



**AVINYA**  
INTERNATIONAL SCHOOL

**INSPIRING  
PURPOSE**

**MARCH**

**GRADE - 3**

## 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:

Images communicate ideas and information

#### Lines of Inquiry:

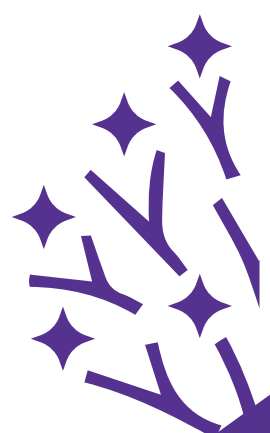
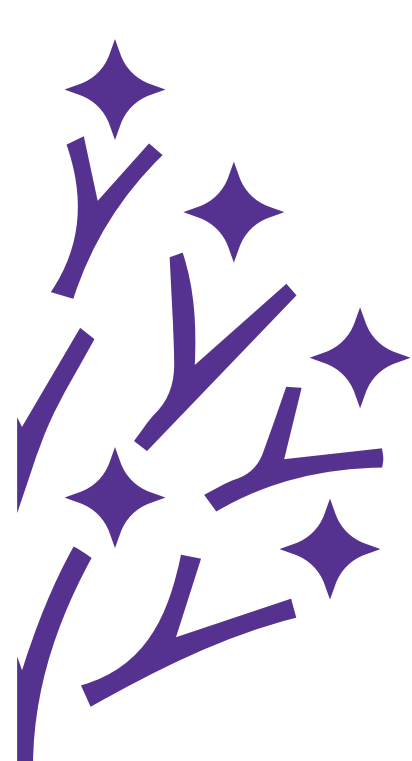
- The use of static and moving images in different media
- Interconnectedness of design elements
- Ways people interpret and respond to images

#### Specified Concepts

function, form, causation

The students explored their Unit of Inquiry under the theme How We Express Ourselves, with the central idea that images communicate ideas and information. They inquired into what images are and discussed how images differ from photographs and pictures, developing a clearer understanding of visual communication.

The students explored various types of images, including static and moving images, and learned about their creation and application in media to convey ideas and information. They attended an engaging session with their Art teacher, Ms. Tanima, who provided them with insights into how moving images are created and how visuals are brought to life.



## LEARNING AND TEACHING - FEBRUARY

The students also participated in a guest session on design elements conducted by Ms. Sumitra, where they explored elements such as line, colour, shape, texture, and space, and understood how these elements influence interpretation and perception.

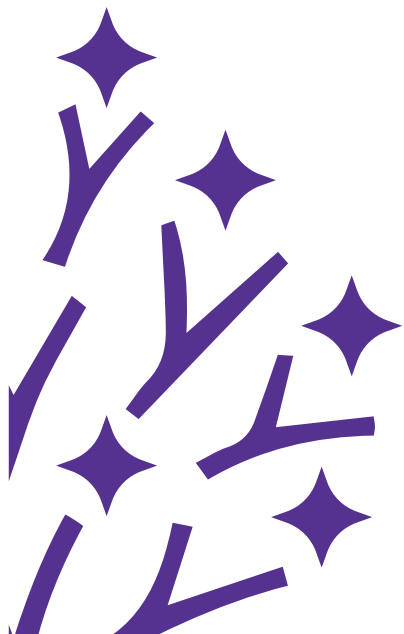
As part of their inquiry, the students examined how images are captured through lenses by learning about camera lenses and the anatomy of the human eye, making connections between how cameras and eyes function. The students gained further understanding during a guest session by the Teacher Librarian, Mr. Anuj Kumar, who explained different types of lenses, how images are formed in a camera, and how graphics and designed images are created using digital tools.

Towards the end of the unit, the students thoughtfully co-constructed the assessment task for their end-of-unit assessment, taking ownership of their learning by helping design how they would demonstrate their understanding. Through these rich experiences, the students developed a deeper appreciation of how images convey meaning and shape our understanding of the world.

