



**AVINYA**  
INTERNATIONAL SCHOOL

**INSPIRING  
PURPOSE**

**MARCH**

**GRADE - PP2**

## 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

People apply their understanding of forces and energy to invent and create.

## Lines of inquiry

- Understanding forces and energy
- Application of force and energy
- Cause and effect of inventions

## Specified Concepts

form, function, causation

In continuation of the unit of inquiry on “People apply their understanding of forces and energy to invent and create,” the students explored how forces and energy are applied in everyday life to make tasks easier and more efficient. They inquired how pushing, pulling, moving, and changing direction helped objects work and how these concepts were used in simple tools, machines, and inventions.

The students explored these concepts through hands-on experiences, guided discussions, engaging videos, and real-life connections, which deepened their understanding of the unit. Through these learning activities and engagements, they also understood how applying force and energy supports problem-solving and creation.

They further inquired into how inventions changed the way people lived and worked, exploring the relationship between the use of force and energy and the outcomes of inventions, identifying causes and effects. The students reflected on how inventions solved problems, created new possibilities, and sometimes led to changes in habits, routines, and the environment.

To support and deepen their learning, the students visited the Birla Museum, where they observed real-life examples of inventions and explored the practical application of forces and energy.



## **TRANSDISCIPLINARY LANGUAGE**

The students continued to develop their language and literacy skills through the ongoing Oxford Reading Tree (ORT) program, blending words using Jolly Phonics sounds, including digraphs, through engaging stories and jingles. They practiced constructing simple sentences incorporating action words, prepositions, and descriptive vocabulary. These learning experiences supported the students in enhancing their speaking fluency, expanding their vocabulary, and building confidence in communication, laying a strong foundation for effective language use.

## **TRANSDISCIPLINARY MATH**

The students continued to explore number concepts, strengthening their understanding of number order, value, and representation in meaningful contexts. They sequenced numbers up to 450 and practiced writing number names, reinforcing their understanding of both cardinal and ordinal numbers.

The students also learned to sequence ordinal numbers in words up to 20 and applied the concepts of "before" and "after" using both cardinal and ordinal numbers through interactive learning engagements and storytelling. In addition, they explored the expanded form of numbers, deepening their understanding of place value and number structure through hands-on learning experiences.

Through these engaging learning experiences, number games, and guided practice, the students developed a strong conceptual understanding of numerical reasoning, preparing them for more advanced mathematical concepts in the future.

## **DANCE**

The students explored a variety of dance props to enhance movement and storytelling. They experimented with how size, shape, and texture influenced movement and expression. They also learned a short Holi-themed dance routine, allowing them to experience a vibrant cultural element.

## **MUSIC**

Students mastered "We Shall Overcome" in over four languages, then galloped into "Jingle Bells" and "We Wish You a Merry Christmas" with accurate phrasing and communication. Loud/soft percussion jams sharpened dynamic awareness through instant conductor cues, as each child invented unique 4-beat patterns—transitioning seamlessly from body percussion to instruments.



## **DRAMA**

The students started to explore voice modulation in Drama. Each student understood what pitch is and how it can bring variation and expression to the voice through drama engagements. The students then focused on listening skills to identify and recreate different sounds.

## **ART**

The students practiced origami and explored various types of folds, developing accuracy and fine motor skills. They demonstrated their learning and understanding through assessments by carefully applying the folding techniques they had learned. The students were also introduced to puppets, sparking curiosity and excitement as they began exploring a new form of creative expression.

## **PHYSICAL EDUCATION**

The students recalled all their previous learning about hopping, jumping, the difference between them, and balancing skills. To support their learning, they completed their assessments on jumping, hopping, and balancing followed by their reflections.

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

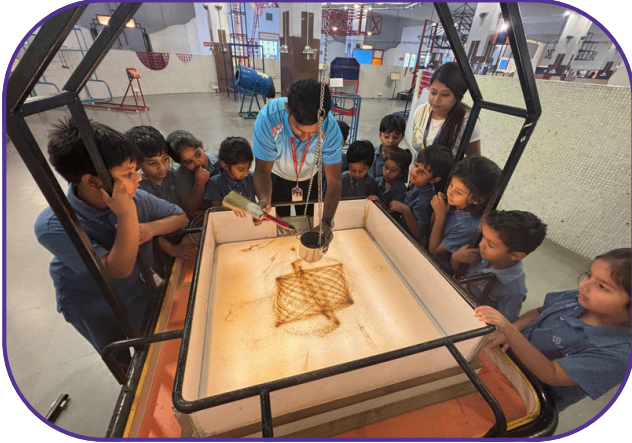
The students learned the value of cooperation over competition. They participated in small group tasks, listened to peers, encouraged equal participation, and solved challenges together. Through these learning engagements, the students developed empathy, trust, and teamwork skills, celebrating group success and reflecting on the qualities of a good teammate.



