



**AVINYA**  
INTERNATIONAL SCHOOL

**INSPIRING  
PURPOSE**

**MARCH**

**GRADE - 2**

## 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.

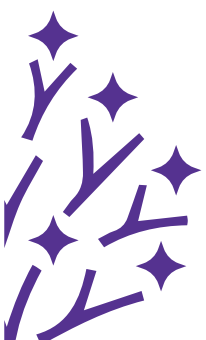
### Assessment from Early Years to Grade 3

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

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 celebrations around the world through meaningful and engaging learning experiences. They researched celebrations such as Diwali and Christmas, learning about their significance, traditions, food, clothing, decorations, and learning engagements.

The students also conducted individual research on global celebrations, including Kwanzaa, Passover, Easter, Chinese New Year, and Cinco de Mayo, and presented their understanding creatively.

Through discussions, gallery walks, inquiry-based questions, and comparison activities, the students developed research skills, confidence in presentation, and a deeper appreciation for cultural diversity while recognizing that celebrations around the world bring families and communities together.

They explored how celebrations unite communities, foods, drinks, clothing, music, dance, decorations, and symbols, and learned about stories, myths, and legends behind each celebration.

The students also noticed how celebrations differ across cultures and practiced acts of kindness, giving, and sharing during celebrations, further understanding the joy and meaning these occasions bring to people's lives.



# LEARNING AND TEACHING - FEBRUARY

## TRANSDISCIPLINARY MATH

The students made meaningful transdisciplinary connections to Mathematics through their ongoing inquiries. They explored repeated addition while developing a clear understanding of number patterns and relationships. Using Venn diagrams, the students compared number patterns such as multiples of 5 and 10, identifying similarities and differences to strengthen their logical thinking skills. They also worked with calendars to recognize number sequences, skip counting patterns, and connections between dates and mathematical concepts.

Through collaborative learning engagements, the students investigated the tables of 3, 4, and 5 using hands-on materials, visual models, and group discussions. These rich learning experiences helped them build a strong conceptual foundation for understanding multiplication and applying it confidently in problem-solving situations.

## TRANSDISCIPLINARY ENGLISH

The students learned about verbs and tenses in different contexts and understood how action words show what someone did and when the action happened. They identified verbs in sentences and changed them into past tenses to observe how the meaning changed.

The students framed meaningful sentences using various sight words and expanded simple sentences by adding details about who, what, where, and when. They practiced writing complete sentences and developed paragraph-writing skills by organizing ideas in sequence, using correct punctuation, and connecting sentences through a structured sentence-building strategy. Through these learning engagements, the students improved their understanding of verbs, tenses, and sentence formation while expressing their ideas clearly and confidently in writing.

## SPANISH

The students learned masculine and feminine concepts, as well as pronouns. They practiced 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.

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



# LEARNING AND TEACHING - FEBRUARY

## HINDI

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

The students were also introduced to the ई मात्रा. They practised reading and writing two-, three-, and four-letter words while forming simple sentences using this मात्रा through stories and poems. These engagements further strengthened their reading, writing, and comprehension skills.

## DANCE

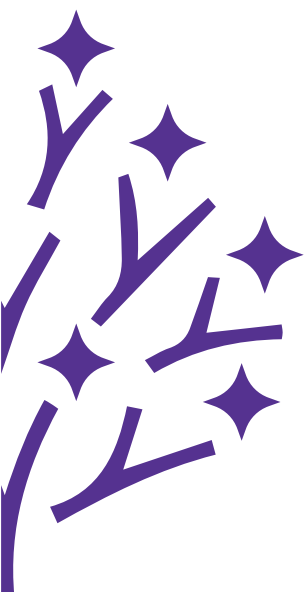
The students explored a variety of dance props, discovering how size, shape, and texture enhanced movement and storytelling, and learned a short Holi-themed dance routine.

## DRAMA

The students explored voice through pitch and volume, integrated speech with body movements to build characters from stories, and analysed each character to create unique body language and vocal expression.

## MUSIC

The students explored how elements shape timbre, dynamics, and tempo, sketched and built holiday instruments while articulating their designs, and strengthened control of tempo, dynamics, and pitch through conductor games and do-re-mi-fa training using Annual Day songs.



