



AVINYA
INTERNATIONAL SCHOOL

**INSPIRING
PURPOSE**

AUGUST

GRADE - 3

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.

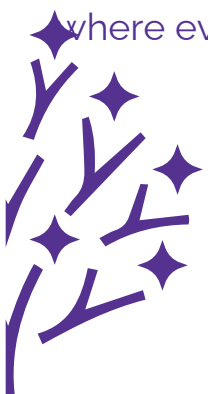
We believe that a truly transformative education transcends textbooks; it is anchored in the strength of the relationships we nurture. To that end, our dedicated educators and staff spent the first few weeks of June meticulously preparing our learning spaces, participating in team-building workshops,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

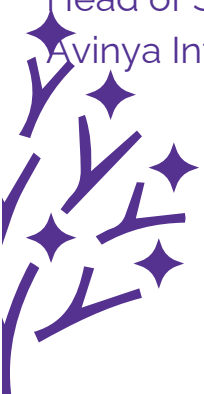
We stand at the threshold of a truly exceptional academic year. Thank you for choosing Avinya and for trusting us with your child's educational journey. Let us work together to make 2026-27 an unforgettable year of growth, discovery, and joy!

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.

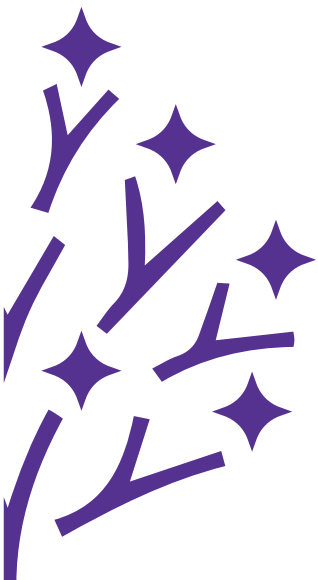
The students demonstrate the Learner Profile in many ways. Some examples include asking thoughtful questions, thinking critically, communicating ideas confidently, showing empathy and respect, acting with honesty and responsibility, embracing new challenges, collaborating effectively, and reflecting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

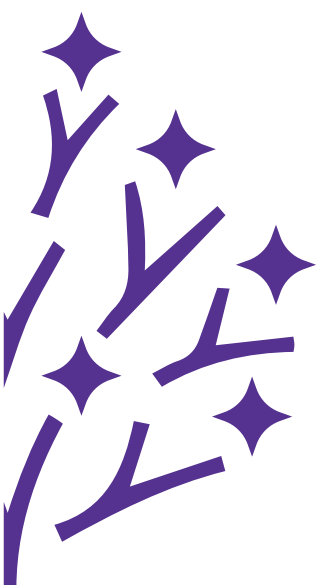
Thanks & Regards,

Amara Vijayan

PYP Coordinator

Avinya International School

Acknowledgement: www.ibo.org



LEARNING AND TEACHING - JUNE & JULY

TRANSDISCIPLINARY THEME

Who we are

Central Idea:

People's cultural backgrounds impact beliefs, values and actions.

Lines of Inquiry:

- Understanding culture and its elements.
- Ways people use different experiences to inform perspectives.
- Connections between beliefs, values, and the actions taken in response to them

Specified Concepts

Function, Connection, Perspective

Other Concepts

Community, Diversity, Traditions



LEARNING AND TEACHING - JUNE & JULY

UNIT OF INQUIRY

The students explored the different pictures and shared what they already knew about culture and traditions. They explored the meaning of culture and traditions and collaborated with their peers to co-construct classroom definitions, building a shared understanding of these concepts.

The students framed their own research questions using both open-ended and closed-ended questions to guide their inquiry. Through a variety of learning engagements, they explored different elements of culture, including language, food, clothing, festivals, traditions, beliefs, and values across different states and countries. They also strengthened their map skills by locating places and using cardinal and ordinal directions.

The students researched how beliefs and values influence people's actions by exploring examples from different cultures. Through stories, personas, and class discussions, they discovered how different experiences shape perspectives, helping them understand that people may think, feel, and act differently based on their backgrounds and experiences.

Throughout the unit, the students developed an appreciation for similarities and differences among cultures, respected diverse perspectives, and made meaningful connections between their own experiences and those of others.

