



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

APRIL

GRADE - 2

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:

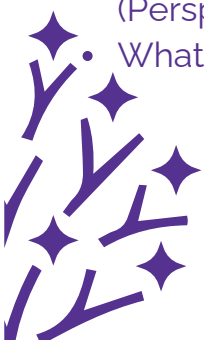
- What is it like? (Form)
- How does it work? (Function)
- Why does it happen? (Causation)
- How is it changing? (Change)
- How is it connected? (Connection)
- What are the different viewpoints? (Perspective)
- What is our role? (Responsibility)



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.



Acknowledgement: www.ibo.org

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

TRANSDISCIPLINARY THEME

where we are in place and time

CENTRAL IDEA

Earth's physical geography impacts human interactions and settlement

LINES OF INQUIRY

- Variability of physical geography around the world
- Relationship between location and settlement
- Responsibility of human interaction in physical environment

SPECIFIED CONCEPTS

**CHANGE, CONNECTION,
RESPONSIBILITY**

The students explored a variety of landforms and physical features from around the world through a gallery walk as part of their provocation for the unit on Earth's physical geography. They carefully observed images of mountains, rivers, deserts, forests, and coastal regions, sharing their ideas using the "See-Think-Question" thinking routine, which encouraged them to make observations, develop interpretations, and ask thoughtful questions.

The students framed their own inquiry questions using the 5Ws—who, what, where, when, and why. They wondered who might live in these regions, what natural features would be found there, where these landforms are located, when climatic changes might occur, and why people choose to settle in certain areas.

They then began guided research using maps, books, and discussions, which deepened their understanding of how physical geography influences human interaction, settlement patterns, and responsibility toward the environment.



LEARNING AND TEACHING - MARCH

TRANSDISCIPLINARY MATH

The students made meaningful transdisciplinary connections to Mathematics through their ongoing inquiries. They explored repeated addition, developing a clear understanding of number patterns and relationships. Using Venn diagrams, the students compared number patterns such as multiples of 5 and 10, identifying similarities and differences to strengthen their logical thinking skills. They also worked with calendars to recognize number sequences, explore skip-counting patterns, and make connections between dates and mathematical concepts.

Through collaborative learning engagements, the students investigated the tables of 3, 4, and 5 using various materials, visual models, and group discussions. These rich learning experiences supported them in building a strong conceptual understanding of multiplication and applying it with growing confidence in problem-solving situations.

TRANSDISCIPLINARY ENGLISH

The students explored verbs and tenses in different contexts, developing an understanding of how action words show what someone did and when the action occurred. They identified verbs in sentences and transformed them into the past tense to observe how the meaning changed.

The students framed meaningful sentences using a variety of sight words and expanded simple sentences by adding details about who, what, where, and when. They practiced writing complete sentences and began developing paragraph-writing skills by organizing ideas in sequence, using correct punctuation, and connecting sentences through a structured sentence-building approach.

Through these learning engagements, the students strengthened their understanding of verbs, tenses, and sentence formation while expressing their ideas clearly and confidently in writing.

SPANISH

The students explored masculine and feminine forms, as well as pronouns in Spanish. They practiced using articles (el, la, los, las, unos, unas) in meaningful contexts, such as identifying classroom objects, referring to family members, and connecting their learning to days of the week and months of the year. Using their thinking and communication skills, the students expressed ideas about their families and others in Spanish. They also explored seasons, adjectives related to places, and directions through simple sentences. The students continued to apply their understanding of masculine and feminine forms while strengthening their thinking and communication skills, building confidence in expressing themselves in Spanish.



LEARNING AND TEACHING - MARCH

HINDI

The students were introduced to the उ and ऊ मात्राएँ. Through stories, poems, and guided practice, they engaged in reading and writing two-, three-, and four-letter words, as well as constructing simple sentences to deepen their understanding of sound-symbol relationships.

The students also explored Hindi numbers from 11 to 20. They revisited the days of the week and vocabulary related to family relationships (माता, पिता, दादा, दादी, etc.) through interactive oral learning engagements and collaborative experiences.

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, which enhanced their body coordination and expression.

