



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

MAY

GRADE - 3

MESSAGE FROM THE HEAD OF SCHOOL

Dear Parents,
Greetings!

As we arrive at the final month of this academic year, it is a moment of reflection, pride, and gratitude. Together, we have journeyed through a year filled with learning, growth, and meaningful experiences for our students.

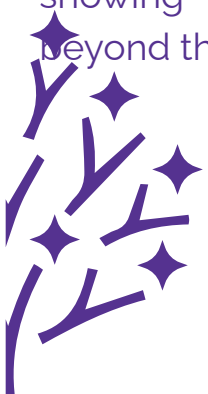
April has been particularly special for our school community. We celebrated a significant milestone—our very first Graduation Day for Grade PP2. It was a heartwarming occasion, marking the beginning of new journeys for our young learners and a proud moment for all of us.

We also shared the Term 2 final reports, giving families an opportunity to reflect on the progress and achievements of their children. Each report is a testament to the effort, curiosity, and resilience demonstrated by our students throughout the year.

On 22nd April, we celebrated both Earth Day and Innovation Day with great enthusiasm. Our students engaged in thoughtful discussions and presentations, highlighting the contributions of famous innovators. They also explored meaningful ways to conserve our planet and its precious resources, showing awareness and responsibility beyond their years.



We were the proud hosts of the Hyderabad PYP Network of Schools meeting for Heads of School and PYP Coordinators on 28th April. The session was filled with insightful discussions as educators shared perspectives, collaborated meaningfully, and explored innovative approaches to strengthen teaching and learning within the PYP framework.



MESSAGE FROM THE **HEAD OF SCHOOL**

As we close this academic year, we extend our heartfelt thanks to our students, parents, and staff for being an integral part of this journey. Your support and partnership have been invaluable.

We are growing, evolving, and looking ahead with optimism. We eagerly anticipate the opportunities and achievements that the next academic year will bring. Wishing you all a safe and enjoyable summer break!

Warm regards,
Anjalika Sharma
Head of School
Avinya International School



MESSAGE FROM THE PYP COORDINATOR

Dear Parents,
Greetings!

Collaboration

At Avinya International School, collaboration is at the heart of our learning community, where students, teachers, and parents work together to create meaningful learning experiences. It is built on shared responsibility, open communication, and sustained dialogue among all community members.

From the early years in Nursery through Grade 3, our students engage in pair and group work, sharing ideas, listening to different perspectives, and solving problems collectively. These interactions help them develop essential social, communication, and thinking skills that form the foundation for lifelong learning.

Through these collaborative experiences, students engage in:

- Learning language as they develop their speaking, listening, reading, writing, viewing, and presenting skills;
- Learning about language as they explore how language works through its structures, conventions, and connections to culture; and
- Learning through language as they use it as a tool to inquire, think critically, and make connections across disciplines.

Collaboration is further strengthened through meaningful platforms such as student-led conferences and parent-teacher-student conferences. During student-led conferences, students confidently share their portfolios, reflect on their progress, and set goals for future learning, fostering a sense of agency and responsibility.



Parent-teacher-student conferences create a space for open dialogue where insights into each student's strengths and areas for growth are shared, ensuring that parents and teachers work together to support each student holistically. These interactions reinforce the strong partnership between home and school, which is central to a thriving PYP learning community.

Beyond the classroom, collaboration is evident in the school's vibrant life through assemblies, events, and celebrations. The students work together to prepare performances, participate in group presentations, and contribute to shared experiences that build confidence, teamwork, and a sense of belonging. Whether performing in assemblies, participating in school events, or engaging in collaborative projects, the students learn to take responsibility, respect diverse perspectives, and celebrate each other's contributions.