# LEARNING AND TEACHING - FEBRUARY

## **ART**

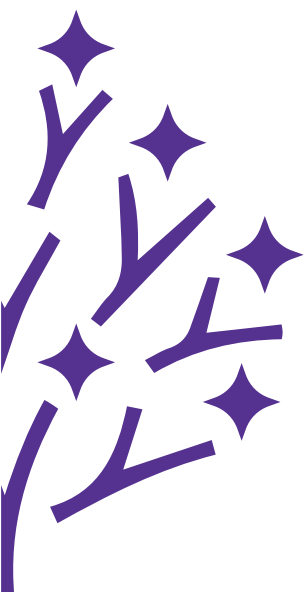
The students explored the traditional art form of Cheriyal masks and discussed their storytelling purpose and cultural significance. They also compared these masks with African masks to identify similarities and differences in design and meaning, developing an appreciation for both local and global artistic traditions.

## **PHYSICAL EDUCATION (PE)**

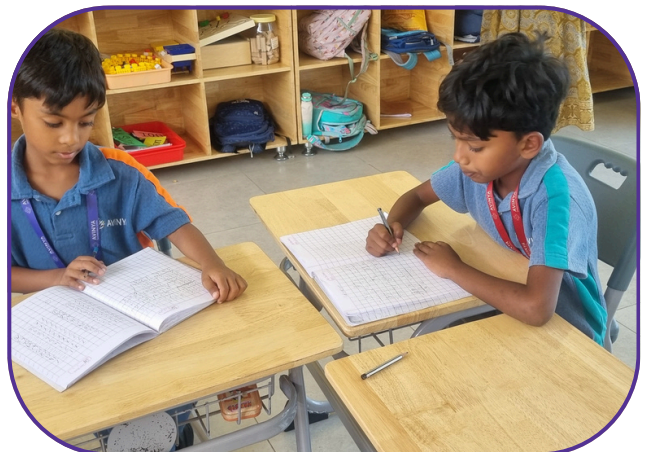
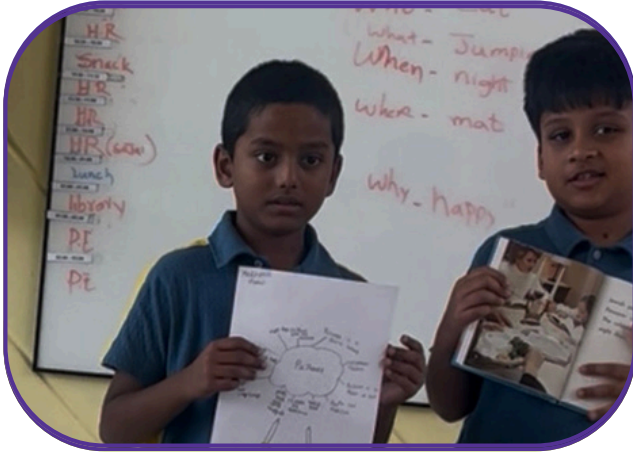
The students recalled their previous learning and practised every skill. They were assessed on athletic skills such as the standing broad jump and the shot-put throw. The students explored football, including the field and its markings, by watching videos and observing the ground. They also practised ball control skills such as inside touch, toe tapping, and dragging.

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

The students learned that being responsible means caring for people, belongings, and shared spaces. They identified daily responsibilities, explored the importance of keeping promises, and reflected on how their actions affect themselves and others. Through group activities, role plays, and discussions, they practiced sharing responsibilities, taking care of belongings, and developing accountability as responsible learners and friends.



# LEARNING AND TEACHING- MONTH REVIEW



# LEARNING AND TEACHING- MONTH REVIEW



# LEARNING AND TEACHING - MARCH

## TRANSDISCIPLINARY THEME

Where we are in place and time

## CENTRAL IDEA

Earth's physical geography impacts human interactions and settlement

## LINES OF INQUIRY

- Variability of physical geography around the world
- Relationship between location and settlement
- Responsibility of human interaction in physical environment

## SPECIFIED CONCEPTS

change, connection, responsibility

The students will explore different landforms and physical features from around the world through a gallery walk as part of their provocation for the unit on Earth's physical geography. The students will carefully observe images of mountains, rivers, deserts, forests, and coastal regions while sharing their ideas using the "See-Think-Question" thinking routine, which will encourage them to make observations, share interpretations, and ask thoughtful questions.

The students will frame their own inquiry questions using the 5Ws, such as who will live in these regions, what natural features will be found there, where these landforms will be located, when climatic changes will occur, and why people will settle in certain areas.

The students will begin guided research using maps, books, and discussions, which will spark curiosity, activate prior knowledge, and lay a strong foundation for deeper learning about how physical geography will influence human interaction, settlement, and responsibility toward the environment.