### TRANSDISCIPLINARY LANGUAGE

The students made meaningful connections to their Unit of Inquiry by exploring imagination and reflecting on what they imagine when they see images. This led them to connect their ideas to story writing, where they created narratives inspired by visuals. They strengthened their understanding of paragraph writing and descriptive writing, focusing on the use of adjectives and different types of adjectives to describe images vividly and effectively.

The students also explored persuasive writing while examining how images are used in media to communicate ideas and influence people's thoughts and choices. Additionally, they explored command terms such as define and describe and developed a clear understanding of how these terms are used in different contexts and how their responses should differ when answering questions using these command words.



## TRANSDISCIPLINARY MATH

The students made strong connections to the unit while exploring shapes, lines, angles, and patterns in relation to how images are created and designed.

They identified and classified 2D shapes such as squares, rectangles, triangles, circles, and polygons, discussing their properties, including sides, vertices, and angles.

They also explored 3D shapes such as cubes, cuboids, spheres, cylinders, and cones, examining their faces, edges, and vertices, and understanding how three-dimensional forms can be represented in two-dimensional images.

The students observed how lines and angles are used to create patterns, outlines, and structures within images. They further explored symmetry and repeating patterns in visual designs.

In addition, the students worked on interpreting numbers through data by reading and analyzing simple charts and graphs, helping them understand how numerical information can be visually represented and interpreted to draw meaningful conclusions.

## SPANISH

The students learned the concept of “tener” (to have) with pronouns. They 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 practise 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. Through these learning engagements, the students further developed their understanding of Spanish communication.



## HINDI

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

## DANCE

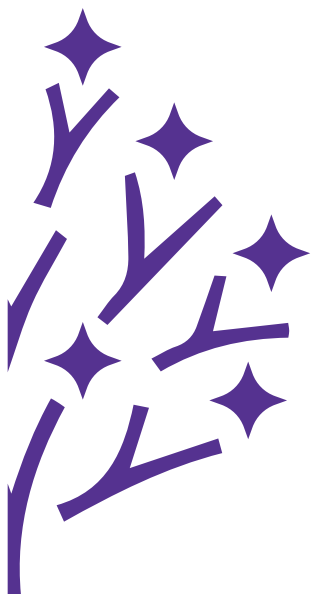
The students explored a variety of dance props and discovered how these could be used to enhance movement and storytelling. They experimented with props to understand how size, shape, and texture influenced the way dancers moved and expressed ideas. They also learned a short Holi-themed dance routine.

## DRAMA

The students began working on the improvisation aspect of Drama to understand teamwork and spontaneity. The students challenged themselves to be spontaneous by exploring situations, characters, and props, which helped them build their acts. They also worked on listening and observational skills to learn the art of improvisation and sustain it.

## MUSIC

The students investigated how various elements influence timbre, dynamics, and tempo. They designed, constructed, and evaluated original holiday instruments, clearly explaining their creative choices. Through conductor-led activities, they refined control of tempo and dynamics, complemented by structured do-re-mi-fa pitch training integrated with Annual Day songs



# LEARNING AND TEACHING - FEBRUARY

## ART

The students engaged in meaningful learning engagements focused on portrait drawing. They explored the proportion, shape, and size of different facial features, carefully observing how the eyes, nose, mouth, and ears are positioned on the face.

Through guided practice and discussions, the students developed a deeper understanding of balance and symmetry in portraits. They demonstrated their learning through assessments, confidently applying their knowledge of facial proportions and showcasing their growing artistic skills and observation abilities.

## PHYSICAL EDUCATION

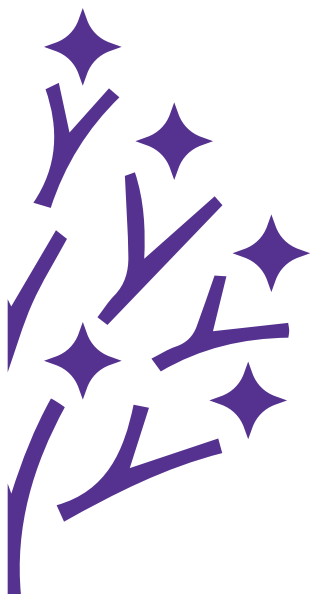
The students recalled their previous learning and practised every skill they had learned to date. They completed task sheets and were assessed on skills such as the standing broad jump, shot put throw, and relay in athletics.

