



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

APRIL

GRADE - 1

MESSAGE FROM THE HEAD OF SCHOOL

Dear Parents,
Greetings!

As we concluded the vibrant and enriching month of March at Avinya International School, I am delighted to reflect on the meaningful experiences that brought our learning community together.

One of the key highlights of the month was our celebration of World Math Day. The day was filled with enthusiasm as students engaged in a variety of mathematical explorations designed to spark curiosity and deepen understanding. From interactive problem-solving sessions and Math games to collaborative challenges, students had the opportunity to experience Mathematics beyond textbooks. The activities emphasized critical thinking, logical reasoning, and real-world application, helping students appreciate the relevance of mathematics in everyday life. It was truly inspiring to witness learners approach complex problems with confidence and creativity.

We hosted special assemblies to celebrate Ugadi and Eid, embracing the rich cultural diversity that defines our school community. The Ugadi assembly highlighted the significance of new beginnings, gratitude, and hope, while the Eid assembly beautifully conveyed the values of compassion, generosity, and togetherness. Students actively participated through performances, presentations, and reflections, making these assemblies both educational and deeply meaningful. Such celebrations continue to nurture respect, inclusivity, and global-mindedness among our learners.



Towards the end of the month, we conducted our second Student Led Conference, an integral part of our commitment to student-centered learning. The conference provided students with a platform to take ownership of their learning journey by sharing their progress, achievements, and areas for growth with their parents. Through thoughtful reflections and goal setting, students demonstrated their understanding of key concepts and skills they have developed over time. The conference strengthened the partnership between school and home as well as empowered students to become confident, self-aware learners.



MESSAGE FROM THE **HEAD OF SCHOOL**

Additionally, I had the privilege of attending the IB Global Conference held from 26th to 28th March in Mumbai, along with Mr. Shiv Kumar Sen, our Head of Sports. The conference brought together IB educators and practitioners from across the world and offered a wealth of insights into innovative teaching practices and the latest developments within the IB framework. The sessions were engaging and thought-provoking, providing valuable perspectives that will further enhance our educational practices at Avinya International School. It was a wonderful opportunity to connect, learn, and grow as part of the global IB community.

March has been a month of celebration, reflection, and growth. As we move forward, we remain committed to fostering a learning environment that inspires curiosity, nurtures individuality, and prepares our students to thrive in an ever-evolving world.

Warm regards,
Anjalika Sharma
Head of School
Avinya International School



MESSAGE FROM THE PYP COORDINATOR

Dear Parents,
Greetings!

Conceptual Understanding

Conceptual understanding is at the heart of learning in the PYP. It refers to students' ability to develop and use big ideas that help them make sense of the world, see connections across subjects, and apply their learning in new and meaningful situations. Rather than focusing only on facts, students build a deep understanding that can be transferred across contexts and over time.

At Avinya International School, learning goes beyond memorising facts—it is about building understanding that stays with students for life. We focus on conceptual understanding by helping students explore big ideas such as form, function, causation, change, connection, perspective, and responsibility. These concepts guide students to think deeply, ask meaningful questions, and make sense of the world around them.

Learning becomes powerful when students develop conceptual understanding and apply it across different disciplines.

What does conceptual learning look like?

Instead of simply learning what, students are encouraged to explore:

- What is it like? (Form)
- How does it work? (Function)
- Why does it happen? (Causation)
- How is it changing? (Change)
- How is it connected? (Connection)
- What are the different viewpoints? (Perspective)
- What is our role? (Responsibility)



These concepts support students in making connections, thinking critically, and transferring their understanding across contexts.

At Avinya International School, conceptual learning comes alive through meaningful, inquiry-driven experiences that connect learning to the real world.

When students explore plants, they investigate how plants grow (function), what they need (causation), and how they are connected to humans and animals (connection). While learning about communities, they reflect on roles and responsibilities (responsibility), how communities evolve (change), and how perspectives may differ (perspective).



MESSAGE FROM THE PYP COORDINATOR

In Mathematics, students move beyond procedures to explore patterns and relationships, helping them understand how numbers are connected (connection) and why methods work (function). In language, students explore how ideas can be expressed in different ways, developing a deeper understanding of communication (form and perspective).

Across subjects, conceptual learning deepens understanding in meaningful ways. Students observe transformations and investigate why changes occur (change and causation), recognise patterns and relationships (form and connection), and explore how communication conveys meaning (form and perspective). They also develop an understanding of how people interact within communities and the impact of their actions (connection and responsibility).

