested new verses or endings for "Jingle Bells," encouraging creativity as well as collaboration.

ART

The students explored paper folding by creating a paper book or a paper helicopter. Through these learning engagements, they developed their understanding of folding techniques as well as sequencing, while practising careful craftsmanship. They connected their experiences to the IB Learner Profile by being risk-takers as they tried new folding methods, thinkers while following or analysing steps, and communicators as they shared their process with peers. They also demonstrated being reflective by discussing what worked well as well as what they could improve. Through assessments, the students confidently showcased their understanding of paper folding while applying their skills with accuracy as well as creativity.

PHYSICAL EDUCATION (PE)

The students recalled their previous learning while practising every skill they had learned so far. They had their assessments on athletic skills, including vertical or horizontal jumping, throwing, and catching.

The students explored basketball while learning about its skills and the basketball court, including the names of the court lines, by watching videos as well as exploring the court. They also learned and practised basic ball-handling skills such as juggling or rotating the ball around the neck, waist, or between the legs.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students learned to recognise when they needed support while understanding that asking for help shows responsibility or confidence. They identified trusted people at home or school and practised polite ways to ask for help using kind words as well as an appropriate tone.

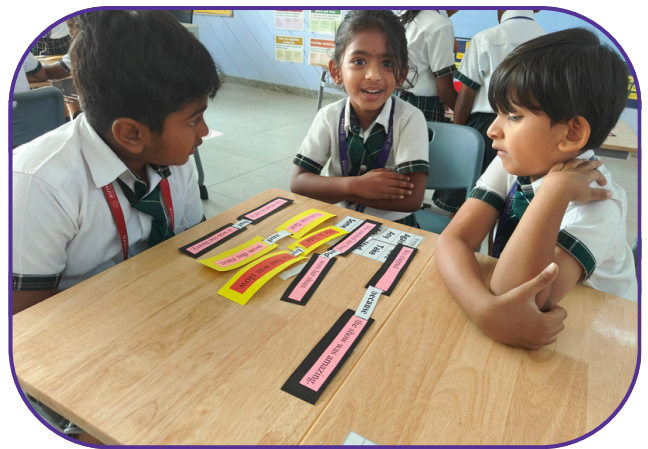
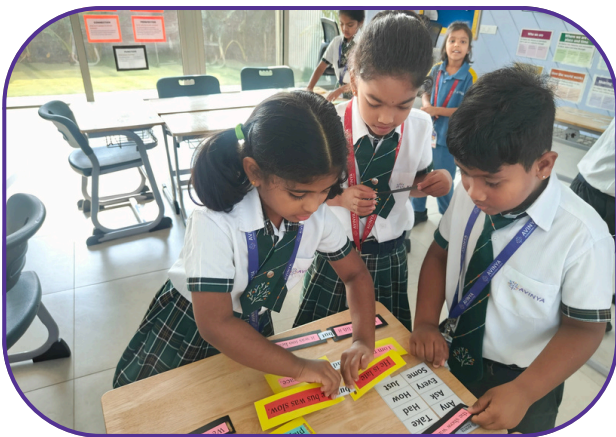
Through discussions, role plays, or group tasks, the students discovered how classmates can support one another while developing empathy by helping others. They also learned the importance of respecting boundaries as well as noticing feelings that signal the need for emotional support. The students explored ways to help their community through small acts of kindness and reflected on how giving or asking for help strengthens relationships while building a supportive environment.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - MARCH

TRANSDISCIPLINARY THEME:

How the world works

CENTRAL IDEA:

Design of building structures depends on various factors.

LINES OF INQUIRY:

- Types of buildings and their uses
- Factors contribute to building a structure
- Ways buildings impact the environment

SPECIFIED CONCEPTS:

function, form, connection

Additional Concepts:

environment, resources, climate



LEARNING AND TEACHING - MARCH

UNIT OF INQUIRY

The students will explore the unit, "Design of building structures depends on various factors." They will inquire into the types of buildings or their uses, learning how homes, schools, hospitals, offices, and other structures are designed to serve specific purposes as well as meet the needs of people.

The students will also investigate the factors that contribute to building a structure, such as materials, location, climate, safety considerations, function, or available resources, helping them understand how thoughtful planning ensures strength and stability.

In addition, they will examine how buildings impact the environment, exploring how construction, energy use, or resource consumption affect the natural world while learning about sustainable as well as eco-friendly building practices.

Through discussions, hands-on learning engagements, and collaborative learning experiences, the students will develop critical thinking skills while gaining a deeper awareness of how the design of buildings influences our daily lives as well as the environment around us.

TRANSDISCIPLINARY LANGUAGE

The students will revisit key grammar concepts such as adjectives, conjunctions, and tenses, strengthening their understanding of how these elements enhance sentence structure as well as meaning. They will further develop their language skills by learning about prepositions and how these show relationships between words in a sentence. The students will also be introduced to opinion writing, where they will learn to express their thoughts clearly while supporting them with simple reasons.

Additionally, the students will explore comparatives, enabling them to compare people, places, or things effectively. Their vocabulary development will continue through the study of synonyms as well as antonyms, helping them expand word choice while improving both spoken and written expression.



