



**AVINYA**  
INTERNATIONAL SCHOOL

**INSPIRING  
PURPOSE**

**APRIL**

**GRADE - 3**

## 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

### TRANSDISCIPLINARY THEME

Where we are in place and time

#### Central Idea:

Migration is a response to challenges, risks and opportunities.

#### Lines of Inquiry:

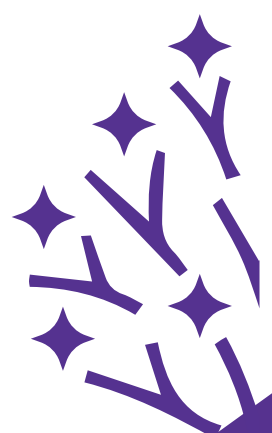
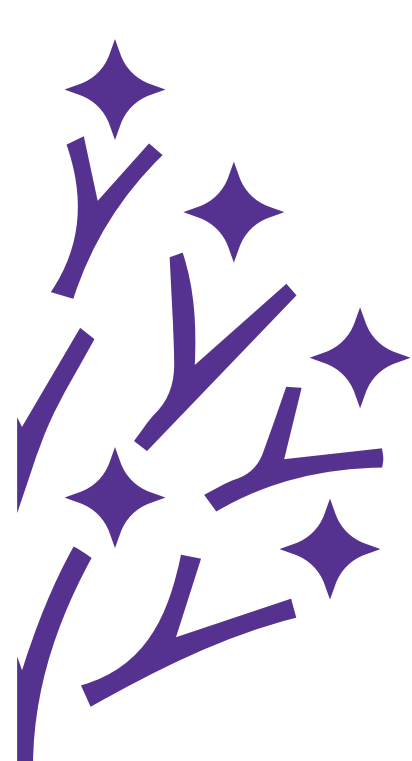
- Reasons for migration
- Migration throughout history
- Effects of migration on communities, cultures and individuals

#### Specified Concepts

function, form, causation

The students explored the concept of migration as part of their Unit of Inquiry. The students inquired into why people move from one place to another and developed an understanding of the various reasons for migration, including social, economic, political, and environmental factors.

Building on this, the students investigated push and pull factors, making connections to explain why people choose to migrate or are compelled to do so. Through discussions and engaging learning experiences, the students identified how these factors influence movement across regions and countries. The students also explored migration over time, examining how it has occurred throughout history and how it continues to shape societies today.



## LEARNING AND TEACHING - MARCH

Through guided research and self-directed inquiry, the students examined the effects of migration on communities, cultures, and individuals. This enabled the students to reflect on how migration contributes to cultural diversity and fosters empathy and understanding. The students also developed map-reading skills and used maps to trace migration patterns across different geographical locations. Overall, the unit provided meaningful insights into migration and its impact on people and societies.

### **TRANSDISCIPLINARY LANGUAGE**

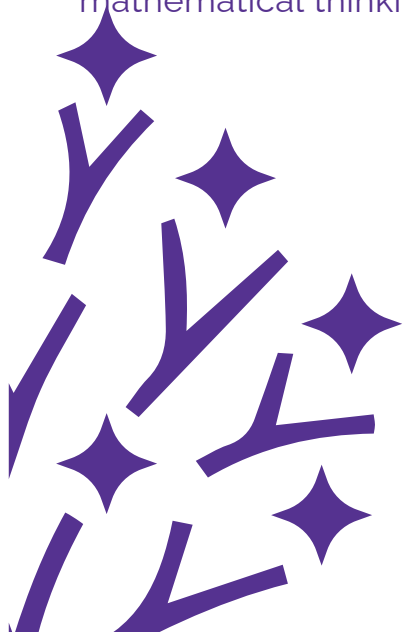
The students made strong connections to language learning while exploring the concept of migration. The students examined cause and effect by analysing how migration impacts individuals and communities, and practised prediction by considering how migration may shape future societies.

The students explored biographies and autobiographies, reading real-life migration stories and reflecting on personal experiences. Through letter writing and journal writing, the students expressed their thoughts, feelings, and perspectives, building empathy and personal connections. The students also strengthened their understanding of tenses while discussing migration across time. These experiences enhanced the students' language and thinking skills.

### **TRANSDISCIPLINARY MATH**

The students applied mathematical concepts to understand migration patterns. The students explored data handling by collecting and representing information through charts, tables, and graphs. The students worked with timelines to understand migration across different periods and calculated elapsed time to track journeys and historical events.

The students also explored financial concepts by learning about currencies and the costs associated with migration. Additionally, the students examined area and perimeter through map work, practised directions, and explored percentages to understand population movement. These experiences helped the students apply mathematical thinking to real-world contexts.



