



AVINYA
INTERNATIONAL SCHOOL

INSPIRING
PURPOSE

MARCH

NURSERY

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 the world works

CENTRAL IDEA:

Earth's natural cycles impact activities of living things

LINES OF INQUIRY:

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

SPECIFIED CONCEPTS:

change, connection, causation

The students explored the concepts of day and night, time, change, and seasons through discussions, stories, poems, and engaging classroom learning engagements as they concluded the unit "How the World Works." They observed the Earth and the Sun, learning how the Earth's tilt causes day and night, and identified simple daily patterns.

The students deepened their learning of opposites, seasons, days of the week, and months of the year. They named the seasons, shared changes they noticed in nature and their surroundings, and learned about clothes worn in different seasons through songs and stories. To culminate the unit, the students completed an end-of-unit assessment by identifying items that belong to the categories of day, night, and weather.



LEARNING AND TEACHING - FEBRUARY

TRANSDISCIPLINARY THEME

Sharing the Planet

CENTRAL IDEA:

Animals and people interact in different ways in different contexts.

LINES OF INQUIRY:

- Role animals play in people's lives
- Suitability of animals for specific functions
- Responsibility for the well-being of animals

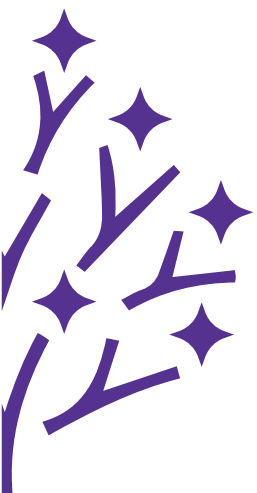
SPECIFIED CONCEPTS:

function, causation, responsibility

The students began the unit with a provocation field trip to Daisy Dale Farm, where they observed different animals and eagerly shared their findings. In class, the students discussed their observations, compared animals as the same or different, and identified big and small animals.

The students watched a video about different kinds of animals and were able to name five different animals, demonstrating strong observation and listening skills. Through sorting learning engagements, the students classified farm and wild animals and discussed their importance in daily life, such as providing milk and eggs or guarding homes. To deepen their understanding, the students created a booklet on wild and pet animals, helping them clearly differentiate between the two categories.

This engaging, hands-on learning experience strengthened the students' observation skills, expanded their vocabulary, deepened their understanding of animal types, and built their confidence in expressing their thoughts.



LEARNING AND TEACHING - FEBRUARY

TRANSDISCIPLINARY LANGUAGE

The students enjoyed singing rhymes such as Old MacDonald Had a Farm, “Yenugu Amma,” Butterfly Butterfly, “Machli Machli,” and “Scuba Diving,” along with various learning engagements.

The students explored literacy skills through meaningful learning experiences, practising rainbow tracing of the letters c, d, and g to strengthen early writing and fine motor control; circling initial sounds to build phonemic awareness; identifying the letters s, n, a, p, and t; and being introduced to the letter f to expand their alphabet knowledge.

Through these hands-on learning engagements, the students strengthened letter recognition, sound–symbol connections, early reading readiness, confidence, and enthusiasm for language.

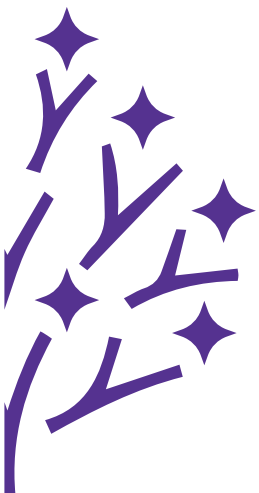
TRANSDISCIPLINARY MATH

The students developed foundational math skills through meaningful learning engagements by recapping forward and backward counting from 1 to 10, strengthening their understanding of number sequence, and building counting confidence. The students practised identifying numbers from 1 to 10, matched items to numerals to develop one-to-one correspondence, completed count-and-circle tasks to connect quantities with numbers, and traced numbers 1 to 5 to support number formation, fine motor development, and early writing confidence.

Through these experiences, the students demonstrated enthusiasm, persistence, and steady progress in building strong foundational mathematical skills.

ART

The students explored paper folding as a creative learning engagement, practising different folding techniques to create forms such as fish and animal faces while strengthening their fine motor skills and spatial understanding. The students revisited paper pasting, and through these experiences, they continued to develop creativity, focus, and confidence in expressing their ideas through art.



LEARNING AND TEACHING - FEBRUARY

DANCE

The students learned a short "Happy Dance" routine that introduced them to energetic movement vocabulary. The students also learned a themed dance routine, experiencing a vibrant cultural element while building confidence and expression through movement.

DRAMA

The students began exploring voice modulation in Drama. The students learned about pitch and how it can create modulation in their voices through drama learning engagements. They then focused on listening skills to identify and recreate different sounds.