The students co-constructed the assessment task, tool, and criteria for their ongoing assessments, followed by their reflections.



LEARNING AND TEACHING - JUNE & JULY

TRANSDISCIPLINARY LANGUAGE

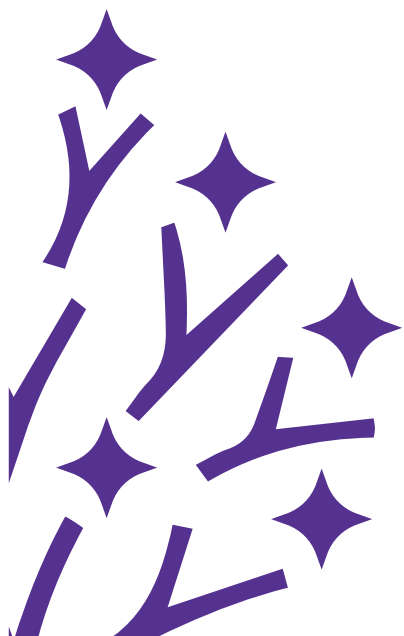
The students made meaningful connections between their Unit of Inquiry and Language learning. They identified nouns and verbs while reading, discussing, and describing different cultures and traditions. Through stories and personas from diverse cultural backgrounds, they explored the elements of a story, including characters, settings, and events, gaining an understanding of different experiences and perspectives.

They developed their understanding of facts and opinions while researching different cultures. They also used cause-and-effect relationships to explain how people's beliefs and values influence their choices and actions.

TRANSDISCIPLINARY MATH

The students made meaningful connections between Mathematics and their Unit of Inquiry through a variety of learning engagements. They explored patterns by observing and creating designs inspired by cultural art, clothing, and traditions from different regions. They also applied their understanding of operations and missing numbers through problem-solving tasks linked to real-life situations.

The students connected the concept of place value with cultural values, exploring how both help us understand the importance and role of different parts within a whole. They reflected on how every value, belief, and tradition contributes to the identity of a culture, just as each digit has its own value and place within a number.



HINDI

The students revised the Hindi vowels (स्वर), consonants (व्यंजन), and their corresponding vowel symbols (मात्राएँ). They practised forming and reading words using different matras, strengthening their understanding of letter-sound relationships and word formation. They also explored the concepts of संज्ञा (nouns) and सर्वनाम (pronouns) through a variety of learning engagements, including picture discussions, sorting tasks, games, and collaborative activities. These experiences helped them expand their vocabulary, strengthen their grammar skills, and build confidence in reading, writing, and speaking Hindi.

SPANISH

The students learned to ask and answer simple questions related to personal information, such as their name, age, place, 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 learning engagements.

DANCE

The students began their dance journey through fun movement games that built confidence, teamwork, and classroom connections. They explored the classical dance forms of Kathak and Kuchipudi, shared their ideas about dance, and discovered how it can be used to express emotions, promote physical well-being, and celebrate culture. They also observed dance styles from around the world and reflected on their observations.

MUSIC

The students explored the fundamentals of music by examining musical scales, melody, and harmony. They discovered the distinct sounds and roles of the four instrument families. They also practised the school song at a slower tempo, focusing on intonation and phrasing.



DRAMA

The students revisited the tools of a performer and the basic rules of stage acting. They understood the importance of vocal and physical warm-ups as an essential part of performance preparation. Through a variety of learning engagements, the students explored the structure of a story and distinguished between a story and a play, developing a deeper understanding of dramatic performance.

ART

The students completed a prior knowledge assessment to reflect on their understanding of primary colours, shapes, and textures. They then explored the elements of art, including colour, shape, form, value, and tone. Through a variety of learning engagements, they created drawings using different media, such as coloured pencils, crayons, and coloured paper. The students identified the elements of art in their own work and shared stories inspired by their artwork

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.

The students participated in a relay race and a football penalty shootout as part of a provocation, encouraging teamwork, coordination, and perseverance. They reflected on the challenges they faced, the strategies they used to overcome them, and the learning gained from these experiences. The students were also introduced to athletics, exploring its different disciplines, including track and field events, to develop an understanding of the various categories within the sport.

