



AVINYA
INTERNATIONAL SCHOOL

INSPIRING PURPOSE

August

GRADE - 1

MESSAGE FROM THE HEAD OF SCHOOL

Dear Parents,
Greetings!

It is with immense joy, anticipation, and a deep sense of purpose that I welcome both our returning families and those joining our vibrant community for the very first time to the 2026-27 academic year!

The commencement of a new school year is always a magical time, filled with the promise of new beginnings, fresh perspectives, and endless possibilities. This year, our core focus revolves around cohesion, connection, and collaboration.

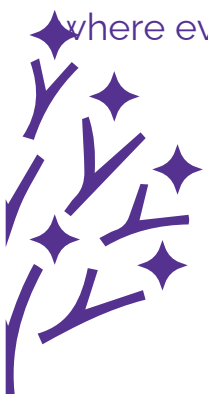
We believe that a truly transformative education transcends textbooks; it is anchored in the strength of the relationships we nurture. To that end, our dedicated educators and staff spent the first few weeks of June meticulously preparing our learning spaces, participating in team-building workshops, and aligning as a unified team to ensure every child feels seen, heard, and supported. We remain deeply committed to fostering a safe, inclusive, and intellectually stimulating environment where every student can thrive.



We understand that transitioning into a new academic year—or adapting to a brand-new school—comes with its own unique blend of excitement and anticipation. To guarantee a seamless and welcoming start, we initiated several key programs:

Virtual Parent Orientations:

Thank you to everyone who joined our virtual sessions. Aligning our expectations and working hand-in-hand is a vital first step toward a successful year ahead.



MESSAGE FROM THE HEAD OF SCHOOL

Student Familiarization Programme (Nursery & PP1): These early transition initiatives have successfully helped our youngest learners find their footing, spark early friendships, and begin navigating their new surroundings with absolute confidence.

The academic year began with our Grade 1 to 4 students showcasing their culinary skills and spirit of service. By preparing delicious sandwiches and Russian salad for our ancillary staff and the wider school community, they demonstrated deep gratitude and collaborative action. Meanwhile, students in PP1 and Grade 3 embarked on their first field trips, stepping outside the classroom to dive deeper into unpacking their respective Units of Inquiry.

Furthermore, **Aspira**, our after-school programme, has launched with incredible momentum. We have seen a fantastic turnout of students eager to participate in football, basketball, and gymnastics, all under the expert mentorship of our highly talented and certified coaches.

We also recently hosted our first **Parent-Teacher Conference (PTC)** on Saturday, 25th July. The primary purpose of this initial meeting was to establish a strong, collaborative foundation early in the year. It provided a valuable opportunity for us to align on your child's individual learning goals, discuss their initial transition, and ensure we are working in perfect harmony to support their academic and personal milestones.

Education is a deeply shared journey. Your partnership, trust, and active involvement are what make the Avinya International School community so incredibly special. We encourage you to remain closely engaged, communicate openly with our team, and join us in celebrating both the quiet victories and the landmark achievements of our students this year.

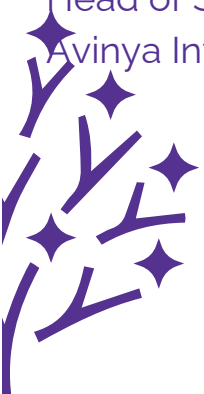
We stand at the threshold of a truly exceptional academic year. Thank you for choosing Avinya and for trusting us with your child's educational journey. Let us work together to make 2026-27 an unforgettable year of growth, discovery, and joy!

Warm regards,

Anjalika Sharma

Head of School

Avinya International School



MESSAGE FROM THE PYP COORDINATOR

Dear Parents,
Greetings!

Nurturing the IB Learner Profile: Building Lifelong Learners from Nursery to Grade 4

At the heart of the International Baccalaureate (IB) Primary Years Programme (PYP) is the IB Learner Profile—ten attributes that nurture the students to become caring, knowledgeable, reflective, and responsible global citizens. Rather than being taught as a separate subject, these attributes are intentionally embedded into everyday learning experiences, interactions, and school life.