MESSAGE FROM THE PYP COORDINATOR

Teachers also model collaboration by working closely with colleagues to plan, reflect, and refine learning experiences, ensuring that every student's needs are met effectively. This collaborative approach was reflected in the Unit of Inquiry, "Sharing the Planet," where Grade 3 students explored how people make choices to support the sustainability of resources. Through shared research and data collection within the school and their neighbourhoods, they recognised that many resources are becoming scarce due to human activities. Students observed that unused electronic gadgets and old clothes are often stored instead of being reused or recycled. Building on these collective insights, they connected with organisations that recycle e-waste and textiles and initiated a school-wide drive to collect unused clothes and electronic waste. These materials were then sent to a recycling organisation in Bachupally—demonstrating how collaboration can lead to meaningful, real-world action.

At Avinya International School, parents are recognised as essential partners in our collaborative journey. By maintaining open communication, participating in school events, and actively engaging in their child's learning, they play a pivotal role in supporting students' growth and well-being. This strong network of relationships creates a supportive and inclusive environment where every member of the community feels connected and empowered. Through this culture of collaboration, our students grow into confident communicators, caring individuals, and reflective thinkers who are well-prepared to navigate an interconnected world.

Together, we are not just building knowledge—we are building a community that learns, leads, and inspires.

Wishing all our families a safe, happy, and relaxing vacation!

Thanks & regards,
Amara Vijayan
PYP Coordinator
Avinya International School

Acknowledgement: www.ibo.org



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 choices on resources
- Ways to sustain resources

Specified Concepts

function, responsibility, causation

The students engaged in an inquiry under the transdisciplinary theme of Sharing the Planet. The unit began with a short video that encouraged the students to reflect on the concept of resources and their importance in daily life.

The students explored the meaning and different types of resources, including natural and man-made resources. They developed their understanding of finite and infinite resources, as well as renewable and non-renewable resources, and made connections to how these are used in real-life contexts.

Through guided inquiry and discussions, the students examined the distribution and use of resources and began to understand that resources are not equally available everywhere. They also investigated the cause and effect of people's choices, recognizing how human actions impact the environment and the planet.



LEARNING AND TEACHING - APRIL

As part of their learning, the students engaged in design thinking, where they identified real-world problems related to the overuse and unequal distribution of resources. They collaborated to suggest possible solutions and explored ways to sustain resources, demonstrating a growing awareness of their responsibility towards the environment.

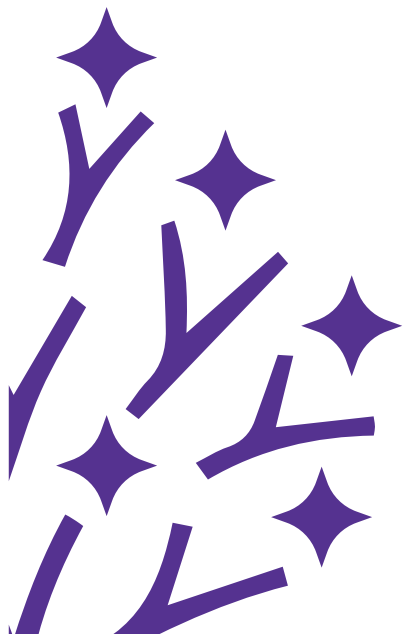
TRANSDISCIPLINARY LANGUAGE

The students made meaningful transdisciplinary connections with Language by linking key concepts to their understanding of resources. The students explored singular and plural forms while identifying, grouping, and describing different types of resources. The students revisited prefixes and suffixes, which supported their understanding and use of vocabulary related to the unit.

Through journal writing, the students reflected on their learning about resources and their use in daily life. The students engaged in prediction writing by considering what might happen if these resources were to run out, which encouraged them to think about consequences and future possibilities. The students explored various forms of poetry, including diamante, haiku, and limerick poems, to creatively express their understanding of nature and resources.

The students connected their learning to the novel *A Long Walk to Water*, which deepened their understanding of water as a vital resource and highlighted challenges related to its scarcity.

The students developed their skills in figurative language by learning about similes, metaphors, and personification. The students applied these techniques to describe resources and the environment in more expressive and meaningful ways.



TRANSDISCIPLINARY MATH

The students explored area and perimeter by relating them to real-life spaces, deepening their understanding of how resources are used within measured areas. They also examined divisibility rules in the context of resource distribution, which strengthened their grasp of fair sharing and number patterns.

