



AVINYA
INTERNATIONAL SCHOOL

INSPIRING
PURPOSE

August

GRADE - 2

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.

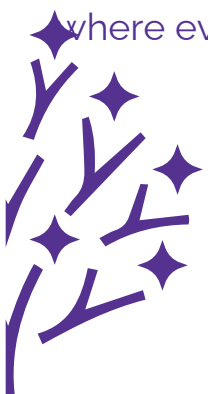
We believe that a truly transformative education transcends textbooks; it is anchored in the strength of the relationships we nurture. To that end, our dedicated educators and staff spent the first few weeks of June meticulously preparing our learning spaces, participating in team-building workshops, 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.

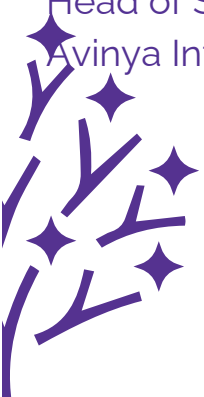
We stand at the threshold of a truly exceptional academic year. Thank you for choosing Avinya and for trusting us with your child's educational journey. Let us work together to make 2026-27 an unforgettable year of growth, discovery, and joy!

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.

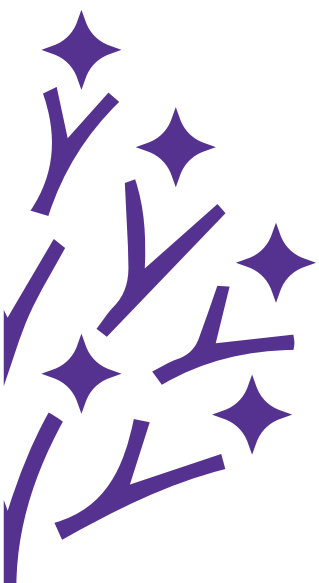
The students demonstrate the Learner Profile in many ways. Some examples include asking thoughtful questions, thinking critically, communicating ideas confidently, showing empathy and respect, acting with honesty and responsibility, embracing new challenges, collaborating effectively, and reflecting 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."

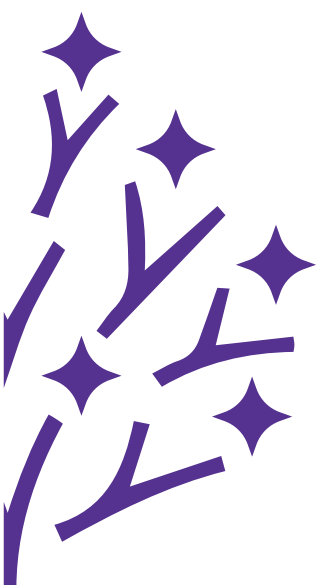
Thanks & Regards,

Amara Vijayan

PYP Coordinator

Avinya International School

Acknowledgement: www.ibo.org



LEARNING AND TEACHING - JUNE & JULY

TRANSDISCIPLINARY THEME

Who we are

CENTRAL IDEA

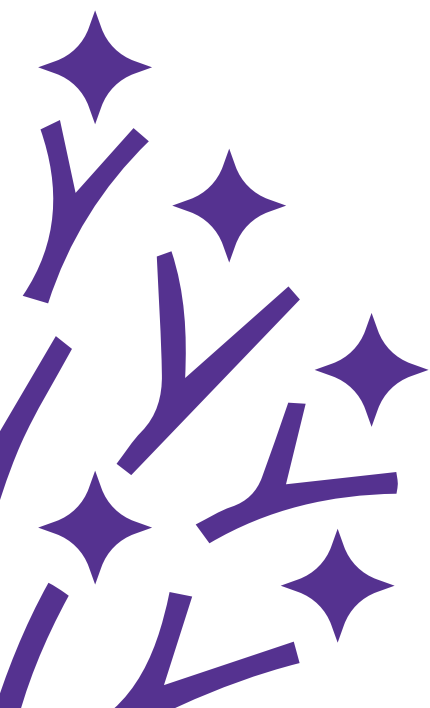
Choices of role model o reflect the beliefs values of people

