



AVINYA
INTERNATIONAL SCHOOL

INSPIRING
PURPOSE

APRIL

GRADE - PP2

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:

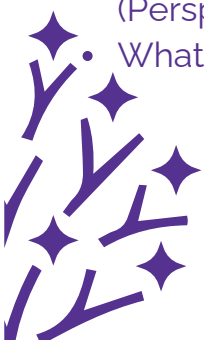
- What is it like? (Form)
- How does it work? (Function)
- Why does it happen? (Causation)
- How is it changing? (Change)
- How is it connected? (Connection)
- What are the different viewpoints? (Perspective)
- What is our role? (Responsibility)



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 we express ourselves

Central Idea

Art and expressions help people convey their feelings and uniqueness.

Lines of inquiry

- Forms of art
- Ways we express
- Role of art in people's lives

Specified Concepts

form, function, perspective

The students explored visual art, music, dance, drama, and storytelling, discovering how these forms convey ideas, emotions, and experiences. The students attended guest sessions with experts in Visual Arts and Performing Arts and explored videos showcasing diverse art forms, thereby deepening their understanding of creative expression.

A school tour provided opportunities for the students to experience art firsthand, encouraging them to identify different forms of expression and their purposes in daily life. The students reflected on how art communicates across cultures, celebrates individuality, and fosters empathy and understanding.

Through enriching learning experiences, the students experimented with different ways to express their own feelings and ideas. The students also made connections between visual and performing arts, observing how stories, emotions, and ideas can be shared in different ways.

The students documented their learning through drawings, presentations, and reflections, showcasing their understanding of the concepts of form, function, and perspectives in art.

The students co-constructed the end of unit assessment task, tool, and criteria for the same.



LEARNING AND TEACHING - MARCH

TRANSDISCIPLINARY LANGUAGE

The students continued to develop their language and literacy skills through the Oxford Reading Tree (ORT) program, reading stories and blending words using the letter and digraph sounds they learned. The students explored these sounds further through engaging stories and jingles.

The students also practiced constructing simple sentences, incorporating singular/plural nouns, action words, prepositions and descriptive vocabulary. These experiences helped the students enhance their speaking fluency, expand their vocabulary, and build confidence in communication, providing a strong foundation for effective language use.

TRANSDISCIPLINARY MATH

The students deepened their understanding of numbers by sequencing cardinal and ordinal numbers and writing number names in words. The students explored numbers up to 500 and practiced the concepts of "before" and "after" through interactive engagements and storytelling.

The students also learned to represent numbers in expanded form, strengthening their understanding of place value and number structure. Key mathematical concepts such as patterns, simple addition using counters and a number line, sorting of numbers and number creation were reinforced through hands-on learning experiences and number games. These engaging experiences helped the students build a strong understanding of number order, value and relationships. Through guided practice, the students developed early mathematical reasoning skills, preparing them for more advanced concepts in the future.

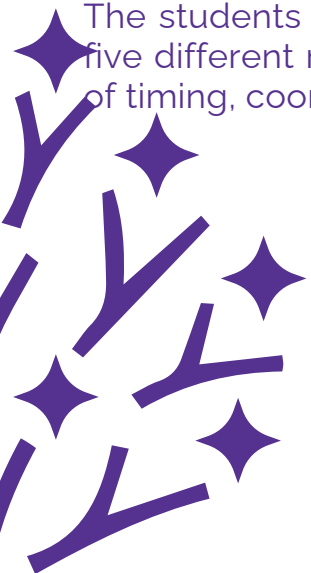
DANCE

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

The students further explored short dance routines based on the festivals of Ugadi and Eid, developing an understanding of how dance reflects culture and celebration.

MUSIC

The students explored rhythm through the deep beats of the bongo drums, practicing five different rhythm patterns. These experiences helped the students develop a sense of timing, coordination, and musical expression.



LEARNING AND TEACHING - MARCH

DRAMA

The students explored the aspect of imagination in Drama by visualizing stories after listening to them. The students applied their imagination to resolve conflicts in daily routines, using drama as a creative problem-solving tool.

ART

The students practiced stick puppets and hand puppets. They explored the process of making puppets and their usage.

PHYSICAL EDUCATION

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

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored the theme of respect, understanding its meaning and the importance of using kind words and polite behaviour. The students developed self-respect and confidence while practicing positive self-talk.