The students worked with cardinal and ordinal numbers to organize and interpret information in various contexts. They explored data handling by collecting, representing, and analyzing data related to resource usage and distribution, which enabled them to identify patterns and make meaningful comparisons.

The students further developed their understanding of fractions and percentages by connecting these concepts to the sharing and distribution of resources, which helped them understand fairness in real-life situations.

SPANISH

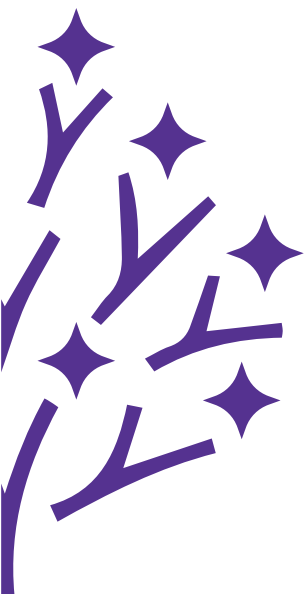
The students learned and practised the use of tener (to have) along with pronouns. The students continued working with the verbs ser and estar (to be) to express emotions and location. The students expanded their vocabulary by learning adjectives related to places, interrogative words, and the use of 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 explored Hindi numbers and developed vocabulary. This helped the students make meaningful, real-life connections.

DANCE

The students worked collaboratively while learning and creating dance, which enhanced their communication and coordination as a group. The students created short routines in solo and group formats, integrating their learning.



MUSIC

The students explored patterns in percussion and songwriting to understand how rhythmic patterns and melodies were connected. The students collaborated to create their own musical pieces, demonstrating a clear connection between beat, lyrics, and expression.

DRAMA

The students explored how Drama helps us understand social situations. The students looked at different conflicts and thought about how people might feel in those situations, while considering different cultural backgrounds and reasons behind actions. The students used drama activities to act out and resolve conflicts, helping them understand how to respond in real-life situations.

PHYSICAL EDUCATION

The students explored different types of dribbling, including using the right and left hands, as well as low, medium, and high dribbles. The students learned basic shooting techniques, focusing on correct shooting action and release.

The students shared reflections on their learning. The students identified skills, techniques, and strategies used in sports. The students described their roles and responsibilities in different situations. The students developed an understanding of teamwork and reflected on the attributes of the IB learner profile.

SOCIAL AND EMOTIONAL LEARNING (SEL)

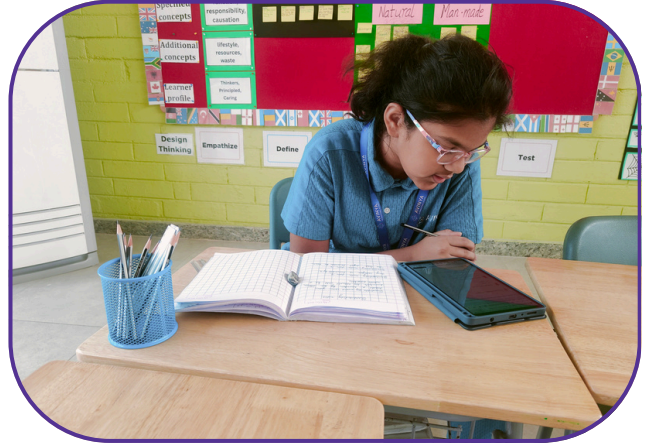
The students developed an understanding of what it meant to be self-directed learners by taking responsibility for their learning and building self-motivation and ownership. The students set personal goals, created achievable action steps, and reflected on their progress. The students learned to plan and organise their tasks, manage time effectively, and build independence. The students took initiative, completed tasks responsibly, and viewed mistakes as opportunities for growth. The students learned to seek support, reflected on their learning preferences, and tried new strategies.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



IMPORTANT DATES

17th June, Wednesday	School Familiarisation - (Nursery & PP1)
18 th June, Thursday	School Re-opens (Nursery to Grade 4)

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

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

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

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