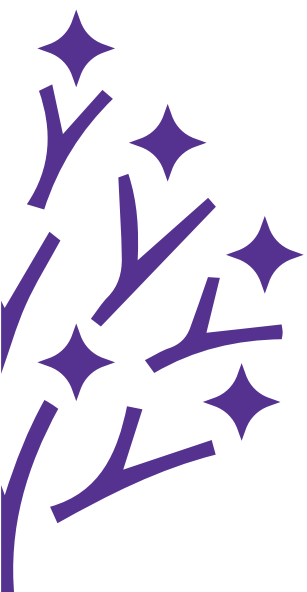
Additionally, the students created their own movement sequences, exploring different directions, levels, and postures. They were also introduced to the basics of Salsa and Kathak dance styles, broadening their understanding of diverse cultural forms of expression.

DRAMA

The students explored the concept of stage awareness by performing within a given space. They engaged with different types of performing spaces and identified various acting zones within them. They also focused on understanding the performer's body, developing an awareness of characterisation, and recognising their responsibility to respect and use the performing space effectively as actors.

MUSIC

The students focused on volume control and simple rhythms. They worked collaboratively in teams to create beats and learned the correct techniques for holding and playing their instruments.



LEARNING AND TEACHING - MARCH

ART

The students explored the traditional art form of Warli art, discussing their storytelling purpose and cultural significance. They also explored this warli art with natural pigment identify different motifs of this art form.

PHYSICAL EDUCATION (PE)

The students developed their football skills by practicing ball control drills such as toe tapping, inside tapping, and dragging the ball. They also practiced passing and receiving, focusing on the push pass through a variety of drills.

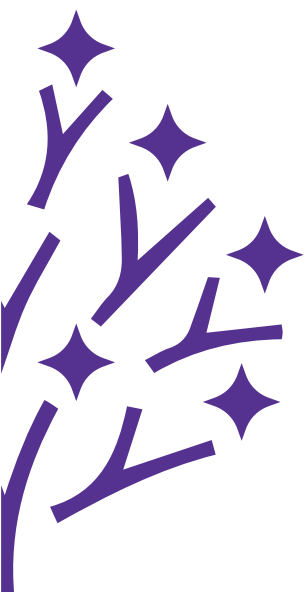
The students explored dribbling using different parts of the foot and became familiar with the football ground, learning about basic field lines along the way

SOCIAL AND EMOTIONAL LEARNING (SEL)

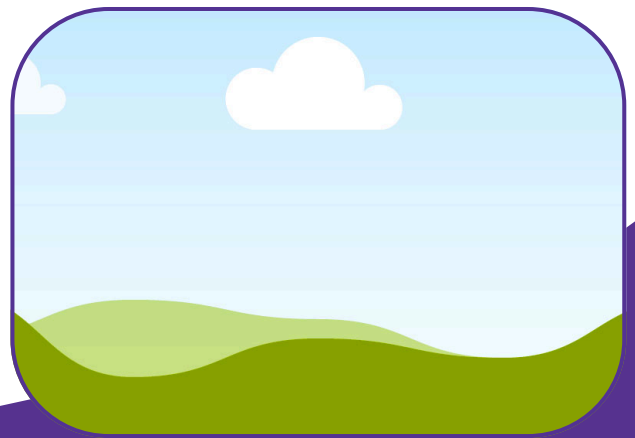
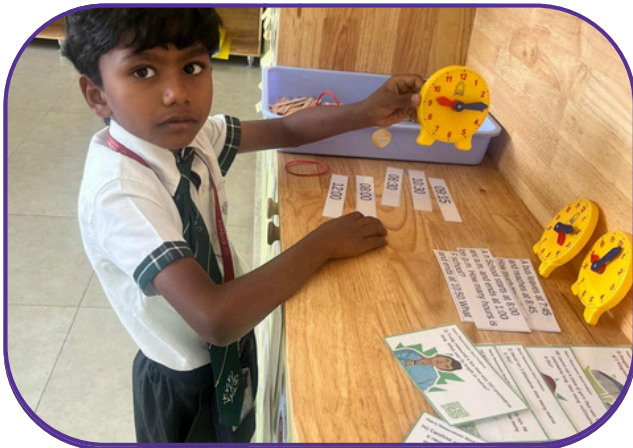
The students explored their identity by understanding who they are and what makes them unique. They reflected on their names, personal qualities, likes, and dislikes, recognizing how these shape their individuality.

They explored the influence of family, culture, and traditions, developing an appreciation for diversity and connections. The students also reflected on their growth over time, identifying their strengths and valuing the abilities of others.

Through these learning experiences, the students built self-awareness, celebrated their uniqueness, and developed confidence and pride in who they are.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - APRIL

TRANSDISCIPLINARY THEME

Sharing the planet

CENTRAL IDEA

Human interactions with natural habitats impact other living things.