MUSIC

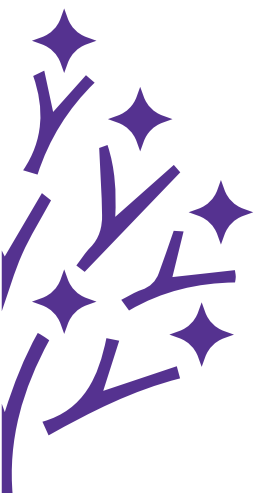
The students engaged in group singing through rhymes, including Bingo and If You're Happy and You Know It, while exploring the sounds of animals, transportation, and instruments. These learning engagements helped the students develop communication and self-expression skills while strengthening collaboration, cooperation, and social skills.

PHYSICAL EDUCATION (PE)

The students inquired into basic balancing postures and explored exercises such as balancing objects on their heads, palms, and shoulders, along with walking on a line. They completed a task sheet on hopping and participated in an assessment to review their progress while exploring a variety of balancing movements. These learning engagements helped the students develop balance, strength, and coordination.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored who they are, celebrated the uniqueness of their names, and learned how their family and culture shape their identity. They discovered their personal strengths, noticed similarities and differences among families, and understood what it means to belong to a group. The students reflected on what makes them special and expressed pride in themselves and others.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - MARCH

Transdisciplinary Theme:

Sharing the planet

Central Idea:

Animals and people interact in different ways in different contexts.

Lines of inquiry:

- Role animals play in people's lives
- Suitability of animals for specific functions
- Responsibility for the well-being of animals

Specified Concepts:

function, causation, responsibility

The students will continue to explore the animals and learn about the important role they play in our lives. From pets that offer companionship to farm animals that provide food, they will begin to understand how animals contribute to our daily lives and the environment.

They will discover that different animals have different skills and roles, such as dogs guiding people, horses helping in riding activities, etc. The students will learn that animals are suited for specific functions and have unique abilities that help the world around them.

Through hands-on learning experiences, the students will colour and match farm animals, sort pets, farm, and wild animals, participate in simple role-play, complete animal-home matching tasks, and share their favourite helpful animals.

The students will also develop a sense of responsibility for animals, exploring empathy, kindness, and care, and growing into caring individuals who understand and respect the needs of animals.



LEARNING AND TEACHING - MARCH

TRANSDISCIPLINARY LANGUAGE

The students will revisit previously learned letters, such as c, k, h, r, m, d, and e, through engaging recap activities that will strengthen letter recognition and recall. They will be introduced to new letters k, l, and o, expanding their alphabet knowledge through guided practice and classroom interactions. The students will also recap familiar rhymes to support rhythm, pronunciation, and vocabulary development. Additionally, they will work on identifying letters s, n, a, p, and t, followed by tracing activities to develop correct letter formation and fine motor control. Through these meaningful engagements, the students will continue to build confidence in their skills in a supportive learning environment.

TRANSDISCIPLINARY MATH

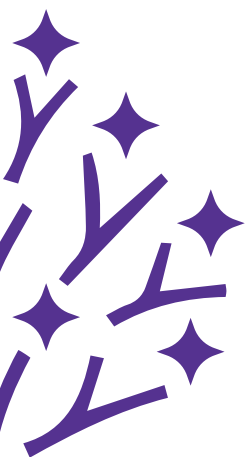
The students will focus on number recognition, forward and backward counting, tracing numbers 1 to 10, and completing count-and-circle tasks. They will participate in hands-on learning engagements, share their reflections, and build confidence in early math skills through these meaningful experiences.

DANCE

The students will explore choreographing simple movements to music, words, and different sounds. They will also learn a routine using props, such as ribbon sticks, to enhance and express their movements.

DRAMA

The students will explore the aspect of imagination in drama. They will listen to stories to develop visualization skills and strengthen their imaginative thinking. They will then use imagination as a tool to resolve simple conflicts in their daily routines.



LEARNING AND TEACHING - MARCH

MUSIC

The students will focus on learning to sing songs such as The Earth is a Home for You and Me. This music is based on the "Sharing the Planet" theme and will help the students develop rhythm, pitch, and enjoyment of singing.

ART

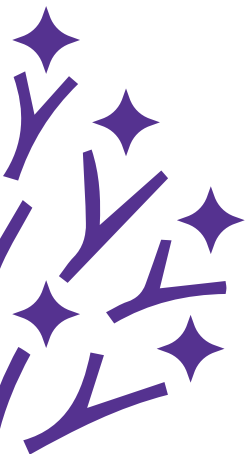
The students will explore freehand drawing and revisit colouring and paper pasting. These learning engagements will support the development of fine motor skills, creativity, and confidence while allowing the students to express their ideas through art.

PHYSICAL EDUCATION (PE)

The students will inquire into the basics of manipulative skills, focusing on catching and throwing. They will explore a variety of throwing movements, including hand and leg throws, overhead, underhand, and upper-hand throws, as well as catching a soft ball with two hands. To support their understanding, the students will have their assessment on balancing skills.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will learn what friendship means and explore qualities of a good friend, such as kindness, sharing, and respect. They will practice making new friends, using kind words, cooperating during play, and resolving small conflicts. Through group activities and reflection, the students will celebrate friendship, inclusion, and the importance of building caring and positive relationships.



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 |

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Instagram - https://www.instagram.com/avinya_school/

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