The students explored and learned the basics of basketball, including the court and basic rules and regulations, through videos and exploration. They practised ball-handling skills such as rubbing, squeezing, tapping, wrist and palm rotation, palm tapping, and full-body juggling.

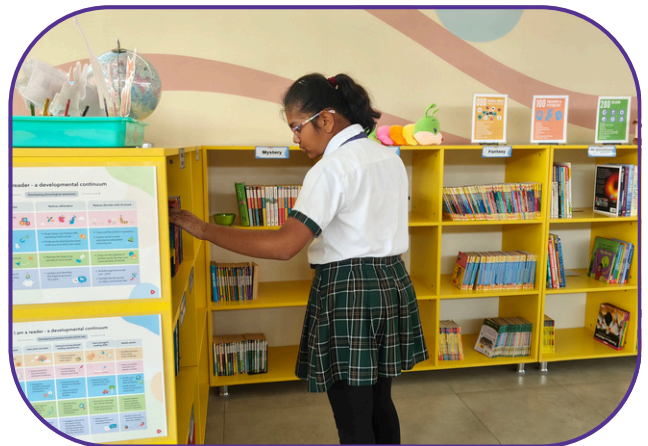
They also practised rotational exercises around the body, including movements around the neck, hips, knees, and ankles, as well as single-leg movements and figure-of-eight movements between the legs.

## SOCIAL AND EMOTIONAL LEARNING (SEL)

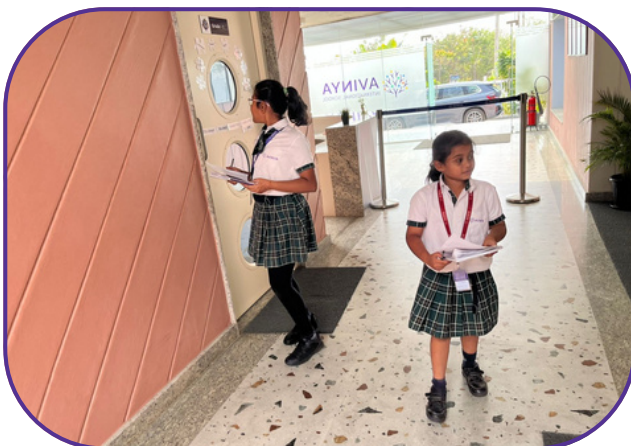
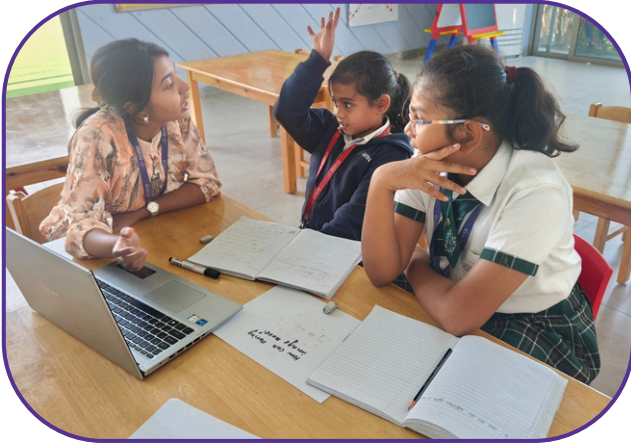
The students learned that conflict is a natural part of relationships and identified emotions that arise during disagreements. They practised calming strategies, respectful communication, and active listening. Through discussions and role play, they developed empathy and problem-solving skills, and reflected on positive ways to resolve conflicts peacefully.



# 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

Migration is a response to challenges, risks and opportunities.

### Lines of Inquiry

- Reasons for migration
- Migration throughout history
- Effects of migration on communities, cultures and individuals

### Specified Concepts

causation, change, connection

The students will explore the concept of migration. The students will learn the reasons why people move, including social, economic, political, and environmental factors. The students will investigate how migration has occurred throughout history and how it will continue to shape communities and societies. Through these lessons, the students will reflect on the effects of migration on cultures and individuals, and they will develop an appreciation for cultural diversity, empathy for others, and an understanding of the social and cultural contributions of migration.