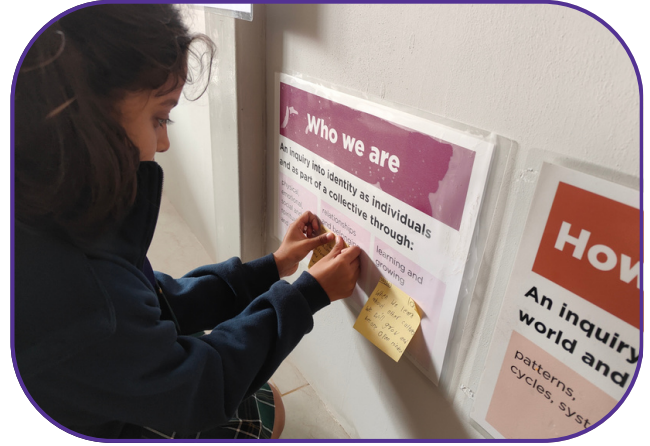


SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored Behaviour: Self-Regulation in Social Contexts by understanding how their thoughts, emotions, and actions influence their behaviour in different situations. They participated in feelings check-ins, class discussions, behaviour sorting tasks, scenario cards, role-plays, and the Stop-Think-Choose strategy to recognise expected and unexpected behaviours. Through these learning engagements, the students practised pausing before responding, making thoughtful choices, and understanding how positive behaviour contributes to a safe, respectful, and supportive classroom community.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY THEME

How the world works

CENTRAL IDEA:

Energy is converted, transformed and sustained to support human progress.

LINES OF INQUIRY:

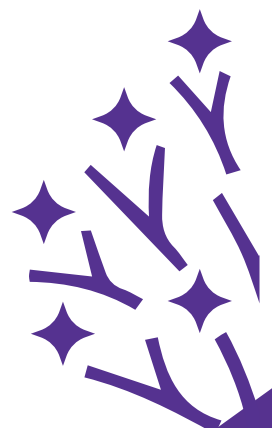
- Energy and its uses
- Transformation of energy
- Sustainable energy practices

SPECIFIED CONCEPTS

change, function, responsibility

OTHER CONCEPTS

conservation, transformation



LEARNING AND TEACHING - AUGUST

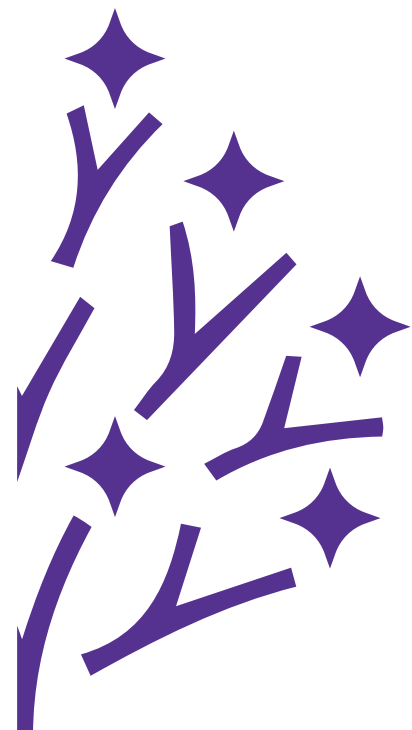
UNIT OF INQUIRY

The students will inquire into the energy, transformation of energy, and the ways it supports their daily lives and the world around them. They will investigate how energy is transferred, converted, and transformed from one form to another, developing an understanding of how these changes make everyday activities possible.

Through discussions, investigations, and collaborative learning engagements, the students will explore the importance of using energy responsibly. They will investigate renewable and non-renewable sources of energy, examine sustainable energy practices, and consider how thoughtful choices can help conserve natural resources and protect the environment. These learning experiences will help the students develop an understanding of the relationship between energy use, sustainability, and responsible action

TRANSDISCIPLINARY LANGUAGE

The students will make meaningful transdisciplinary connections and explore different types of sentences—statements, questions, commands, and exclamations—to use purposefully and communicate their ideas about energy and its uses. The students will also develop an understanding of cause-and-effect by identifying how actions lead to specific outcomes, such as how energy is transformed and how sustainable practices can have a positive impact on the environment.



LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY MATH

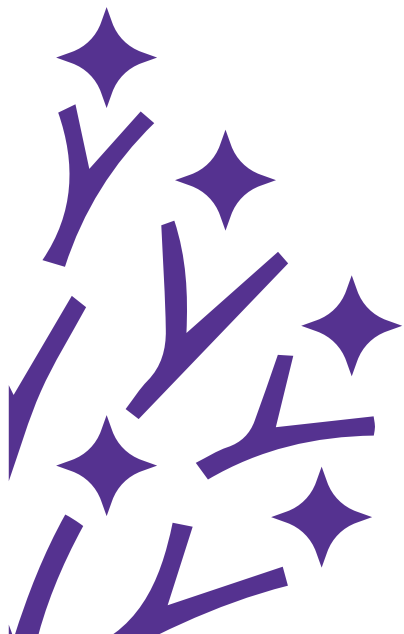
The students will explore types of numbers, solve word problems, and develop their understanding of data handling while applying mathematical concepts to investigate energy and its uses in everyday life. Through a variety of learning engagements, the students will collect, organise, represent, and analyse data to identify patterns and draw conclusions about energy use and sustainable practices.

They will also apply mathematical strategies to solve meaningful problems, explain their thinking, and justify their solutions. These learning experiences will strengthen their reasoning, problem-solving, and analytical skills while helping them understand how mathematics can be used to analyse information, make informed decisions, and promote responsible energy use.

HINDI

The students will read simple Panchatantra stories and Bal Kahani (children's stories) to develop their reading comprehension, vocabulary, and understanding of moral values. They will practise passage and picture comprehension to strengthen their reading, observation, and critical thinking skills.

The students will also learn about क्रिया (verbs) and explore how verbs change according to the subject, gender, and number while forming meaningful Hindi sentences. Through a variety of learning engagements, they will strengthen their grammar skills and build confidence in reading, writing, speaking, and understanding Hindi.



SPANISH

The students will learn additional phrases to introduce themselves and others, along with asking and answering simple questions. They will also learn the numbers and the days of the week in Spanish. They will practise using Spanish through everyday conversations and collaborative tasks, developing their speaking, listening, and collaboration skills.

DANCE

The students will build physical awareness by exploring isolated body movements, gross motor skills, and a variety of movement patterns. They will also learn how body movements can communicate different ideas and feelings, encouraging them to express themselves with confidence and creativity.

MUSIC

The students will explore the fundamentals of music by examining musical scales, melody, and harmony. They will discover the distinct sounds and roles of the four instrument families, engage in vocal exercises, and practise the school song at a slower tempo to improve their intonation and phrasing.

DRAMA

The students will explore acting as a fundamental aspect of drama. They will develop an understanding of what acting is, its purpose, and different acting styles. Through learning engagements, the students will explore the factors that influence effective acting, including observation, acting techniques, voice projection, and body language, strengthening their communication and performance skills.



Art

The students will explore drawing through nature-based explorations, including observational drawing of everyday objects and leaves. They will closely observe natural elements, develop an understanding of their forms, patterns, and textures, and incorporate these features into their artwork. The students will also explore nature-inspired paintings by different artists to understand the role of nature in art and how it inspires creative expression.

PHYSICAL EDUCATION (PE)

The students will explore the layout of a track and field arena while developing an understanding of its different events. They will learn and practise jogging and running, exploring the differences between the two. Through drills, short-distance races, and skill-based practice, the students will develop correct running techniques, including proper arm action, leg movement, foot placement, body posture, and running pace, enhancing their balance, coordination, speed, and overall motor skills.

They will also be introduced to short-distance track events, with a focus on the 60 m and 200 m races, and practise both the standing start and crouch start techniques. The students will demonstrate their understanding through teacher observations and self-reflection on their learning and progress.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will build on their learning by exploring how to regulate their emotions during conflicts, communicate respectfully, and make responsible choices in different social settings. They will participate in emotion regulation strategies, teamwork challenges, decision-making games, school-based scenario discussions, self-monitoring tasks, reflection journals, and personal goal-setting tasks.



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/>

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