From Nursery to Grade 4, the Learner Profile provides a common language that shapes the students' attitudes, behaviours, and actions. It supports their academic, social, emotional, and ethical growth, helping them become lifelong learners and internationally minded individuals.

The Journey Begins Early

The journey begins in the early years through play-based learning, storytelling, inquiry, music, movement, and hands-on experiences. As the students explore their world, they naturally question, collaborate, communicate, reflect, take risks, and care for others.



These experiences lay the foundation for developing all ten Learner Profile attributes in age-appropriate ways.

As the students move through Grades 1 to 4, the attributes continue to grow through authentic learning experiences. Whether conducting research during the Unit of Inquiry, collaborating with peers, solving mathematical challenges, creating artwork, reflecting on their learning, or taking meaningful action, the students strengthen the qualities that define an IB learner.



MESSAGE FROM THE **PYP COORDINATOR**

Bringing the Learner Profile to Life

The Learner Profile is embedded across all subject areas and is visible in classrooms every day. The meaningful practice in our school is encouraging the students to co-construct their own understanding of each Learner Profile attribute. Through discussions with their peers across different subjects, the students frame age-appropriate definitions of what each attribute looks, sounds, and feels like in their daily lives. Revisiting these shared understandings throughout the year helps them develop ownership and apply the attributes with purpose.

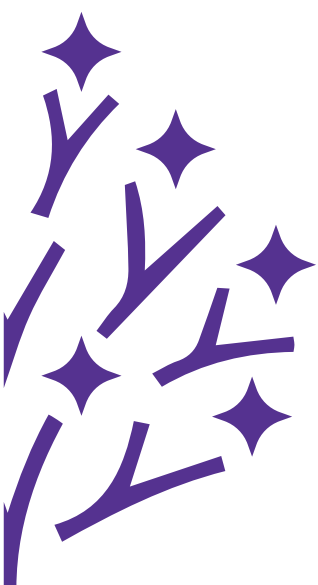
The students demonstrate the Learner Profile in many ways. Some examples include asking thoughtful questions, thinking critically, communicating ideas confidently, showing empathy and respect, acting with honesty and responsibility, embracing new challenges, collaborating effectively, and reflecting on their learning. These are only a few examples—every classroom interaction and learning experience provides opportunities for the students to develop and demonstrate all ten attributes.

A Partnership Between School and Home

Developing the Learner Profile is a shared responsibility. While teachers intentionally design learning experiences that nurture these attributes, their impact is strengthened when they are reinforced at home.

Parents play an invaluable role by encouraging curiosity, celebrating effort, promoting respectful conversations, supporting independence, and modelling empathy, integrity, and resilience. Likewise, every member of our school community—including teachers, support staff, leadership, and families—serves as a role model.

Acknowledgement: www.ibo.org



MESSAGE FROM THE **PYP COORDINATOR**

Together, we create an environment where the Learner Profile is not only taught but lived every day.

We encourage families to continue these conversations at home by recognising the Learner Profile in everyday situations.

To learn more about each of the ten attributes, please visit the official IB Learner Profile webpage

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

Growing Global Citizens

The IB Learner Profile extends far beyond academic success. It equips the students with the confidence, compassion, integrity, and resilience needed to thrive in an ever-changing world. By working together—the students, educators, and families—we are nurturing thoughtful, balanced, and internationally minded individuals who are prepared to make a meaningful difference in their communities and beyond.

"The IB Learner Profile is not simply what we teach—it is who we aspire to become."

