



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

APRIL

GRADE - PP1

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



Acknowledgement: www.ibo.org

LEARNING AND TEACHING - MARCH

Transdisciplinary theme

How the world works

Central Idea

All living things go through a process of change

Lines of inquiry

- Changes in living things over time
- Growth and development patterns
- Factors affecting growth and change

Specified Concepts

change, connection, causation

The students continued to explore how living things grow and change over time. They investigated patterns of growth and development in plants, animals, and humans, noticing similarities and differences at various life stages. They examined factors that affect growth, such as food, water, air, sunlight, care, and environmental conditions. They also went on a nature walk to understand the difference between a plant and a tree, described the different parts of a plant, and explored the life cycle of a plant.

The students co-constructed the ongoing assessment tasks, tools, and criteria and completed these tasks to demonstrate their understanding. Through observations, discussions, and hands-on learning engagements, they deepened their understanding of healthy development and change in living things.



TRANSDISCIPLINARY MATH

The students continued exploring numbers from 1 to 100 through fun and engaging learning experiences that helped build strong number sense. They practiced oral counting while reciting the days of the week and months of the year, arranged numbers from big to small and small to big, used tally marks, and practiced backward counting from 30 to 0 to strengthen their understanding of number order.

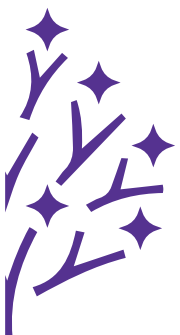
The students also engaged in sorting activities based on different attributes, connected mathematical concepts to daily routines, and explored 2D shapes and their features. They represented data using graphs, identified and extended patterns, and created patterns using letters, numbers, and objects. Additionally, students practiced backward counting and learned to read the clock for o'clock times, making meaningful connections to everyday life.

TRANSDISCIPLINARY LANGUAGE

The students continued Jolly Phonics with Set 6 while revisiting Sets 1–5 to reinforce previously learned sounds. They took part in purposeful learning experiences to identify beginning, middle, and ending sounds, blend sounds in words, and strengthen phonemic awareness. They enhanced their vocabulary and language skills by describing words and exploring synonyms and antonyms. To support sequencing and storytelling, students participated in story sequencing activities and expressed their creativity through an engaging puppet show.

The students continued reading ORT Level 1 and Level 2 books to build confidence, fluency, and comprehension. They explored “E” and “I” family words and practiced synonyms and antonyms to expand their vocabulary and strengthen early reading skills.

In addition, students were introduced to punctuation marks, including capital letters, full stops, and question marks. They practiced saying and writing simple sentences, developed an understanding of sentence structure, and expressed their ideas clearly in both oral and written forms. Furthermore, rhymes, poems, and songs helped improve their listening skills, sound awareness, and memory through rhythm and repetition, making language learning meaningful.



DANCE

The students learned to choreograph simple movements inspired by rhythm, beats, and cues, which helped them connect sound with body actions in meaningful ways. They also learned a dance routine using a prop, such as a chair, and discovered how props can enhance storytelling and expression.

DRAMA

The students explored the imagination aspect of Drama, starting with listening to stories and observing the movements demonstrated by the teacher. This encouraged the students to recall the story and act it out. The students then recreated the act by visualising the story or an act to convey expression using their bodies.

MUSIC

The students explored multilingual songs and the basics of percussion. They improved their sense of rhythm and pitch awareness by singing together and participating in collaborative drumming learning engagements.

ART

The students explored paper-folding techniques and practised creating different forms such as a hut, hat, and boat. Through these learning engagements, they developed an understanding of sequencing, symmetry, and careful craftsmanship while strengthening their fine motor skills.

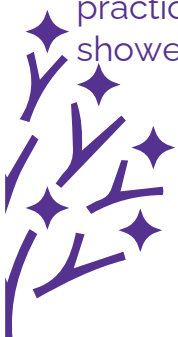
PHYSICAL EDUCATION (PE)

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

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored the meaning of being healthy and understood the benefits of maintaining good health. They differentiated between healthy and unhealthy food choices and began developing healthy eating habits. Through learning engagements, the students recognized the importance of daily exercise, rest, and sleep for their well-being.

