



AVINYA
INTERNATIONAL SCHOOL

INSPIRING
PURPOSE

MAY

GRADE - PP2

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.

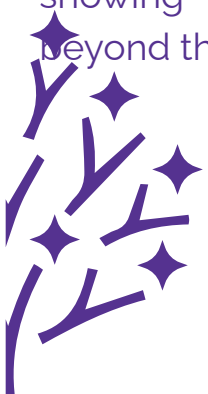
April has been particularly special for our school community. We celebrated a significant milestone—our very first Graduation Day for Grade PP2. It was a heartwarming occasion, marking the beginning of new journeys for our young learners and a proud moment for all of us.

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

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

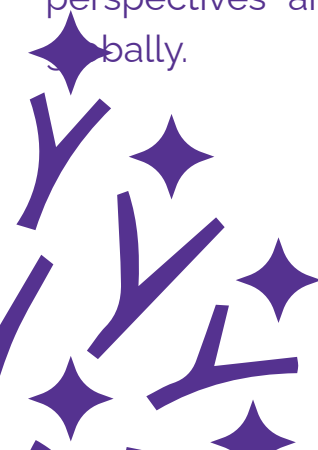
connection, perspective, responsibility

Unit of Inquiry

The students inquired into the transdisciplinary theme Sharing the Planet, deepening their understanding of the central idea that children worldwide encounter a range of challenges, risks, and opportunities. The students explored these concepts through different personas, which helped them understand the diverse experiences and perspectives of children across the world. The students' learning was enriched through engaging stories, which allowed them to connect emotionally with real-life situations faced by children in different contexts. Classroom discussions provided opportunities for the students to share their thoughts, ask questions, and listen to varied viewpoints, thereby building their understanding collaboratively. Enriching videos further supported the students' inquiry by presenting global challenges and opportunities in an accessible and meaningful way.

Through shared learning experiences, the students examined how children respond to challenges using resilience, problem-solving, and support systems. The students also began to recognize the role of individuals and organizations in protecting and supporting children, and how these actions contribute to positive change in communities. During the end-of-unit assessment, the students shared their perspectives and connected their learning to real-world issues affecting children

collaboratively.



LEARNING AND TEACHING - APRIL

TRANSDISCIPLINARY LANGUAGE

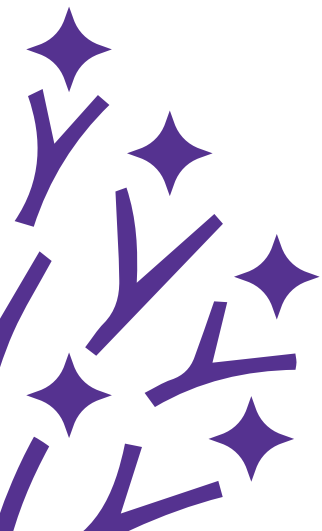
The students continued to develop their language and literacy skills through the Oxford Reading Tree (ORT) programme, engaging with a range of levelled texts that supported their reading development. They applied their knowledge of letter sounds and digraphs to blend words and read with increasing confidence and fluency. Through guided reading experiences, the students demonstrated growing independence in decoding and comprehension. They also explored the different parts of a book, such as the cover, title, author, and illustrations, developing an understanding of how books are structured. In addition, the students were introduced to key story elements, including characters, setting, plot, time, and sequence of events. Opportunities were provided for them to discuss and retell stories, strengthening their oral language skills. They continued to practise constructing simple sentences using words with digraph sounds, applying their phonics knowledge in writing. Through these experiences, the students enhanced their vocabulary, sentence formation, and overall communication skills.

TRANSDISCIPLINARY MATH

The students engaged in exploring key mathematical concepts such as subtraction, fractions, and even and odd numbers through a variety of meaningful learning experiences. They continued to strengthen their understanding of place value and number names by applying these concepts in different contexts. Learning was supported through interactive tasks, storytelling, quizzes, and collaborative discussions that encouraged active participation. The students were given opportunities to represent their thinking using concrete materials, drawings, and verbal explanations. They began to make connections between numbers and real-life situations, deepening their conceptual understanding. Through guided inquiry, the students explored patterns and relationships within numbers. Opportunities for practice and reflection helped them build confidence and accuracy. The students also demonstrated their understanding through classroom discussions. The learning experiences encouraged curiosity, critical thinking, and problem-solving skills. Overall, the students showed growing confidence and enthusiasm in applying mathematical concepts in meaningful ways.

DANCE

The students were introduced to solo and group formats of dancing. The students focused on working collaboratively while creating dance, improving their communication and coordination. They also learned a few short routines.



LEARNING AND TEACHING - APRIL

MUSIC

The students explored rhythm through the deep beats of the bongo drums, practising five different rhythm patterns. These experiences helped the students develop a sense of timing, coordination, and musical expression. The students explored rhythms using drums and shakers and composed their own original music. They practised keeping a steady beat by clapping and singing along. Finally, the students revisited the songs learned during this term and shared their reflections.

DRAMA

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

PHYSICAL EDUCATION

The students inquired into the basics of manipulative skills, focusing on catching and throwing. They practiced fundamental throwing techniques, including the overhead throw, underhand throw, and overhand throw. The students also developed striking skills through basic movements, single-hand striking, and double-hand striking. To support their understanding of balance, the students completed an assessment on balancing skills.

SOCIAL AND EMOTIONAL LEARNING (SEL)

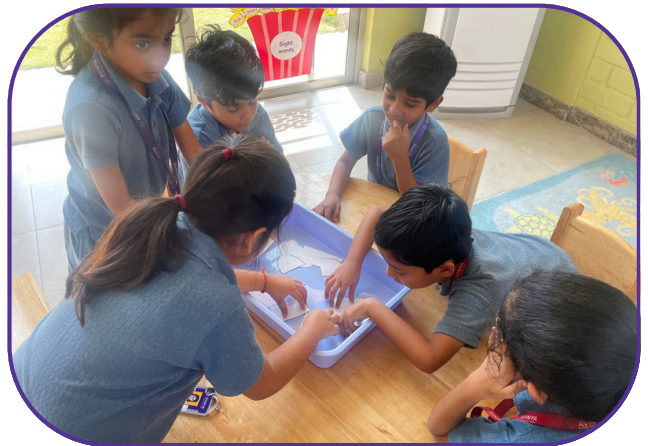
The students explored the theme of respect, developing an understanding of its meaning and the importance of using kind words and polite behaviour. They built self-respect and confidence while practicing positive self-talk.

The students demonstrated respect for others through caring and inclusive actions, appreciated differences, and showed fairness. They 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



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/>

Facebook - <https://www.facebook.com/avinyainternationalschool>

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