LINES OF INQUIRY

- Reasons for choosing role model
- Factors that influence our belief and values
- Impact of role models on people's choices and actions

Specified Concepts:

perspective, causation, connection



LEARNING AND TEACHING - JUNE & JULY

UNIT OF INQUIRY

The students explored the central idea, “choices of role models reflect the beliefs and values of people.” They began by discussing the meaning of choice and why people make different choices. They selected personalities they admired, identified the qualities that inspired them, and connected these qualities to the IB Learner Profile attributes. The students also revisited the meaning of a role model and collaboratively co-constructed a classroom definition.

The students explored the concepts of beliefs and values. They developed an understanding of how these influence people's choices through stories, videos, and meaningful discussions. After engaging with “The Sandwich Swap”, they reflected on how people can have different choices and perspectives. They used a question matrix to generate inquiry questions about role models and selected questions to guide their research. The students then researched their chosen role models, focusing on their qualities, achievements, beliefs, values, and influence on others.

The students created displays to showcase their chosen role models and shared their learning with their peers. By reflecting on questions such as “Why did you choose this person?”, “What qualities do you admire?”, “What beliefs and values does your role model demonstrate?”, and “How has your role model influenced you?” they developed a deeper understanding of how beliefs and values shape people's choices. They also reflected on how the positive qualities and values of their role models can inspire them to make thoughtful choices and take positive actions in their own lives.



TRANSDISCIPLINARY MATH

The students applied concepts of place value, sequencing, and timelines to deepen their understanding of their inquiry. They arranged important events from the lives of their chosen role models in chronological order and created simple timelines to understand that success is achieved through consistent effort over time. The students also used place value skills to compare and order years, strengthening their mathematical understanding while making meaningful connections to their inquiry. These experiences helped them recognise how the choices and actions of role models shape their journeys and inspire others.

TRANSDISCIPLINARY LANGUAGE

The students made meaningful connections with Language by exploring common nouns, proper nouns, and adjectives. They identified common and proper nouns while reading and discussing stories about inspiring role models. They also used adjectives to describe qualities such as kindness, bravery, honesty, and determination. The students framed meaningful sentences using these language concepts, helping them communicate their ideas clearly while deepening their understanding of the positive characteristics that make someone a role model.

SPANISH

The students learned to ask and answer simple questions related to personal information, such as their name, age, place, grade, school, and the languages they speak. They also learned the Spanish alphabet, explored the use of vowel accents, and practised asking for and spelling names through a variety of classroom experiences.

HINDI

The students learned the Hindi alphabet and explored the vowel matras (मात्राएँ) and बारहखड़ी (Barahkhadi) for each letter. They developed their vocabulary by identifying and learning words beginning with these letters through pictures and interactive classroom experiences. The students also practised correct letter formation and letter recognition to strengthen their foundational literacy skills. In addition, they enjoyed listening to Hindi stories and confidently recited Hindi poems, helping to develop their listening, speaking, reading, and overall language skills.



LEARNING AND TEACHING - JUNE & JULY

DANCE

The students explored the meaning and purpose of dance through collaborative discussions and engaging videos, developing an understanding of dance as a form of expression. They also worked in groups to inquire into the classical dance forms of Kathak and Kuchipudi, fostering an appreciation for India's cultural heritage while strengthening their communication and collaboration skills

DRAMA

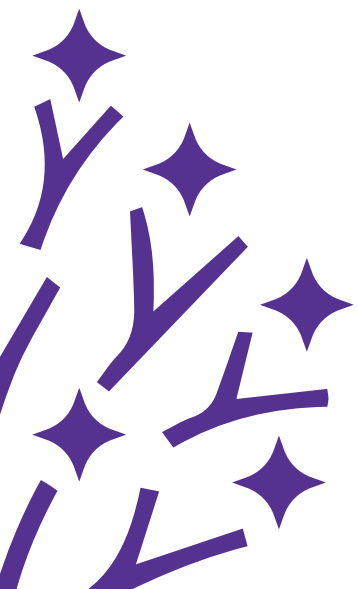
The students revisited the fundamentals of drama by exploring the tools of a performer and the basic rules of stage acting. They then explored the structure of stories, identifying key elements such as plot, characters, and dialogue. They developed an understanding of the purpose of dialogue and its role in building the plot of a play through various learning experiences.