# LEARNING AND TEACHING- MONTH REVIEW



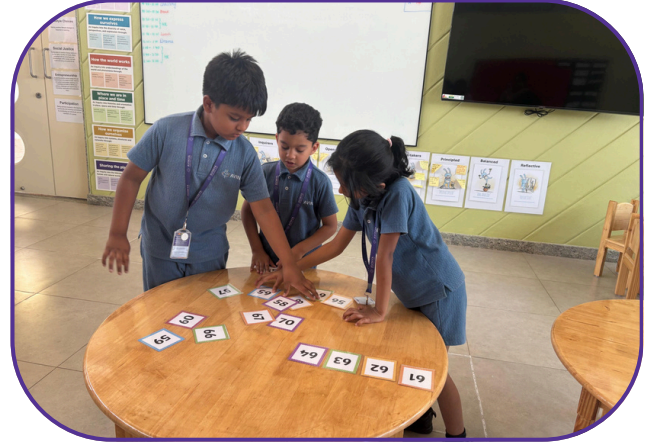
# LEARNING AND TEACHING- MONTH REVIEW



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# LEARNING AND TEACHING - MARCH

## Transdisciplinary Theme

How we express ourselves

Art and expressions help people convey their feelings and uniqueness.

## Lines of inquiry

- Forms of art
- Ways we express
- Role of art in people's lives

## Specified Concepts

form, function, perspective

The students will embark on an exciting journey of inquiry into the unit "How We Express Ourselves." This unit helps the students to explore the central idea that "Art and expressions help people convey their feelings and uniqueness."

Through this inquiry, the students will explore different forms of art, including art, music, dance, drama, and storytelling, and investigate how these art forms are used to express ideas, thoughts, emotions, and stories.

They will also inquire into the role of art in people's lives, understanding how it influences culture, communicates feelings, and shapes experiences within communities while celebrating uniqueness.



## **TRANSDISCIPLINARY MATH**

The students will continue to build their understanding of number concepts by sequencing cardinal and ordinal numbers and practicing number names in words. They will explore mathematical concepts such as patterns, addition, timelines, sorting, and number creation, applying them in meaningful, hands-on contexts. These experiences will help strengthen their understanding of number order, value, and relationships, supporting the development of early mathematical reasoning skills.

## **TRANSDISCIPLINARY LANGUAGE**

The students will continue with the Oxford Reading Tree (ORT) programme, applying Jolly Phonics sounds to blend words and further develop their vocabulary within the context of the unit. They will also continue constructing simple sentences and will explore picture description, as well as synonyms and antonyms, to enhance their language skills and deepen their understanding of word meanings.

## **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 using a prop, such as a chair, discovering how props can enhance storytelling and expression.

## **DRAMA**

The students will explore the aspect of imagination in Drama. They will listen to stories to develop visualization skills, and then apply imagination to resolve conflicts in daily routines, using drama as a creative problem-solving tool.

## **MUSIC**

The students will explore the bongo drums, feeling the deep beats and learning simple patterns like "boom-taka-boom." They will practice playing loudly and softly with their hands. On the ukulele, the students will strum basic chords (C-G-Am-F) and sing along to songs, learning about rhythm, pitch, and how music can be expressive.



**ART:**

The students will explore puppet making, combining their puppets with imaginative storytelling. They will arrange characters in different settings and consider composition, colour, and creative ways to bring their ideas to life through simple learning engagements.

**PHYSICAL EDUCATION (PE):**

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

**SOCIAL AND EMOTIONAL LEARNING (SEL)**

The students will explore the theme of respect, learning its meaning and the importance of polite words and kind behaviour. They will develop self-respect and confidence, practice caring and inclusive actions, appreciate diversity, and show respect at home, school, and for the environment. Through role plays and reflection, the students will recognise and commit to practising respectful behaviour in daily life.



## 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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