LEARNING AND TEACHING - MARCH

TRANSDISCIPLINARY MATH

The students will explore measurement, developing a clearer understanding of length, height, weight, or capacity through practical, hands-on learning engagements. They will compare and measure objects using appropriate tools as well as standard or non-standard units, strengthening their real-life application skills.

The students will also revisit 2D as well as 3D shapes, identifying their properties such as sides, corners, or faces. Through sorting, drawing, or constructing learning engagements, they will deepen their understanding of how shapes are used in everyday life.

In addition, the students will be introduced to fractions, focusing on simple fractions such as halves or quarters. They will explore the concept of equal parts using visual models, objects, or sharing learning engagements, helping them build a strong foundational understanding of parts of a whole.

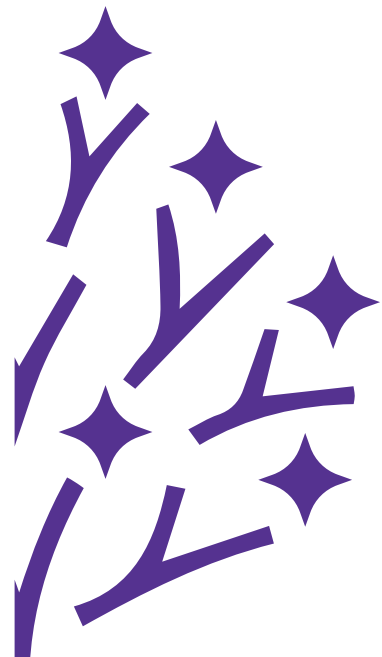
SPANISH

The students will revise greetings, colors, numbers, directions, seasons, or month names by creating short phrases in Spanish. They will also use fruit as well as vegetable names to express likes or dislikes ("me gusta / no me gusta") in Spanish. These learning engagements will help the students use their thinking skills along with communication skills to express ideas about themselves as well as others.

HINDI

The students will engage in the revision of all व्यंजन (consonant) letters to strengthen their foundational understanding. They will also be introduced to the स्वर letters (अ, आ, इ, ई), exploring their sounds as well as forming simple words that begin with these vowels to deepen their understanding of phonetic patterns. In addition, the students will learn Hindi numbers from 11 to 20 while exploring vocabulary related to family relationships (दादा, दादी, माता, पिता, etc.) through interactive oral activities or speaking and identification tasks.

These purposeful learning engagements will foster the development of students' thinking skills as well as communication skills, helping them continue to build confidence and proficiency in using the Hindi language.



LEARNING AND TEACHING - MARCH

DANCE

The students will explore or interpret a variety of dance styles and genres. They will also learn movement sequences with props such as a chair, dupatta, or ribbons to enhance their body movements. Additionally, the students will create movement sequences that explore different directions as well as levels and postures.

DRAMA

The students will explore and understand the aspect of imagination through drama. They will listen to stories while analysing the characters, situations, or settings, and recreate them through performances using dialogue as well as objects. The students will then apply imagination to visualise stories and characters in their own creative ways.

MUSIC

The students will discover the basics of instruments like bongos, flute, ukulele, and piano. They'll play with sounds—loud and soft—to feel the music's energy, try simple patterns, and explore how each instrument plays. They will reflect on the attributes of the IB learner profile that they have demonstrated followed by their reflections.

ART

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

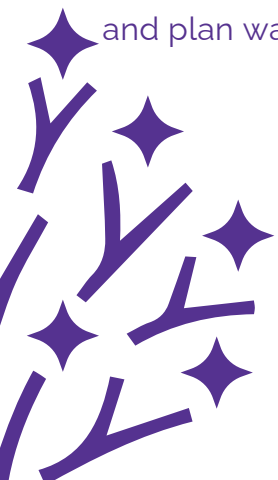
PHYSICAL EDUCATION

The students will learn as well as practice different types of dribbling, including using the right or left hand, and dribbling in front of or to the side. They will also learn or practise passing and receiving skills, focusing on the bounce pass as well as proper receiving techniques through a variety of drills. The students will be assessed on their basketball skills, related to basketball as well as its fundamental skills.

SOCIAL AND EMOTIONAL LEARNING (SEL)

In the upcoming building relationships sessions, the students will learn about different relationships at home or school and the value of positive connections. They will practise making friends, introducing themselves confidently, as well as showing kindness.

The students will develop listening or sharing skills, respect differences, and understand how diversity strengthens relationships. They will explore handling conflicts calmly, building trust, and supporting one another through collaborative learning engagements. Through reflection as well as guided discussions, they will identify qualities of healthy relationships and plan ways to maintain positive and respectful connections.



IMPORTANT DATES

4 th March	Holi
13 th March	International Day of Mathematics
20 th March	Ugadi
21 st March	Eid
23 rd March	World Water Day Celebration
28 th March	Student Led Conference
30 th March	International Day of Zero Waste

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

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Facebook - <https://www.facebook.com/avinyainternationalschool>

Contact Numbers: +91-9100054800 / +91-9070070200