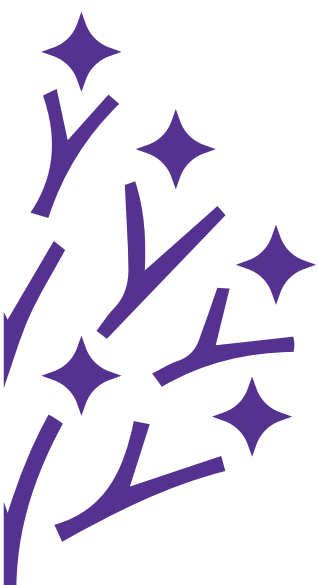
Thanks & Regards,

Amara Vijayan

PYP Coordinator

Avinya International School

Acknowledgement: www.ibo.org



LEARNING AND TEACHING - JUNE & JULY

TRANSDISCIPLINARY THEME

Who we are

CENTRAL IDEA

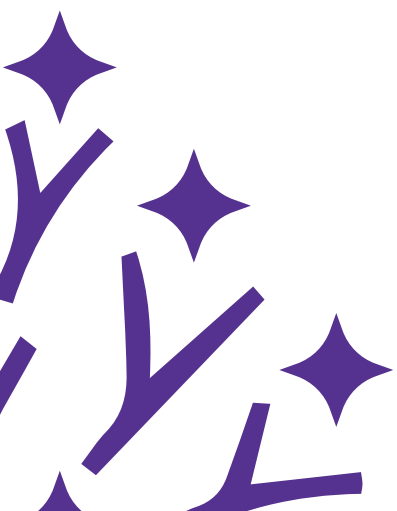
Well-being is a balance of interconnected factors.

LINES OF INQUIRY

- Understanding wellbeing
- Factors contribute to well-being
- Issues affecting well-being

SPECIFIED CONCEPTS

form, function, causation



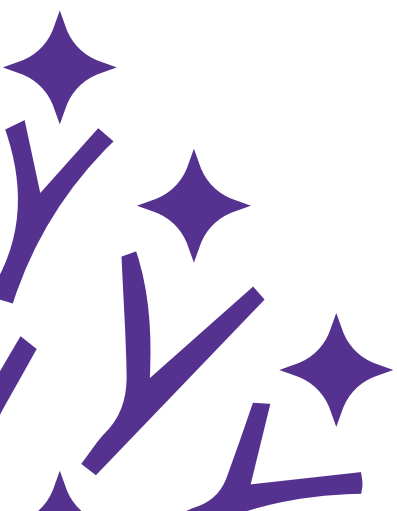
LEARNING AND TEACHING - JUNE & JULY

UNIT OF INQUIRY:

The students explored the concept of well-being, developing an understanding that it was more than just staying healthy—it involved caring for their physical, mental, social, and intellectual well-being. Through discussions, role-plays, storytelling, group games, and reflections, they explored the factors that contributed to well-being, including healthy habits, positive relationships, emotional awareness, and curiosity for learning.

As part of their inquiry, the students attended an interactive session with the school nurse, who shared practical insights on hygiene, nutrition, self-care, and maintaining a healthy lifestyle. This real-world experience helped the students connect their classroom learning to everyday life while encouraging them to ask meaningful questions.

The students also reflected on issues that affected well-being, such as lack of sleep, stress, unhealthy habits, and conflicts with peers. By discussing real-life scenarios, they recognized the importance of making responsible choices, supporting others, and maintaining a balanced lifestyle. Through this unit, the students developed an understanding of how small, positive actions could contribute to their overall well-being. The students co-constructed the assessment task, the assessment tool, and the criteria for the ongoing assessments. They reflected on the attributes of the IB Learner Profile and Approaches to Learning (ATL) they had demonstrated throughout the unit.



LEARNING AND TEACHING - JUNE & JULY

TRANSDISCIPLINARY LANGUAGE

The students began by exploring sight words and blends, strengthening their reading fluency, pronunciation, and spelling through a variety of engaging phonics learning engagements. In connection with the Unit of Inquiry, they explored verbs as action words, identifying actions in stories, pictures, and everyday situations. They also practised framing meaningful sentences using verbs, helping them understand how action words bring clarity and purpose to communication.