## LEARNING AND TEACHING - MARCH

### **TRANSDISCIPLINARY MATH**

The students will explore 3D shapes to understand their properties, including faces, edges, and vertices, and will identify examples of these shapes in their everyday environment. The students will investigate measurement using both standard and non-standard units to measure length, height, and distance, which will help them develop accuracy and comparison skills. The students will also explore symmetry by identifying lines of symmetry in shapes and objects, and will create symmetrical patterns through hands-on activities. These learning engagements will help the students connect mathematical concepts to real-life situations, strengthen their spatial awareness, and build confidence in applying geometry and measurement skills in meaningful contexts.

### **TRANSDISCIPLINARY LANGUAGE:**

The students will explore adjectives to understand how describing words add detail and meaning to their sentences. The students will learn about synonyms and antonyms to expand their word choices and understand relationships between words with similar and opposite meanings. The students will also build vocabulary through reading, discussions, and word-study learning engagements, which will help them use new words confidently in speaking and writing. The students will investigate homophones and homonyms, developing an understanding of words that sound the same or have multiple meanings, and will learn to use them correctly in context. These learning engagements will help the students connect language concepts to real-life communication while strengthening their reading, writing, and comprehension skills.

### **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.



## LEARNING AND TEACHING - MARCH

### HINDI

The students will be introduced to the उ, ऊ, and ऋ मात्राएँ. Through stories, poems, and guided practice, they will engage in reading and writing two-, three-, and four-letter words, as well as constructing simple sentences to deepen their understanding of sound-symbol relationships. The students will also explore Hindi numbers from 11 to 20 and revisit the days of the week and vocabulary related to family relationships (माता, पिता, दादा, दादी, etc.) through interactive oral learning engagements and collaborative experiences.

### DANCE

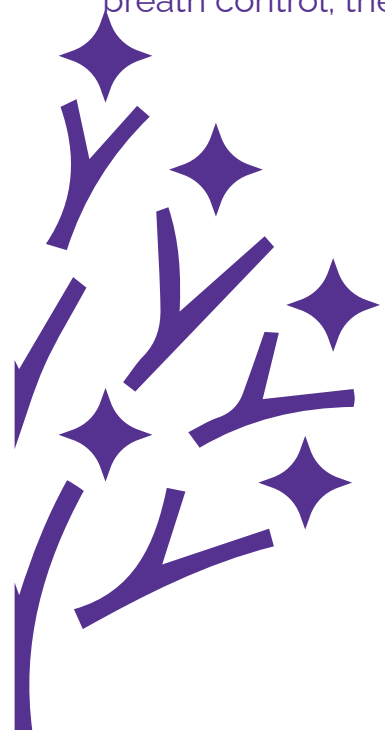
The students will explore and interpret a variety of dance styles and genres. They will also explore and learn movement sequences using props like chairs, dupattas, and ribbons to enhance their body movements. The students will create movement sequences that explore different directions, levels, and postures through learning engagements.

### DRAMA

The students will explore the concept of stage awareness. They will understand different types of performing spaces and acting zones within them. The students will also explore the concept of the performer's body to develop awareness of characterisation and understand their responsibility to respect the performing space as actors

### MUSIC

The students will explore the fundamentals of playing the bongos, flute, ukulele, and piano. The students will practice volume control, including quiet and strong notes, basic rhythms, and correct handling techniques. The students will work in teams to create simple beats while learning to hold each instrument properly, produce clear sounds, and understand their unique features—such as the bongos' steady beats, the flute's breath control, the ukulele's strumming patterns, and the piano's keys.



## LEARNING AND TEACHING - MARCH

### **ART**

The students will explore the traditional art form of Warli art. The students will learn about its origin in Maharashtra and understand how it reflects the life, culture, and traditions of the Warli community. The students will inquire into the purpose of Warli art, especially its role in celebrating festivals, rituals, and daily life. The students will identify key features such as simple geometric shapes, earthy backgrounds, and white pigment, and will explore common motifs including human figures, animals, trees, and scenes of community life. This exploration will help the students appreciate indigenous art forms and understand how art connects culture, history, and storytelling.

### **PHYSICAL EDUCATION (PE)**

The students will learn and practice passing and receiving skills, focusing on the push pass. They will also practice dribbling using the instep, inside, and outside of the foot through different drills. The students will co-construct the task, criteria, and tool to complete an assessment based on football and its fundamental skills.

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

The students will learn the meaning of being principled and understand the importance of honesty, fairness, and integrity. The students will explore telling the truth, making ethical choices, and doing the right thing through stories and discussions. The students will participate in role plays and collaborative learning engagements to understand fair play, keeping promises, and standing up for what is right. The students will reflect on their actions and develop the confidence to act with honesty and responsibility in everyday situations.



## IMPORTANT DATES

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

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

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