



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

MARCH

GRADE - PP1

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

Play facilitates expression, feelings, ideas, and new understandings

Lines of inquiry

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

Specified Concepts

function, connection, change

The unit concluded with a focus on helping the students develop a deeper understanding of why they play at school and how they enjoy playing. The students explored how toys have changed over time and examined the role of toys in reflecting changes in technology, culture, and society.

The students demonstrated imaginative use of materials and objects by transforming everyday items into creative props for play and storytelling.

The students discussed the assessment task, tools, and criteria for the end-of-unit assessment, completed it, and then shared their individual reflections.



LEARNING AND TEACHING - FEBRUARY

Transdisciplinary theme – How the world works

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

Lines of inquiry:

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

Specified Concepts

change, connection, causation

The students explored the central idea that all living things undergo a process of change. They examined how plants, animals, and humans grow over time by observing different life stages and recognizing patterns of growth. They also investigated factors that affect growth, such as food, water, air, sunlight, and care. Through hands-on activities, observations, and class discussions, the students developed scientific thinking skills and curiosity, which helped them gain a deeper understanding of the natural world and fostered a sense of responsibility and care for living things in their surroundings.

As part of a provocation, the students participated in a nature walk around the school, where they shared their observations and listed the things they noticed. They sorted and categorized these into living and non-living things. A prior knowledge assessment was conducted using picture cards of living and non-living items. The students were divided into two groups and asked to discuss, sort, and paste the pictures accordingly. Each student then shared their understanding with the class. The students also watched a video showing the transformation of a caterpillar into a butterfly and reflected on the changes they observed.

The students identified the word change and engaged in a classroom discussion on the first line of inquiry. They discussed what the word 'change' means, where they had heard it before, and when they had last used it.

The students further discussed other examples of change. They observed a real plant, a picture of an animal, and a picture of a human being, then discussed the changes they could see, such as differences in height, weight, size (small and big), and life stages.



LEARNING AND TEACHING - FEBRUARY

TRANSDISCIPLINARY MATH

The students continued to explore numbers from 1 to 100 through learning engagements that built strong number sense. They practiced oral counting while reciting the days of the week and months of the year. They arranged numbers from big to small and small to big, practiced backward counting from 20 to 0, and learned to identify numbers that come before, after, and between, strengthening their understanding of number order.

The students learned to compare numbers using greater than, less than, and equal to symbols through the engaging crocodile story, where the crocodile opens its mouth toward the bigger number. Using concrete materials, number cards, and real-life examples, they compared quantities, explained their thinking, and developed confidence in using comparison symbols. They also explored and extended patterns with numbers and objects.

In addition, the students were introduced to place value concepts, including hundreds, tens, and ones, as well as tally marks. They engaged in sorting activities based on different attributes while connecting mathematical concepts to daily routines. The students also explored 2D shapes and their features, represented data using graphs, and learned to read the clock for o'clock times, making meaningful connections to everyday life.

TRANSDISCIPLINARY LANGUAGE

The students continued their Jolly Phonics learning with Set 6 while revisiting Sets 1–5 to reinforce previously learned sounds. They participated in activities that focused on identifying beginning, middle, and ending sounds, as well as blending sounds in words, strengthening phonemic awareness.

They further developed vocabulary and language skills by describing words, exploring synonyms and opposites, and enhancing sequencing and storytelling abilities through story sequencing activities and a creative puppet show.

The students continued reading ORT Level 1 and Level 2 books to build confidence and fluency. They were introduced to new sight words, synonyms, and “E” family words to support word recognition, expand vocabulary, and strengthen early reading skills. Additionally, rhymes, poems, and songs helped improve listening skills, sound awareness, and memory through rhythm and repetition.

DANCE

The students explored a variety of dance props to enhance movement and storytelling. They experimented with how the size, shape, and texture of props influenced their movements and expressions. They also learned a short dance routine, experiencing the vibrancy of the cultural celebration through music and movement.

DRAMA

The students began exploring voice modulation in drama. They learned about pitch and how it can be used to bring variation and expression to their voice through drama learning engagements. They then focused on listening skills, identifying different sounds, and recreating them to enhance their performance and expression.

MUSIC

The students explored songs from the album Unbound, sang "We Shall Overcome" in four languages with joyful voices, played "Hu Haa" on drums while learning about loud and soft sounds, and created their own four-beat rhythms.

ART

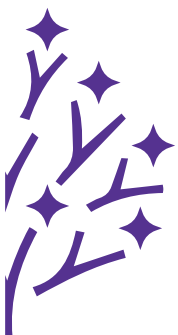
The students explored paper-folding techniques and practiced creating different forms such as a hut, hat, and boat. Through these learning engagements, they developed an understanding of sequencing, symmetry, and careful craftsmanship while strengthening their fine motor skills.