The students then explored nouns, developing an understanding of common and proper nouns through examples, sorting tasks, and sentence-building learning engagements. They explored the concept of prediction by observing actions, pictures, and story clues to anticipate what might happen next. These learning engagements encouraged them to think critically, make logical connections, and support their predictions with evidence.

TRANSDISCIPLINARY MATH

The students explored daily schedules, developing an understanding of how time helps us organise our everyday activities. They learned to read and tell time to the hour using analogue clocks and connected clock time to their daily routines.

The students also strengthened their number sense by practising reading and writing numbers while developing confidence in identifying number patterns. They further explored comparing and ordering numbers, using mathematical symbols and reasoning to arrange numbers in ascending and descending order. Through hands-on learning engagements, games, and real-life applications, the students built a strong foundation in number concepts and time awareness.



LEARNING AND TEACHING - JUNE & JULY

HINDI

The students learned the क वर्ग letters क (Ka) and ख (Kha). They developed their vocabulary by identifying and learning words beginning with these letters through pictures and engaging in classroom learning engagements. The students also practised correct letter formation and recognition.

In addition, the students enjoyed listening to and retelling simple Hindi stories and confidently recited Hindi poems, helping to develop their listening, speaking, and language skills.

SPANISH

The students introduced themselves and co-constructed the essential agreements for their Spanish class. They learned basic questions and responses related to their name, age, place, grade, school, and the languages they speak. They also explored the Spanish alphabet, vowel accents, and practised asking for, responding to, and spelling their names.

MUSIC

The students practised singing the "Do, Re, Mi, Fa, So, La, Ti, Do" scale in a steady tempo and built their confidence through engaging musical learning engagements. They also participated in round singing using "Twinkle, Twinkle, Little Star," which helped them develop musical independence, listening skills, and pitch accuracy.



LEARNING AND TEACHING - JUNE & JULY

DRAMA

The students revisited the fundamentals of Drama, including the tools of a performer and the art of storytelling. They enhanced their performance skills by developing the effective use of their voice, body, and mind through warm-ups and engaging learning engagements. They then explored the structure of a story, identifying its plot through storytelling and retelling experiences, which strengthened their understanding of narrative elements and performance.

DANCE

The students explored the meaning of dance through collaborative discussions and engaging videos, developing an understanding of dance as a way to express ideas, emotions, stories, and culture. They also enhanced their teamwork, coordination, and sense of rhythm through movement-based learning engagements while being introduced to Zumba, discovering how dance promotes fitness, well-being, and an active lifestyle.

ART

The students revisited the elements of art, including colours, shapes, lines, and a variety of colour shades. They explored different artistic media to create imaginative artworks using coloured paper of various shapes, pasting them onto drawing sheets to create creative compositions. Later, the students narrated the stories and ideas behind their paintings, developing their creativity and communication skills.



LEARNING AND TEACHING - JUNE & JULY

PHYSICAL EDUCATION

The students co-constructed the essential agreements with the teacher for their PE classes. Their height and weight were measured to calculate their BMI, after which they completed a series of battery tests, including the shuttle run, 20 m dash, standing broad jump, one-leg balance, and sit-and-reach test, to assess physical fitness components such as agility, speed, explosive strength, balance, and flexibility.

As part of the provocation, the students participated in a three-legged race and a three-hand race, encouraging teamwork, communication, and problem-solving. The students also completed a reflection sheet to share their experiences, describe what they had learned, and explain the strategies they used to overcome the challenges.

SOCIAL EMOTIONAL LEARNING (SEL):

The students explored self-regulation through mindfulness by participating in feelings check-ins, mindful breathing, five-senses activities, mindful listening, gentle movement, yoga, body scan relaxation, and calm-down stations. Through stories, discussions, reflections, and scenario-based activities, they learned to recognise their emotions and body signals, improve their focus, and apply simple mindfulness strategies to calm their minds, regulate their emotions, and make thoughtful choices.



