



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

APRIL

NURSERY

MESSAGE FROM THE HEAD OF SCHOOL

Dear Parents,
Greetings!

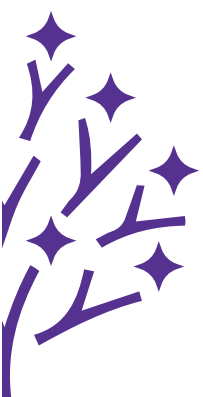
As we concluded the vibrant and enriching month of March at Avinya International School, I am delighted to reflect on the meaningful experiences that brought our learning community together.

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:

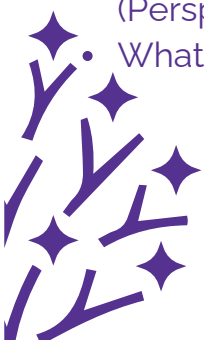
- What is it like? (Form)
- How does it work? (Function)
- Why does it happen? (Causation)
- How is it changing? (Change)
- How is it connected? (Connection)
- What are the different viewpoints? (Perspective)
- What is our role? (Responsibility)



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

Sharing the Planet

CENTRAL IDEA:

Animals and people interact in different ways in different contexts.

LINES OF INQUIRY:

- Role animals play in people's lives
- Suitability of animals for specific functions
- Responsibility for the well-being of animals

SPECIFIED CONCEPTS:

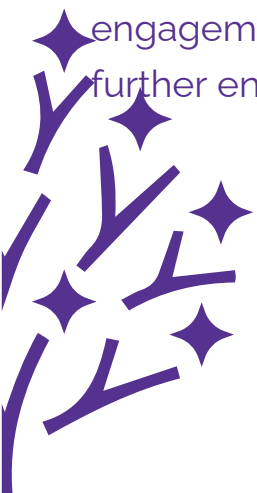
function, causation, responsibility

The students engaged in meaningful and interactive learning experiences related to animals and their habitats.

The students created a wild animal habitat and designed it as a forest. Each student placed a wild animal and shared their understanding of different kinds of animals, actively participating in the learning process. The students also explored the concepts of life at the zoo and life on the farm through engaging learning engagements, helping them understand the different types of animals found in each environment.

Additionally, the students completed a learning engagement where they joined dotted lines to feed the animals, with great enthusiasm. This learning engagement also supported the development of their fine motor skills. It also helped the students build their understanding of animals and express their ideas with growing confidence.

Towards the end, the students participated in a show-and-tell learning engagement where they brought their favourite animal toy and spoke about it, further enhancing their communication skills and confidence.



LEARNING AND TEACHING - MARCH

TRANSDISCIPLINARY LANGUAGE

The students enthusiastically participated in singing rhymes such as Old MacDonald Had a Farm, "Yenugu Amma," Butterfly Butterfly, "Machli Machli," and "Scuba Diving," along with a variety of engaging learning engagements.

They continued to develop their literacy skills through meaningful learning engagements. The students practised rainbow tracing to strengthen their early writing skills and fine motor control. They were introduced to the letters f, k, and g, supporting the development of the alphabet. Additionally, they revisited and reinforced their understanding by recognising the letters s, n, a, and p, and enjoyed a recap of the phonics song to strengthen sound-symbol connections.

Through these engaging learning engagements, the students enhanced their letter recognition, phonemic awareness, early reading readiness, confidence, and overall enthusiasm for language.

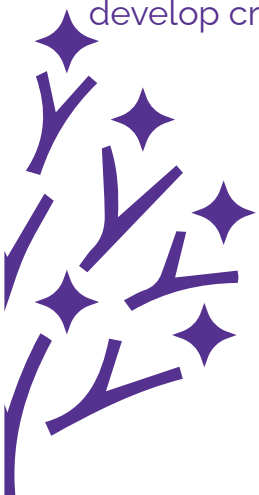
TRANSDISCIPLINARY MATH

The students developed foundational mathematical skills through meaningful learning engagements by revisiting forward and backward counting, strengthening their understanding of number sequence and building confidence in counting. They participated in a learning engagement where they counted the number of animals and recorded the correct numeral, helping them make meaningful connections between quantities and numbers.

The students also practised identifying numbers from 1 to 5, reinforcing number recognition and early numeracy skills. Through these learning engagements, the students demonstrated enthusiasm, persistence, and steady progress in building strong foundational mathematical skills.

ART

The students explored paper folding as a creative learning engagement, practising different folding techniques to create forms such as fish and animal faces while strengthening their fine motor skills and spatial awareness. They also revisited paper pasting, and through these learning engagements, the students continued to develop creativity, focus, and confidence in expressing their ideas through art.



LEARNING AND TEACHING - MARCH

DANCE

The students explored choreographing simple movements to music, words, and different sounds through engaging learning engagements. They also learned a routine using props, such as ribbon sticks, to enhance and express their movements. Additionally, the students learned a short routine based on the festival of Ugadi, further connecting their learning to cultural experiences.

DRAMA

The students explored the Imagination aspect of Drama through engaging learning engagements. They listened to stories and observed movements demonstrated by the teacher, which encouraged them to recall the story and act it out. The students then recreated the actions by visualising the story or a scene and expressing it using their bodies.

Through these learning engagements, the students developed their imagination, expression, and growing confidence in dramatic play.