LINES OF INQUIRY

- Natural habitats and their types
- Ways living things adapt to changes in their environment
- Effects of human activities on natural habitats

Specified Concepts:
function, change, causation

The students will explore how humans interact with natural habitats and how these interactions impact other living things. The students will investigate different types of habitats, study how plants and animals adapt to changes in their environment, and examine the effects of human activities on these habitats. Using maps, texts, and discussions, the students will compare different regions and reflect on how living things survive and adapt in their environments.

Through collaborative activities and guided research, the students will develop their thinking and communication skills by asking questions, recording observations, and sharing ideas through discussions, drawings, and written tasks. Towards the end of the unit, the students will reflect on their learning and explore their role in taking responsibility for the environment, making connections to how their own actions can impact the world around them.



LEARNING AND TEACHING - APRIL

TRANSDISCIPLINARY MATH

The students will explore data handling to understand habitats and the living things within them. The students will collect and record information about different habitats, such as the number of plants, animals, or resources, and organize their findings using tally charts and tables.

The students will represent the data using bar graphs and pictographs, helping them compare habitats and identify patterns, such as which habitat has the most animals or which resources are used most by humans.

These experiences will strengthen the students' observation, comparison, and reasoning skills, and help them connect mathematical concepts to real-life situations, making their understanding of habitats and human–environment interactions more meaningful.

TRANSDISCIPLINARY LANGUAGE:

The students will explore vocabulary related to habitats to understand how words add detail and meaning when describing environments, animals, and plants. The students will learn about synonyms and antonyms to expand their word choices and understand relationships between words with similar or opposite meanings, such as arid or hot and warm.

The students will build vocabulary through reading texts about different habitats, engaging in discussions, and participating in word-study activities, helping them use new words confidently in speaking and writing. The students will also explore words with multiple meanings or similar sounds in the context of habitats, developing an understanding of how to use them correctly in sentences. These learning experiences will help the students connect language concepts to real-life habitats while strengthening their reading, writing, and comprehension skills.

SPANISH

The students will continue practicing the names of the seasons and their connection to the months, using adjectives with places, and giving directions through short sentences. Through these learning engagements, the students will apply their thinking and communication skills to talk about seasons and related concepts in Spanish, building confidence in expressing themselves.



LEARNING AND TEACHING - APRIL

HINDI

The students will be introduced to the ऋ, ए, and ऐ मात्राएँ. Through stories, poems, and guided practice, the students will engage in reading and writing two-, three-, and four-letter words, as well as constructing simple sentences to deepen their understanding of sound-symbol relationships.

The students will also explore Hindi season names and related vocabulary through interactive oral learning engagements and collaborative experiences.

DANCE

The students will learn short routines in Kathak and Salsa, focusing on basic steps, rhythm, and expression in both styles. The students will work collaboratively while learning and creating dance, enhancing their communication and coordination as a group. The students will also create short routines in solo and group formats, followed by their reflections.

DRAMA

The students will explore the concept of Physical Theatre in Drama by developing self-awareness within a given space. The students will also explore interacting and collaborating with the audience, helping them understand the relationship between performers and the audience.

MUSIC

The students will investigate structural patterns in percussion and the art of songwriting to understand how rhythm supports melodic storytelling. They will then apply these concepts by composing original pieces that demonstrate the relationship between a steady beat and lyrical phrasing.



LEARNING AND TEACHING - APRIL

ART

The students will explore imaginary animal drawing, where they will mix different animal features and try to create their own imaginary animal with creative features.

PHYSICAL EDUCATION (PE)

The students will continue to learn and practice football skills to deepen their understanding. They will explore different dribbling techniques using the instep, as well as the inside and outside of the foot.

They will also co-construct the assessment tasks, criteria, and tools, enabling them to take ownership of their learning in football and its fundamental skills.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students will explore similarities and differences by recognizing that everyone is unique. They will identify similarities and differences among peers, appreciating diversity in appearance, interests, and choices while learning to respect individuality.

They will explore diverse families, cultures, and ways of expressing emotions, developing empathy and respect for others. Through collaborative experiences, the students will learn to work together, value differences, and understand how diversity strengthens communities.



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)

Our website: <https://avinyainternational.com/>

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

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

Facebook - <https://www.facebook.com/avinyainternationalschool>

Contact Numbers: +91-9100054800 / +91-9070070200