The arts and physical education further enrich this learning. Through art, music, dance, drama, and physical education, the students express ideas and emotions, recognise patterns and connections, explore different perspectives, and make responsible choices that support their well-being.

Through these experiences, students move beyond surface-level knowledge and develop a deep, transferable understanding that empowers them to think, question, and apply their learning meaningfully.

Why is conceptual understanding important?

Conceptual understanding empowers students to:

Become independent and confident thinkers

Apply learning in new and unfamiliar situations

Recognise connections between ideas

Develop skills needed for a rapidly changing world

The PYP emphasises that learning is not about isolated subjects, but about meaningful connections across knowledge, skills, and real-life experiences.



MESSAGE FROM THE PYP COORDINATOR

How can parents support at home?

You can support your child's conceptual understanding by:

Asking open-ended questions such as, "Why do you think that?"

Encouraging them to explain their thinking

Connecting school learning to everyday experiences

Valuing curiosity and thinking over just correct answers

At Avinya International School, we are not just **preparing students** for the next grade—we are preparing them to **understand, adapt, and thrive** in an ever-changing world.

Thanks & regards,

Amara Vijayan

PYP Coordinator

Avinya International School



LEARNING AND TEACHING - MARCH

UNIT OF INQUIRY

The students explored the central idea: "People interact with, use, and value the environment in different ways." Through this unit, they developed an understanding of different types of environments, identifying and describing natural and human-made surroundings.

They also explored the interdependence between people and the environment, recognizing how humans rely on the environment for their needs and how their actions, in turn, impact it. In addition, the students inquired into various strategies to protect the environment, discussing ways to care for and conserve natural resources through responsible actions.

Through discussions, activities, and real-life connections, the students developed a deeper awareness of their role in protecting and sustaining the environment.

TRANSDISCIPLINARY LANGUAGE

The students revisited adjectives, deepening their understanding of how describing words add detail, colour, and clarity to sentences. Through picture descriptions, sorting activities, and creative tasks, they learned to choose appropriate adjectives to make their writing more vivid and engaging.

They also explored synonyms and antonyms, developing an understanding of relationships between words. By identifying words with similar and opposite meanings, the students expanded their vocabulary and built flexibility in language use. Activities such as word matching, games, and sentence-building encouraged them to replace simple words with more precise and interesting choices.

The students strengthened their descriptive writing skills by using the vocabulary, sensory details, and varied sentence structures to describe people, places, and objects. This supported them in expressing their ideas clearly and creatively, making their writing more meaningful and engaging.



LEARNING AND TEACHING - MARCH

TRANSDISCIPLINARY MATH

The students explored the concept of area, learning to measure space using non-standard units such as blocks, tiles, and other everyday objects. Through various learning engagements, they developed an understanding of how to cover surfaces and compare areas in meaningful ways.

They also explored multiplication through repeated addition, building a strong foundation for understanding how it works. By grouping objects and adding equal sets, the students represented multiplication in simple and visual ways. These experiences strengthened their number sense and built confidence in applying mathematical concepts.

SPANISH

The students learned vocabulary related to classroom and school objects, seasons, family members, fruits, and vegetables. They practiced framing short phrases about their families and expressing preferences using "me gusta" and "no me gusta."

They were also introduced to directions and selected adjectives, revisiting familiar vocabulary to build connections and extend their understanding. Through these learning engagements, the students applied their thinking and communication skills to express themselves more clearly and confidently in Spanish.

HINDI

The students revised all व्यंजन (consonant) letters to strengthen their foundational understanding. They were also introduced to the स्वर letters (उ, ऊ, ऋ), exploring their sounds and forming simple words beginning with these vowels to deepen their understanding of phonetic patterns.

In addition, the students explored vocabulary related to family relationships (दादा, दादी, माता, पिता, etc.) through interactive learning engagements, including speaking and identification tasks. These supported the development of their thinking and communication skills, helping them build confidence and proficiency in using the Hindi language.

DANCE

The students explored and interpreted a variety of dance styles and genres. They learned movement sequences using props such as chairs, pom-poms, and ribbons to enhance their body movements and coordination. Additionally, they created their own movement sequences, exploring different directions, levels, and postures. They were also introduced to the basics of Salsa and Kathak dance styles.