MUSIC

The students practiced the musical scale Do-Re-Mi-Fa-Sol-La-Ti-Do in unison, focusing on maintaining a steady rhythm and tempo. They also collaborated in group to practice and perform the patriotic song "Sare Jahan Se Achha" in unison, strengthening their listening skills, vocal coordination, and sense of harmony.

ART

The students introduced themselves and shared their interests in art, colours, and different art media. They revisited the basic elements of art, including line, shape, form, colour, and texture. The students also explored a variety of media and techniques, such as coloured pencil drawing, crayons, chisel markers, and tear-and-paste art. Through these creative experiences, they expressed their ideas and imagination while developing their artistic skills.



LEARNING AND TEACHING - JUNE & JULY

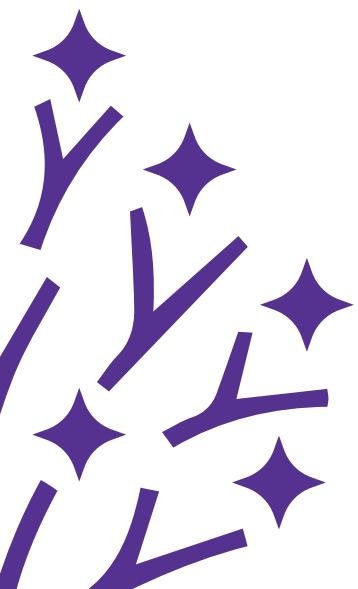
PHYSICAL EDUCATION (PE)

The students co-constructed the essential agreements for their PE classes. Their height and weight were measured to calculate their BMI, followed by a series of fitness assessments, including the shuttle run, 20 m dash, standing broad jump, one-leg balance, and sit-and-reach test, to evaluate components of physical fitness such as agility, speed, explosive strength, balance, and flexibility.

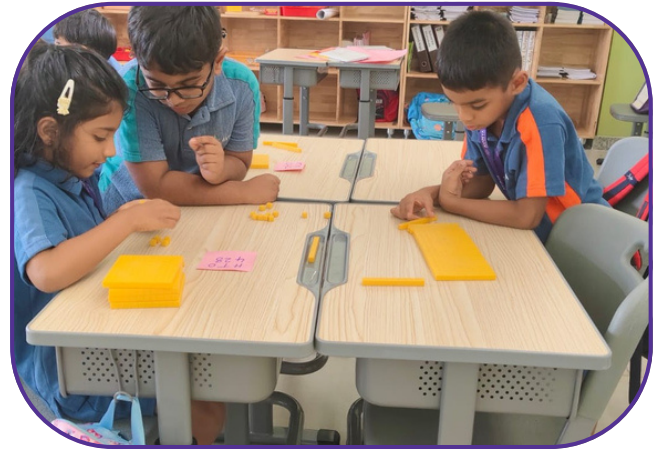
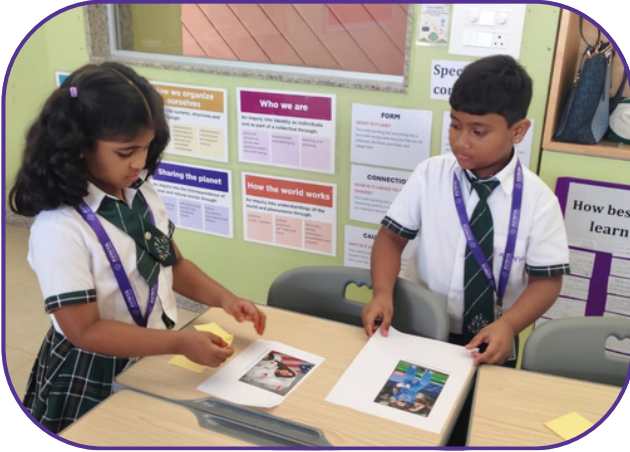
As part of the provocation, the students observed two different pictures and reflected on their understanding of fitness by completing a reflection sheet. They were also introduced to athletics and explored its different disciplines and categories, developing an understanding of the distinction between track and field events.