The students showed respect for others through caring and inclusive actions, appreciated differences, and demonstrated fairness. The students also learned to care for their classroom and surroundings and expressed gratitude for the environment.

Through role-play and reflection, the students practiced respectful behaviour at school and showed a commitment to making respectful choices in their daily lives.



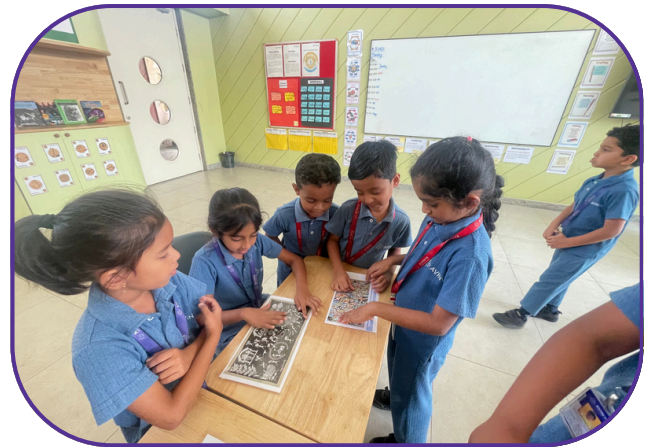
LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - APRIL

Transdisciplinary Theme

Sharing the planet

Children worldwide encounter a range of challenges, risks and opportunities.

Lines of inquiry

- Different challenges, risks and opportunities children experience
- Ways children respond to challenges, risks, and opportunities
- Individuals and organizations that work to protect children

Specified Concepts

connection, perspective, responsibility

The students will begin an in-depth exploration of the unit under the transdisciplinary theme Sharing the Planet. This unit focuses on the central idea that children worldwide encounter a range of challenges, risks and opportunities. Through this inquiry, the students will explore the different challenges children face in various parts of the world, including social, environmental and personal challenges. The students will investigate the risks children may encounter and the opportunities available to help them grow, learn, and thrive. The students will also examine how children respond to these situations, exploring strategies for resilience, problem-solving and seeking support.

In addition, the students will inquire into the role of individuals and organizations that work to protect and support children, understanding how their actions impact communities and create positive change. Through discussions, case studies and collaborative learning experiences, the students will develop a sense of connection, appreciate multiple perspectives and recognize their own responsibility in contributing to the well-being of children globally.

By engaging in this unit, the students will gain a deeper understanding of the diverse experiences of children worldwide and the importance of empathy, advocacy and responsible action in making a meaningful difference.



TRANSDISCIPLINARY MATH

The students will continue to strengthen their understanding of number concepts and writing number names in words. The students will further explore key mathematical ideas, including addition, sorting, data handling and fractions, through engaging learning experiences.

These experiences will enable the students to apply mathematical reasoning to everyday situations, fostering problem-solving abilities and preparing them for more complex concepts in the future..

TRANSDISCIPLINARY LANGUAGE

The students will continue to develop their language and literacy skills through the Oxford Reading Tree (ORT) programme, applying Jolly Phonics sounds to blend words and expand their vocabulary. The students will explore describing words, synonyms and antonyms through this unit. They will also further continue constructing meaningful sentences and exploring picture narratives to enhance their language skills.

DANCE

The students will create short routines in solo and group formats, reflecting on their learning so far. The students will focus on working collaboratively while creating dance, improving their communication, and coordination.

DRAMA

The students will explore the role-play aspect of Drama by working with peers and developing teamwork through coordination. The students will participate in creating short skits by combining scenes, developing characters, and using props.

MUSIC

The students will explore different drum patterns and create their own simple songs. The students will practice maintaining a steady beat while using their voices to express ideas and tell stories through music.



LEARNING AND TEACHING - APRIL

ART:

The students will revisit different elements of art and create their own artwork using those elements.

PHYSICAL EDUCATION (PE):

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

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will understand choices and differentiate between right and wrong decisions. The students will practice thinking before acting, take responsibility for their actions, and understand the consequences of their choices.

The students will make kind and responsible choices, show respect towards peers and teachers, and work collaboratively. The students will also build positive relationships, practice sharing and cooperation, and learn simple ways to manage conflicts and show forgiveness.

Through reflection, the students will develop an understanding of social well-being, express gratitude, and build caring and respectful connections with 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)

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