LEARNING AND TEACHING - MARCH

DRAMA

The students explored the aspect of imagination through drama. They listened to stories, analysing characters, situations, and settings, and recreated them through performances using dialogue and props. They applied their imagination to visualise stories and characters in their own creative ways, expressing ideas through dramatic representation.

MUSIC

The students explored how different musical instruments work and music can feel fast, slow, loud, or soft. They also created simple rhythm patterns using percussion instruments.

ART

The students explored paper masks this month. They understand the importance and the purpose of masks, they identified different elements of masks. They assembled different elements and created their own creative masks.

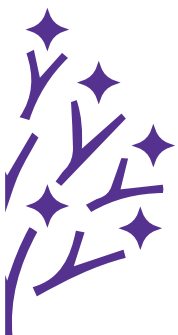
PHYSICAL EDUCATION (PE)

The students explored and practiced basic ball-handling skills. They engaged in activities such as juggling and moving the ball around their neck, waist, and between their legs to build control and coordination. They also learned how to pass and receive the ball, with a focus on the bounce pass through a variety of drills. In addition, the students explored the basketball court and became familiar with the names of different lines.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored the meaning and importance of relationships in their daily lives, identifying connections at home and school. They learned how to build friendships through communication, kindness, and respectful listening, developing trust and cooperation. They appreciated differences among peers, understanding that diversity strengthens relationships, and practised resolving conflicts calmly through sharing, apologising, and forgiving.

Through collaborative experiences, the students worked together, shared responsibilities, and reflected on ways to build and maintain healthy, positive relationships.



LEARNING AND TEACHING- MONTH REVIEW



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LEARNING AND TEACHING - APRIL

TRANSDISCIPLINARY THEME:

How the world works

CENTRAL IDEA:

Design of building structures depends on various factors.

LINES OF INQUIRY:

- Types of buildings and their uses
- Factors contribute to building a structure
- Ways buildings impact the environment

SPECIFIED CONCEPTS:

function, form, connection

Additional Concepts:

environment, resources, climate



LEARNING AND TEACHING - APRIL

UNIT OF INQUIRY

The students will explore the unit, "Design of building structures depends on various factors." They will inquire into different types of buildings and their purposes, understanding how homes, schools, hospitals, and other structures are designed to meet people's needs.

They will investigate factors such as materials, location, climate, safety, function, and available resources, developing an understanding of how thoughtful planning ensures strong and stable structures. They will also examine how buildings impact the environment and explore sustainable and eco-friendly practices.

Through discussions and collaborative learning engagements, the students will develop critical thinking skills and gain a deeper awareness of how building design influences daily life and the environment.

TRANSDISCIPLINARY LANGUAGE

The students will build vocabulary related to buildings, materials, and the environment, enabling them to communicate their ideas more effectively.

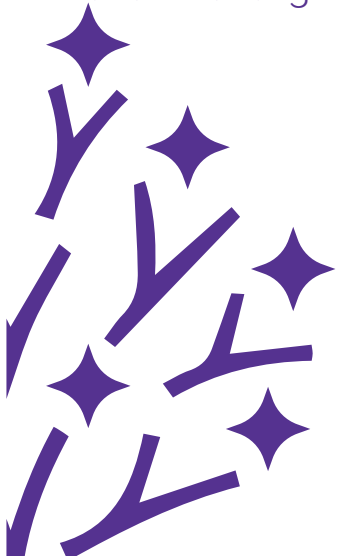
They will use adjectives and degrees of comparison to describe different types of buildings and their features, while strengthening their understanding of nouns, verbs, tenses, prepositions, and conjunctions to construct clear and meaningful sentences.

They will further develop their language skills through descriptive, picture-based, and creative writing, expressing ideas about design and function. They will also expand their vocabulary by exploring synonyms and antonyms, enabling greater variety and precision in communication.

TRANSDISCIPLINARY MATH

The students will explore measurement, developing an understanding of length, height, weight, and capacity through practical learning engagements. They will compare and measure objects using appropriate tools, as well as standard and non-standard units, strengthening real-life application skills. They will also revisit 2D and 3D shapes, identifying their properties such as sides, corners, and faces, and deepening their understanding of how shapes are used in everyday life.

In addition, the students will be introduced to fractions, focusing on halves and quarters, and exploring equal parts through visual models and sharing-based learning engagements. They will also explore division through equal sharing, developing an understanding of grouping, fairness, and the connection between division and fractions.