# LEARNING AND TEACHING - MARCH

## TRANSDISCIPLINARY MATH

The students will extend their learning about migration by exploring the concept of time. They will read, create, and interpret timelines to understand how events are sequenced and the duration of different periods. Through these learning engagements, the students will organize information chronologically and use timelines to make meaningful connections to historical migration patterns.

## TRANSDISCIPLINARY LANGUAGE

The students will explore verbs and adverbs in the context of migration. They will discover how verbs describe actions and movements, while adverbs provide details about how, when, where, or to what extent these actions happen. Through reading stories and class discussions about migration, the students will identify and use verbs and adverbs to communicate experiences clearly, connecting their language learning to real-world contexts.

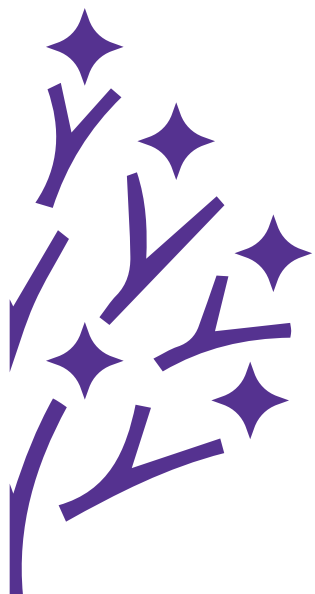
## SPANISH

The students will begin by reading a text on the concept, then continue to revise the concept of time using cardinal numbers and the verb "tener" (to have) with pronouns. They will also 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 (श्र, त्र, ज्ञ) and the स्वर letters (अ, आ, इ, ई). They will inquire into words beginning with these letters and engage in structured practice to form simple two-letter words, strengthening their independent reading and writing skills. The students will also explore Hindi numbers and develop vocabulary related to family relationships (दादा, दादी, माता, पिता, etc.), helping them make meaningful real-life connections.

These learning engagements will support the development of their thinking and communication skills as the students continue to build confidence and deepen their understanding of Hindi language use.



# LEARNING AND TEACHING - MARCH

## **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**

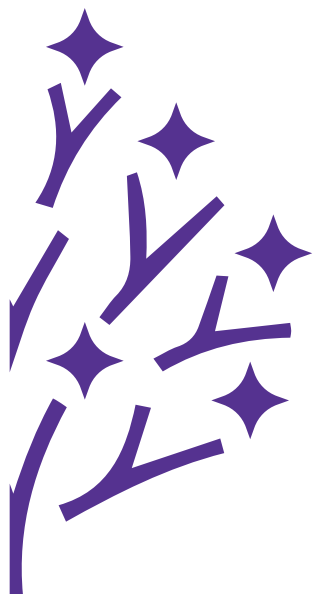
The students will explore and understand the performing space (stage). They will begin with stage geography and concepts such as strong and weak acting areas, along with downstage and upstage. The students will also learn about the set and setting of the stage to analyze a text and create an appropriate stage setting.

## **DANCE**

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

## **MUSIC**

The students will dive into the exciting fundamentals of diverse instruments, including the rhythmic bongos, the melodic flute, the cheerful ukulele, and the expressive piano. The students will explore key dynamics—such as loud and soft playing—to bring music to life, while experimenting with varied patterns and playability techniques. Through hands-on practice and guided play, they'll build confidence, creativity, and a foundational understanding of musical expression, fostering joy and skill in every beat and note.



# LEARNING AND TEACHING - MARCH

## **PHYSICAL EDUCATION (PE)**

The students will learn and practice different types of passing, including the bounce pass and chest pass, along with ball-receiving skills. They will also develop dribbling techniques, practicing with both the right and left hand, as well as low, medium, and high dribbling through various drills.

The students will be assessed on their skills in basketball and its basic techniques.

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

The students will explore why conflicts occur and consider different perspectives. Through role plays, scenario-based problem solving, partner discussions, and guided reflection learning engagements, they will practice active listening, expressing feelings calmly, negotiating solutions, and making fair choices. Group learning engagements will further develop empathy, self-control, and teamwork, helping the students apply these skills to build healthy relationships and maintain a respectful classroom environment.



## 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/>

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

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