MUSIC

The students focused on vocal development through engaging learning engagements. They practised singing "The Earth is a Home for You and Me," which connected to their Sharing the Planet theme. The students enjoyed exploring their voices and developing a sense of rhythm while staying on the beat.

PHYSICAL EDUCATION (PE)

The students inquired into the basics of balancing skills through engaging learning engagements, focusing on balancing walks and balancing objects. They explored simple balancing postures and practised balancing objects on different body parts such as the head, palm, and shoulders. To support their understanding, the students completed an assessment on balancing skills.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored the meaning of friendship through engaging learning engagements, focusing on qualities such as kindness, sharing, and respect. They practised making new friends, using kind words, cooperating during play, and resolving small conflicts, while building positive and caring relationships.

The students also inquired into their identity by celebrating the uniqueness of their names, recognising the role of family and culture, and identifying their personal strengths. They explored similarities and differences among families, developed a sense of belonging, and expressed pride in themselves and others.



LEARNING AND TEACHING- MONTH REVIEW



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LEARNING AND TEACHING - APRIL

Transdisciplinary Theme:

Sharing the planet

Central Idea:

Animals and people interact in different ways in different contexts.

Lines of inquiry:

- Role animals play in people's lives
- Suitability of animals for specific functions
- Responsibility for the well-being of animals

Specified Concepts:

function, causation, responsibility

The students will continue to explore animals and develop an understanding of the important role they play in our lives. They will learn how pets provide companionship and how farm animals support our daily needs, helping them recognise the value of animals in our homes and environment.

The students will also discover that different animals have unique abilities and physical characteristics, observing similarities and differences. Through engaging learning engagements, they will participate in colouring, sorting, matching, and simple role-play activities to deepen their understanding.

Additionally, the students will develop a sense of responsibility towards animals by exploring empathy, kindness, and care, fostering respect for all living beings.



LEARNING AND TEACHING - APRIL

TRANSDISCIPLINARY LANGUAGE

The students will continue to strengthen their literacy skills through engaging and meaningful learning engagements. They will be introduced to the letters u, l, and m, expanding their alphabet knowledge through guided practice and interactive experiences.

They will also participate in learning engagements that support letter recognition, sound awareness, and early reading skills, along with revisiting familiar rhymes to enhance rhythm, pronunciation, and vocabulary. Tracing will further support correct letter formation and fine motor development.

Through these learning engagements, the students will build confidence, strengthen foundational literacy skills, and grow as enthusiastic learners.

TRANSDISCIPLINARY MATH

The students will continue to develop their early numeracy skills through engaging learning engagements that strengthen number recognition and understanding of number sequence through forward and backward counting. They will explore numbers through interactive tasks such as counting objects, recording numerals, and identifying numbers in different contexts.

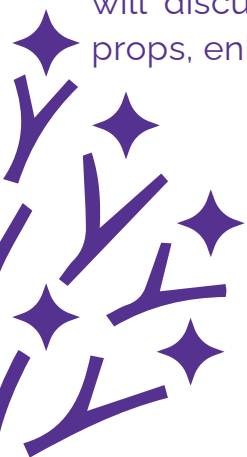
The students will also practise number formation through guided writing, supporting fine motor development and building confidence in early writing.

DANCE

The students will explore choreographing simple movements to music, words, and different sounds through engaging learning engagements. They will also learn a routine using props, such as ribbon sticks, to enhance and express their movements, building confidence and coordination.

DRAMA

The students will explore the role-play aspect of Drama through engaging learning engagements, collaborating, and coordinating with their peers. They will discuss stories, scenes, and characters to create short skits using simple props, enhancing their creativity, communication, and confidence.



LEARNING AND TEACHING - APRIL

MUSIC

The students will focus on singing the school song, the National Anthem, and the Earth song through engaging learning engagements. They will also discuss and understand the meaning of these songs, fostering a sense of connection, expression, and awareness.

ART

The students will explore freehand drawing and revisit colouring and paper pasting through engaging learning engagements. These experiences will support the development of fine motor skills, creativity, and confidence, while allowing the students to express their ideas through art.

PHYSICAL EDUCATION (PE)

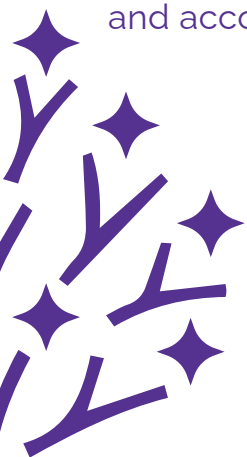
The students will inquire into the basics of manipulative skills through engaging learning engagements, focusing on catching and throwing. They will explore simple throwing techniques such as overhand and underhand throws, using coordinated hand and leg movements. The students will also practise catching a soft ball with two hands and catching objects by throwing the ball in the air and catching it.

To support their understanding, the students will complete a task sheet followed by an assessment on manipulative skills.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will explore the meaning of responsibility through engaging learning engagements, connecting it to their daily lives at home and school. They will identify their responsibilities, learn to care for their belongings and shared spaces, and understand the importance of completing tasks.

The students will also explore responsibility in relationships by practising teamwork, cooperation, and making thoughtful choices. Additionally, they will develop awareness of caring for nature and the environment. Through reflection, the students will recognise themselves as responsible learners, building independence and accountability.



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/

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

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