They also developed awareness of personal hygiene and took responsibility for keeping themselves clean. The students connected their feelings to emotional health and practiced simple relaxation strategies. The students reflected on their learning and showed a growing commitment to a healthy lifestyle.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - APRIL

TRANSDISCIPLINARY THEME

How the world works

CENTRAL IDEA

All living things go through a process of change

LINES OF INQUIRY

- Changes in living things over time
- Growth and development patterns
- Factors affecting growth and change

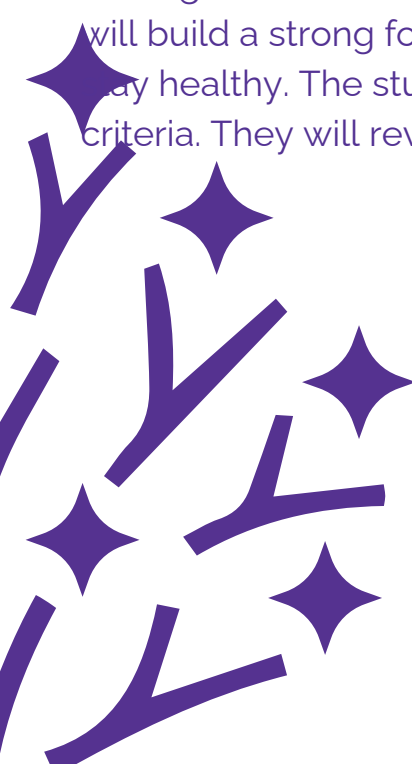
SPECIFIED CONCEPTS

change, connection, causation

The students will explore how living things grow and maintain their health. They will learn that food, water, air, sunlight, and care are essential for the growth and development of humans, animals, and plants. Through learning engagements such as planting seeds, observing plant growth, sorting healthy and unhealthy foods, and discussing ways to care for living things, students will develop a clear understanding that the environment and their daily choices play an important role in how living things grow and change.

The students will learn about animals and their young ones and explore the different food habits of humans and animals, helping them understand how nutrition supports growth and healthy development.

Through discussions, observations, and interactive learning experiences, the students will build a strong foundation for understanding how living things grow, change, and stay healthy. The students will co-construct the end-of-unit assessment task, tool, and criteria. They will revisit their learning and share reflections.



LEARNING AND TEACHING - APRIL

DANCE

The students will create short routines in solo, duet, or group formats, combining all the learning they have gained so far. They will focus on working together while learning and creating dance, improving their communication and coordination.

DRAMA

The students will explore the role-play aspect of Drama by collaborating and coordinating with their peers. The students will discuss stories, scenes, and characters to create a short skit with the help of props.

MUSIC

The students will play with drums and shakers to explore patterns and create their own music. They will also learn to clap to the beat while singing and participating in storytelling.

ART

The students will learn to incorporate different elements of art into their work by combining line, shape, colour, and space. They will engage in freehand drawing, strengthening their observation skills, creativity, and confidence in expressing their ideas independently.

PHYSICAL EDUCATION (PE)

The students will undergo a battery test to assess their fitness levels. They will also explore sports such as cricket and basketball to apply and strengthen their manipulative skills, particularly catching and throwing. To enhance their understanding, the students will complete a task sheet, followed by an assessment on manipulative skills.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students will explore their roles and responsibilities in daily life at school and at home. They will recognise their contributions by participating in small tasks, developing a sense of responsibility and independence.

The students will learn to follow class rules, support their peers and teachers, and contribute to a positive learning environment. They will explore the idea of good citizenship by understanding fairness, cooperation, and responsible behaviour.

Through meaningful learning engagements, the students will show care for people and their surroundings, develop respect for rules, and build positive habits. Towards the end, the students will reflect on their actions and demonstrate a growing commitment to making responsible choices.



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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