PHYSICAL EDUCATION (PE)

The students recalled their previous learning about hopping, jumping, the differences between them, and balancing skills. To support their understanding, they engaged in learning tasks on jumping, hopping, and balancing, followed by assessments to demonstrate their progress.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students learned the importance of teamwork and cooperation through group learning engagements. They practiced listening, sharing ideas, and supporting their teammates, identified roles within a team, and took responsibility for their contributions. They built trust, made decisions together, celebrated achievements, and reflected on how to improve their teamwork.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - MARCH

TRANSDISCIPLINARY THEME

How the world works

CENTRAL IDEA

All living things go through a process of change

LINES OF INQUIRY

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

SPECIFIED CONCEPTS

change, connection, causation

The students will continue to explore how living things grow and change over time. They will investigate patterns of growth and development in plants, animals, and humans, noticing similarities and differences at various life stages. They will examine factors that affect growth, such as food, water, air, sunlight, care, and environmental conditions.

The students will co-construct the ongoing assessment tasks, tools, and criteria, and will complete these tasks to demonstrate their understanding. Through observations, discussions, and hands-on learning engagements, they will deepen their understanding of healthy development and change in living things.



TRANSDISCIPLINARY LANGUAGE

The students will continue Jolly Phonics with Set 6 while revisiting Sets 1–5 to reinforce previously learned sounds. They will take part in purposeful learning engagements to identify beginning, middle, and ending sounds, blend sounds in words, and strengthen phonemic awareness. They will enhance vocabulary and language skills by describing words and exploring synonyms and antonyms. To support sequencing and storytelling, students will participate in story sequencing activities and express their creativity through an engaging puppet show.

The students will continue reading ORT Level 1 and Level 2 books to build confidence, fluency, and comprehension. They will explore “E” and “I” family words, and continue practicing synonyms and antonyms to expand vocabulary and strengthen early reading skills.

In addition, students will be introduced to punctuation marks, including capital letters, full stops, and question marks. They will practice saying and writing simple sentences, understand sentence structure, and express ideas clearly in both oral and written forms. Furthermore, rhymes, poems, and songs will help improve listening skills, sound awareness, and memory through rhythm and repetition, making language learning meaningful.

TRANSDISCIPLINARY MATH

The students will continue exploring numbers from 1 to 100 through fun and engaging learning engagements that build strong number sense. They will practice oral counting while reciting the days of the week and months of the year, arrange numbers from big to small and small to big, use tally marks, and practice backward counting from 30 to 0 to strengthen their understanding of number order.

They will be introduced to skip counting by 2s, 5s, and 10s, helping them recognize number patterns and develop early multiplication readiness. Using songs, number lines, and hands-on learning, students will count forward in equal groups, identify missing numbers, and apply skip counting to real-life examples such as counting pairs, fingers, or groups of objects.

The students will also engage in sorting activities based on different attributes, connect mathematical concepts to daily routines, and explore 2D shapes and their features. They will represent data using graphs, identify and extend patterns, and create patterns using letters, numbers, and objects. Additionally, students will practice backward counting and learn to read the clock for o'clock times, making meaningful connections to everyday life.



LEARNING AND TEACHING - MARCH

DANCE

The students will learn to choreograph simple movements inspired by rhythm, beats and cues helping them connect sound with body actions in meaningful ways. They will also learn a dance routine along with a prop like Chair, discovering how props can enhance storytelling and expression.

MUSIC

The students will explore multi-lingual songs along with basics of instruments like Bongos. The students will develop rhythm, pitch awareness, confidence, and collaboration through group or individual singing and collaborative percussion learning engagements.

ART

Students will learn to incorporate different elements of art into their artwork, thoughtfully combining line, shape, colour, and space. They will engage in freehand drawing, strengthening their observation skills, creativity, and confidence in expressing their ideas independently.

PHYSICAL EDUCATION (PE)

Students will inquire into the basics of manipulative skills, focusing on catching and throwing. They will explore basic throwing movements such as the overhead throw, underhand throw, and upper hand throw, as well as striking skills including basic movements, single-hand striking, and double-hand striking. To support their understanding, students will complete a task sheet, followed by an assessment on balancing skills.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students will learn the meaning and benefits of being healthy. They will explore healthy and unhealthy food choices, develop good eating habits, participate in physical activities, and understand the importance of rest, sleep, and personal hygiene. Through guided discussions and relaxation activities, they will connect emotional well-being with health, practice managing their feelings, follow safety rules, and reflect on healthy habits to apply in their daily lives.



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/>

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

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

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