LEARNING AND TEACHING - APRIL

SPANISH

The students will revise greetings, colours, numbers, directions, seasons, and months by creating short phrases in Spanish. They will also use the names of fruits and vegetables to express likes and dislikes ("me gusta / no me gusta").

Through these learning engagements, the students will apply their thinking and communication skills to express ideas about themselves and others with increasing confidence.

HINDI

The students will revise all व्यंजन (consonant) letters to strengthen their foundational understanding. They will also be introduced to the स्वर letters (अ, आ, इ, ई), exploring their sounds and forming simple words beginning with these vowels to deepen their understanding of phonetic patterns.

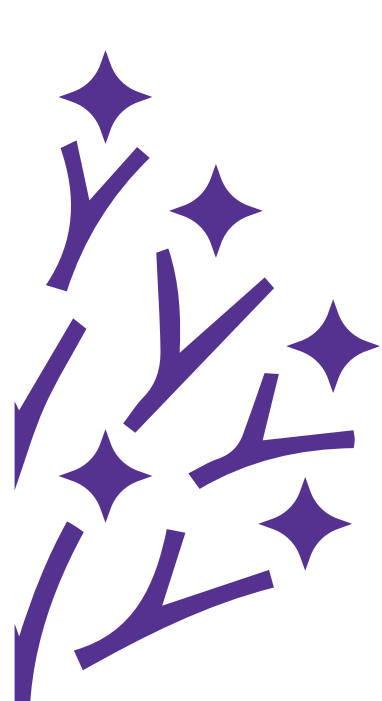
In addition, the students will learn Hindi numbers from 11 to 20 and explore vocabulary related to family relationships (दादा, दादी, माता, पिता, etc.) through interactive oral learning engagements, including speaking and identification tasks.

These learning engagements will support the development of their thinking and communication skills, helping them build confidence and proficiency in using the Hindi language.

DANCE

The students will learn short routines in Kathak and Salsa, focusing on basic steps, rhythm, and expressions from both styles. Alongside this, they will work collaboratively while learning and creating dance, enhancing their communication and coordination as a group.

They will also create short routines in solo and group formats, integrating the learning they have gained so far.



LEARNING AND TEACHING - APRIL

DRAMA

The students will work in teams to create situations and stories, developing characters and expressing ideas through performance. They will collaborate with peers in discussions to build stories, assign roles, and create simple props to support their presentations.

MUSIC

The students will learn about rhythm using percussion instruments and explore how songs are created. They will understand how rhythm helps tell a story through music.

ART

The students will revisit different elements of art and will try to make their own art by using those elements.

PHYSICAL EDUCATION

The students will learn and practice different types of dribbling using both their right and left hands. They will explore low, high, and power dribbling through engaging drills. Students will also be introduced to basic shooting techniques to improve their strength and shooting action.

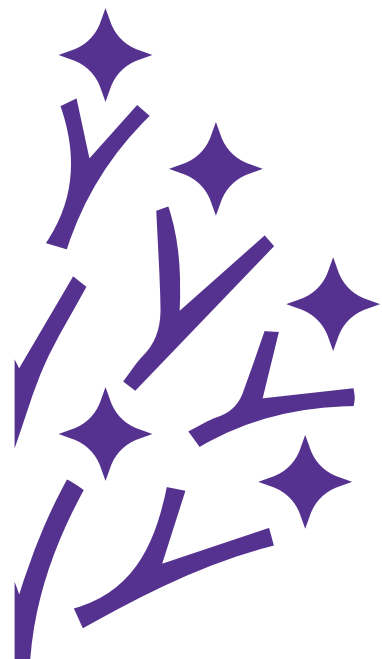
The students will co-construct the assessment task and tools, helping them take ownership of their learning in basketball and its fundamental skills.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will understand what it means to be open-minded, recognizing that people think in different ways and appreciating diverse viewpoints. They will learn to listen carefully, explore new ideas with curiosity, and develop flexible thinking.

They will respect different cultures, traditions, and beliefs, while avoiding unfair judgments and practicing kindness and fairness. Through discussions, they will balance sharing their ideas with listening to others, promoting inclusive participation.

The students will reflect on their experiences and continue to be curious, respectful, and accepting of others.



IMPORTANT DATES

3 rd April, Friday	Good Friday
18 th April, Saturday	Graduation Day - PP2 & Term2 Reports PP2
22 nd April, Wednesday	Earth Day
24 th April, Friday	Last working day - Students
25 th April, Saturday	Term2 Reports(Nur, PP1,G1,G2 & G3)

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

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