SOCIAL EMOTIONAL LEARNING

The students explored “Being Balanced – Well-being and Self-Management”. They developed an understanding of what it means to live a balanced life by managing their emotions, time, and energy. Through feelings check-ins, picture discussions, sorting tasks, emotion charades, story-based learning, calm-down strategy practice, energy meter check-ins, movement games, and class discussions, the students identified healthy habits, recognised their emotions, and learned simple strategies to regulate themselves and make positive choices that support their overall well-being.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY THEME

How we organise ourselves

CENTRAL IDEA

Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community

LINES OF INQUIRY

- Characteristics of physical and virtual public spaces.
- Purposes/uses of public spaces
- Responsibilities in public spaces

SPECIFIED CONCEPTS

Form, function, responsibility



UNIT OF INQUIRY

The students will inquire into the characteristics, purposes, and uses of physical and virtual public spaces. They will explore different public spaces, such as parks, libraries, playgrounds, community centres, and online spaces, and develop an understanding of how these places help people connect and build communities.

The students will investigate the responsibilities of people in public spaces, including following rules, respecting others, keeping shared spaces clean, and behaving safely and responsibly online. Through discussions, collaborative tasks, and inquiry-based experiences, they will compare physical and virtual public spaces and reflect on how their actions can contribute positively to their communities.

TRANSDISCIPLINARY MATH

The students may make meaningful connections to their inquiry by collecting, organising, and representing data related to public spaces and community preferences. They will conduct simple surveys about favourite public spaces, how often people use them, and the activities they enjoy in these spaces. The students will represent the collected data using tally marks, tables, pictographs, and bar graphs, and interpret the results by identifying the most and least popular choices using mathematical language such as more, fewer, most, least, and equal.

The students will also explore measurement and geometry by identifying 2D and 3D shapes found in public spaces and measuring objects or areas using both standard and non-standard units. These learning experiences will strengthen their mathematical understanding while helping them apply mathematics in meaningful, real-world contexts.



TRANSDISCIPLINARY LANGUAGE

The students will make meaningful connections to their inquiry by developing their reading, writing, speaking, listening, and vocabulary skills through the context of physical and virtual public spaces. They will read and discuss stories and informational texts that explore how public spaces provide people with opportunities to make connections and establish a sense of community.

The students will identify and use vocabulary related to physical and virtual public spaces while exploring nouns, adjectives, and verbs to describe places, people, and actions. They will write simple descriptions of public spaces, create rules and responsibilities for using public spaces safely, and compose short persuasive or informative texts about how people can contribute positively to their communities.

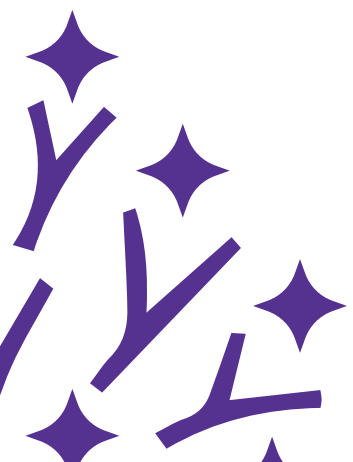
HINDI

The students will learn अ and आ matra words by reading and forming two-, three-, and four-letter words to strengthen their vocabulary and word-building skills. They will read and write simple Hindi sentences using these words. Through simple Hindi stories and poems, the students will develop their listening, speaking, reading, and overall language skills.