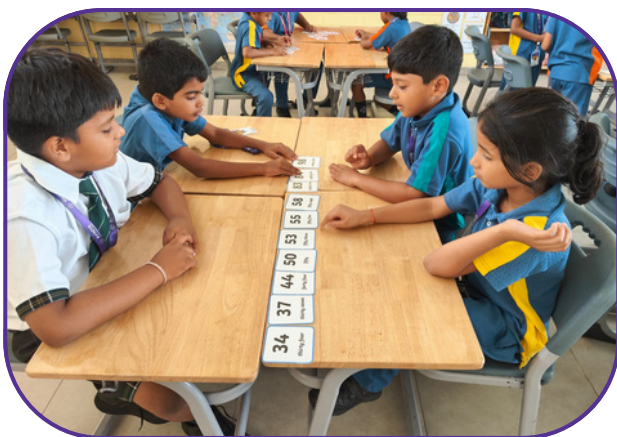
LEARNING AND TEACHING- MONTH REVIEW



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LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY THEME:

Sharing the planet

CENTRAL IDEA:

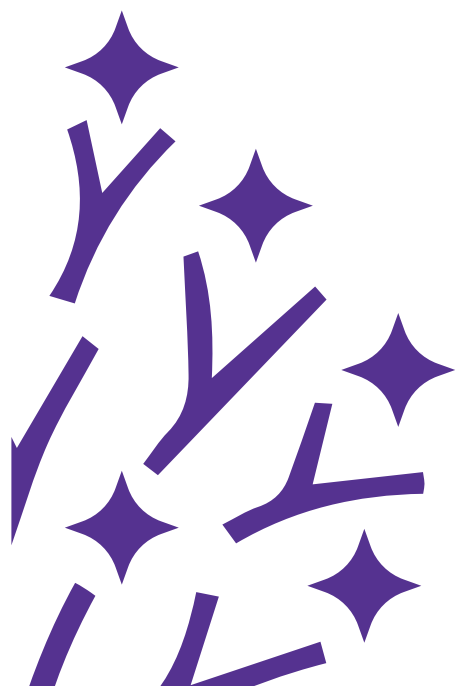
People interact with, use, and value the environment in different ways

LINES OF INQUIRY

- Different types of environments
- Interdependence between people and the environment
- Strategies to protect our environment

SPECIFIED CONCEPTS:

form, connection, responsibility



LEARNING AND TEACHING - AUGUST

UNIT OF INQUIRY

The students will learn what an "environment" is, discovering that it includes everything around us—from forests, oceans, deserts, mountains, grasslands, homes, parks, and classrooms. The students will co-construct their understanding of the term 'environment' through provocations, outdoor walks, hands-on learning engagements, and exploring different types of environments with their unique features. The students will investigate how plants, animals, and people depend on different environments to live, grow, and thrive. The students will also explore how these environments are used in daily life and develop an understanding of the importance of caring for and protecting the world around us.

TRANSDISCIPLINARY LANGUAGE

The students will strengthen their language skills by listening to stories, poems, discussions, and informational texts about different types of environments while sharing their ideas, asking questions, and describing their observations using appropriate environmental vocabulary. The students will read simple fiction and non-fiction texts to identify key details, build vocabulary related to the environment, and make connections with their own experiences. The students will also write simple, meaningful sentences to describe different environments, explain how people interact with them, and suggest ways to protect the environment using appropriate vocabulary and sentence structures.



LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY MATH

The students will apply mathematical concepts while exploring different types of environments through meaningful, inquiry-based learning engagements. They will collect, sort, represent, and interpret data about plants, animals, water bodies, buildings, roads, playgrounds, and other features of natural and human-made environments using tally charts, pictographs, and simple bar graphs to understand how people interact with the environment. The students will use non-standard units to compare and measure objects found in different environments, such as leaves, twigs, and stones, while developing measurement skills. They will also identify, extend, and create repeating patterns found in nature and human-made surroundings, strengthening their observation, reasoning, and problem-solving skills while making meaningful connections to the world around them.