## SPANISH

The students learned and practised the use of tener (to have) along with pronouns, and continued working with the verbs ser and estar (to be) to express emotions and location. The students expanded their vocabulary by learning adjectives related to places, interrogative words, and the use of numbers to express time. These learning engagements strengthened the students' communication and thinking skills in Spanish.

## HINDI

The students were introduced to संयुक्त व्यंजन (श्र, त्र, ज्ञ) and explored words beginning with these letters. Through structured practice, the students formed simple two-letter words, strengthening their reading and writing skills. The students also explored Hindi numbers and developed vocabulary, making meaningful real-life connections. .

## DANCE

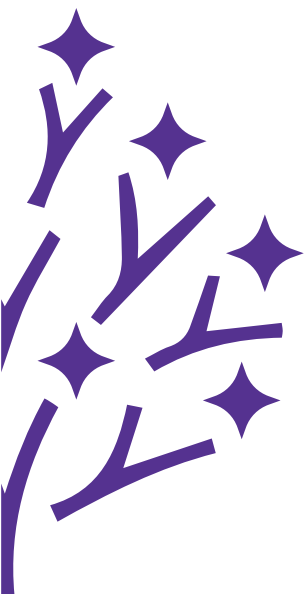
The students explored and interpreted a variety of dance styles and genres. They learned movement sequences using props such as chairs, pom-poms, and ribbons to enhance their body movements. Additionally, the students created movement sequences that explored different directions, levels, and postures.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

## MUSIC

The students explored the fundamentals of the bongos. They practised playing "loud" and "soft" to make their music more expressive and experimented with varied rhythmic patterns to develop their musical skills.

## DRAMA

The students explored the performing space (stage). They developed an understanding of stage geography, including concepts such as strong and weak acting areas, as well as downstage and upstage. The students also worked on the importance of performing space by integrating the imagination aspect of drama to effectively use acting areas in establishing characters and scenes.



## ART

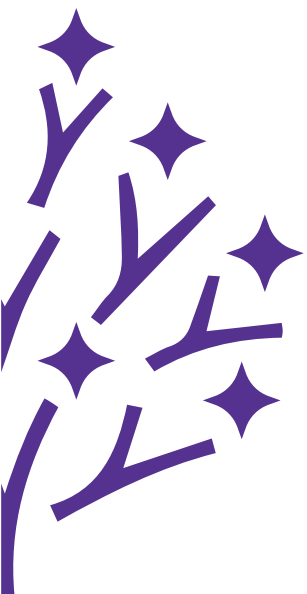
The students engaged in meaningful learning engagements focused on watercolour painting. They explored different techniques like wet and wet and wet on dry.. Through guided practice and discussions, the students developed a deeper understanding of first tone, second tone and third tone.

## PHYSICAL EDUCATION

The students learned and practised ball-handling skills and different types of passing, including bounce passes and chest passes, along with ball-receiving skills. They were also introduced to different types of dribbling. Additionally, the students explored the basketball court and became familiar with the names of the different court lines.

## SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored conflict resolution by identifying causes and triggers, and understanding positive and negative responses. They practised empathy by considering multiple perspectives and actively listening to others. Through role-play, the students learned step-by-step strategies to resolve conflicts and reflected on fair outcomes. The students expressed their feelings using calm and respectful language, developed self-control, and worked collaboratively to solve problems. They understood the importance of fairness, compromise, and forgiveness, and focused on rebuilding relationships and trust. The students also identified ways to prevent conflicts by recognising warning signs, using calming strategies, and maintaining open communication.



# LEARNING AND TEACHING- MONTH REVIEW



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# LEARNING AND TEACHING - APRIL

## TRANSDISCIPLINARY THEME

Sharing the planet

### Central Idea

People make choices to support the sustainability of the resources.

### Lines of Inquiry

- Distribution and use of finite and infinite resources
- Cause and effect of people's choice on resources
- Ways to sustain resources.

### Specified Concepts

function, responsibility, causation

The students will begin a new unit exploring how people make choices that affect the use and sustainability of resources. They will investigate how resources are used, the impact of human choices on the environment, and explore practical ways to conserve and sustain resources.

Through discussions, research, and learning experiences, the students will develop an understanding of responsible decision-making and the importance of caring for the world around them.



## LEARNING AND TEACHING - APRIL

### TRANSDISCIPLINARY MATH

The students will make transdisciplinary connections to several mathematical concepts. They will explore data handling by collecting and representing information about the use and distribution of resources. They will apply fractions to understand portions of resources and how they are shared or consumed. The students will also use division and divisibility rules to analyse and distribute resources fairly in different scenarios.