The students will be introduced to common Hindi greetings, such as शुभ प्रभात (Good Morning), शुभ मध्याह्न (Good Afternoon), and नमस्ते (Hello). They will develop an understanding of the importance of using जादुई शब्द (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.

SPANISH

The students will learn additional phrases to introduce themselves and others, as well as ask and answer simple questions in Spanish. They will explore numbers and the days of the week, expanding their vocabulary and confidence in using the language. Through conversations, games, and collaborative tasks, the students will strengthen their speaking, listening, pronunciation, and teamwork skills while communicating in meaningful contexts.



LEARNING AND TEACHING - AUGUST

DANCE

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

DRAMA

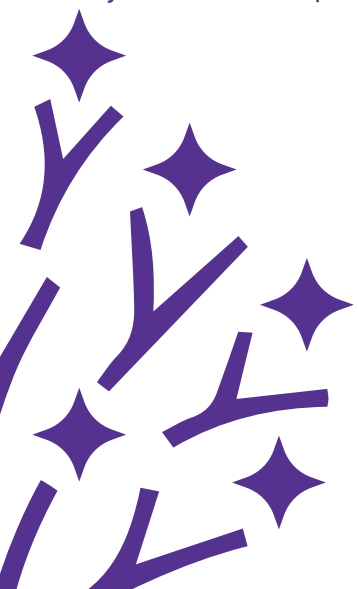
The students will explore the importance of drama in daily life and understand how the conventions of drama can make a difference in their personal lives. They will also explore the relevance of theatre in modern times by watching local and global performances from different genres, developing an understanding of its role in today's world.

MUSIC

The students will explore the musical elements of rhythm, tempo, and dynamics. They will engage in vocal exercises using a variety of rhythmic patterns to strengthen their sense of timing, expression, and control. The students will also be introduced to a variety of percussion instruments, providing them with hands-on opportunities to explore rhythm and percussion performance.

ART

The students will deepen their understanding of different art media and techniques while exploring a variety of ways to express their ideas creatively. They will develop their observation skills through real-life object drawing, freehand sketching, and other observational exercises. The students will also explore artworks created by artists from around the world, developing an appreciation for the diversity of artistic styles, techniques, and forms of expression.



LEARNING AND TEACHING - AUGUST

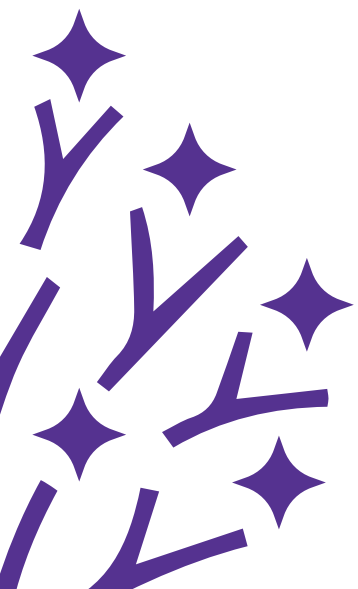
SOCIAL-EMOTIONAL LEARNING (SEL)

The students will continue strengthening their self-management skills by learning how to organise their time, make balanced daily choices, and reflect on habits that promote well-being. They will participate in routine sequencing tasks, daily schedule planning, scenario-based discussions, Balance Wheel activities, goal-setting tasks, personal well-being planners, and reflection circles. These experiences will help the students develop responsibility, practise healthy decision-making, and build lifelong habits for managing their time, emotions, and energy in a balanced way.

PHYSICAL EDUCATION (PE)

The students will explore the layout of the track and field arena. They will learn and practise jogging and running while exploring the differences between the two. Through various drills and short-distance practice sessions, the students will develop correct running techniques, including proper arm action, leg movement, foot placement, body posture, and running pace, to enhance their balance, coordination, speed, and overall motor skills.

The students will also be introduced to track events, with a focus on the 60 m and 200 m races, and will learn and practise both the standing start and crouch start techniques. They will be assessed on their running techniques and starting positions while reflecting on their learning and progress.



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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