SPANISH

The students will learn phrases to introduce themselves and others, along with asking and answering simple questions. They will also learn the names of colours, numbers, and the days of the week in Spanish. Through a variety of learning engagements, the students will practise using Spanish in meaningful conversations while developing their speaking, listening, and collaboration skills.

HINDI

The students will explore the क वर्ग letters and build their vocabulary by identifying and learning words that begin with these letters. The students will engage with simple Hindi stories and poems to strengthen their listening, speaking, and language skills. The students will also learn common Hindi greetings, such as शुभ प्रभात (Good Morning), शुभ मध्याह्न (Good Afternoon), and नमस्ते (Hello). In addition, the students will understand the importance of using magic words, such as धन्यवाद (Thank You), कृपया (Please), and क्षमा करें (Excuse Me/Sorry), in everyday communication, helping them develop respectful, confident, and effective language skills.



LEARNING AND TEACHING - AUGUST

DRAMA

The students will explore the importance of facial expressions and how they communicate emotions in healthy and respectful ways. Through a variety of learning engagements, the students will identify the facial expressions they use in daily communication and discover how these expressions can be used effectively in dramatic performances.

MUSIC

The students will deepen their musical understanding by exploring the elements of music, with a focus on rhythm and tempo. Through vocal exercises and a variety of learning engagements, they will strengthen their sense of timing, coordination, and expression. The students will also be introduced to the percussion family of instruments and explore their unique sounds and characteristics.

DANCE

The students will develop greater physical awareness by exploring isolated body movements and gross motor skills through a variety of learning engagements. They will experiment with different types of movement and begin to describe the ideas and feelings communicated through movement, strengthening both their expressive abilities and physical coordination.

ART

The students will revisit the elements of art before exploring them in greater depth and incorporating them into their creative practice. Through a variety of learning engagements, they will investigate different types of texture, its role in art, and techniques for creating texture using diverse materials. The students will also explore how texture can express ideas and emotions before applying their understanding to create textured artworks.



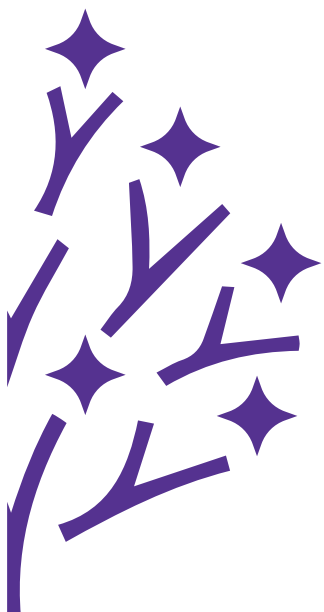
LEARNING AND TEACHING - AUGUST

PHYSICAL EDUCATION (PE)

The students will be introduced to different athletic events by exploring the basic rules and techniques of running track events. Through a variety of learning engagements, including jogging, running drills, chasing games, sprint races, and relay races, they will develop proper running techniques such as arm action, leg movement, foot placement, body posture, and pace. These learning engagements will enhance their balance, coordination, speed, and overall motor skills. The students will also demonstrate their understanding of running techniques through teacher observations and opportunities for self-reflection on their progress.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students will explore the concept of self-regulation and understand its importance in their daily lives. Through a variety of learning engagements, including feelings check-ins, stories, discussions, emotion and trigger sorting tasks, and role-play scenarios, they will recognise situations that influence their emotions and behaviour. The students will learn and practise calming strategies such as mindful breathing, counting, grounding exercises, and using a calm corner before applying these strategies in real-life situations. They will also create a personal self-regulation plan, helping them develop the confidence to pause, think, and make thoughtful choices in different situations.



IMPORTANT DATES

10 th August, Monday	Bonalu
15 th August, Saturday	Independence Day
28 th August, Friday	National Sports Day
29 th August, Saturday	Student-Led Conference(SLC)

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>

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