These learning experiences will help the students apply mathematical thinking to real-life situations while deepening their understanding of responsible resource use.

### TRANSDISCIPLINARY LANGUAGE

The students will make connections to language concepts. They will engage with poems related to nature, resources, and the environment, expressing their thoughts and feelings about sustainability creatively. Through the use of figurative language, such as metaphors and similes, the students will describe the impact of people's choices on resources, helping them communicate ideas clearly and imaginatively. They will also examine cause and effect to understand how individual and collective actions influence the world around them.

### SPANISH

The students will begin by reading a text on the concept and will then revise the concept of time using cardinal numbers and the verb tener (to have) with pronouns. They will also continue practising the conjugation of ser and estar (to be) to express time, professions, nationality, emotions, and location.

Through these learning experiences, the students will use their thinking and communication skills to strengthen their understanding of Spanish.

### HINDI

The students will revise all व्यंजन (consonant) letters to strengthen their foundational understanding. They will inquire into words beginning with these letters and engage in structured practice to form simple two-letter words, thereby strengthening their independent reading and writing skills. The students will also explore Hindi numbers and develop vocabulary related to family relationships (दादा, दादी, माता, पिता, etc.), helping them make meaningful real-life connections.



# LEARNING AND TEACHING - APRIL

## **ART**

The students will explore connections between Persian and Indian border painting (Hasia) to understand how culture inspires creativity. They will learn about the importance of borders in a painting and explore the different types used by artists.

## **DRAMA**

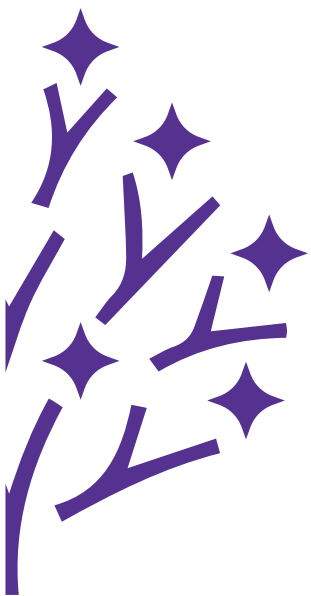
The students will explore the social aspect of Drama. They will analyse conflicts and explore new perspectives, keeping cultural contexts and underlying causes in mind. The students will also resolve conflicts using drama conventions, applying their understanding of its social aspects.

## **DANCE**

The students will learn short routines in Kathak and Salsa, focusing on basic steps, rhythm, and expressions from both styles. Along with this, they 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, duet, and group formats, integrating the learning they have gained so far.

## **MUSIC**

The students will explore patterns in percussion and songwriting to understand how rhythmic motifs and melodic structures are connected. Through this process, they will collaborate to compose original pieces that demonstrate a clear relationship between pulse, lyrical phrasing, and musical expression.



## LEARNING AND TEACHING - APRIL

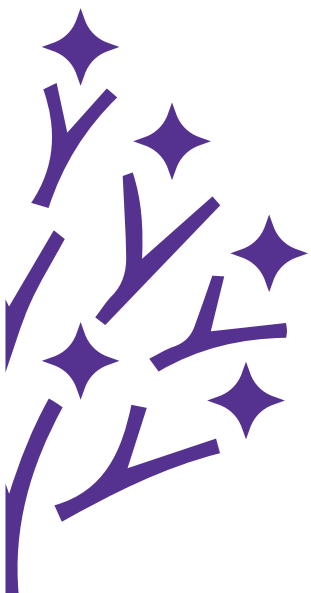
### **PHYSICAL EDUCATION (PE)**

The students will explore different types of dribbling, including right-hand and left-hand dribbling, as well as low, medium, and high dribbles. They will also be introduced to basic shooting techniques, focusing on shooting action and release. Additionally, the students will learn about different match formats. They will co-construct the assessment tasks, success criteria, and enabling them to take ownership of their learning in basketball and its fundamental skills.

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

The students will develop an understanding of what it means to be self-directed learners by taking responsibility for their learning and building self-motivation and ownership. They will set personal goals, create achievable action steps, and reflect on their progress.

The students will learn to plan and organise their tasks, manage time effectively, and build independence. They will take initiative, complete tasks responsibly, and view mistakes as opportunities for growth. The students will also learn to seek support respectfully and reflect on their learning preferences while trying new strategies.



## IMPORTANT DATES

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

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

**Instagram** - [https://www.instagram.com/avinya\\_school/](https://www.instagram.com/avinya_school/)

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