



AVINYA
INTERNATIONAL SCHOOL

INSPIRING
PURPOSE

AUGUST

GRADE - 4

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.

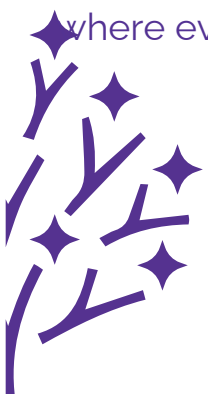
We believe that a truly transformative education transcends textbooks; it is anchored in the strength of the relationships we nurture. To that end, our dedicated educators and staff spent the first few weeks of June meticulously preparing our learning spaces, participating in team-building workshops,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

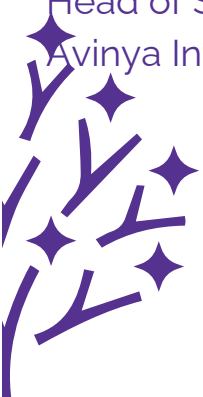
We stand at the threshold of a truly exceptional academic year. Thank you for choosing Avinya and for trusting us with your child's educational journey. Let us work together to make 2026-27 an unforgettable year of growth, discovery, and joy!

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.

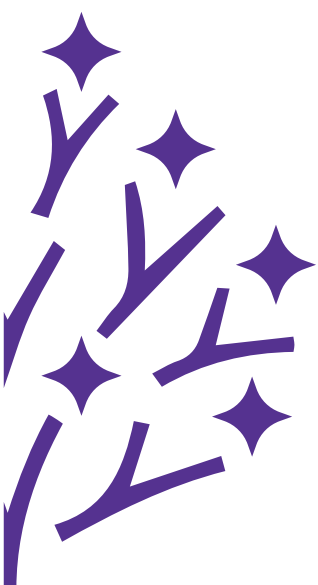
The students demonstrate the Learner Profile in many ways. Some examples include asking thoughtful questions, thinking critically, communicating ideas confidently, showing empathy and respect, acting with honesty and responsibility, embracing new challenges, collaborating effectively, and reflecting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

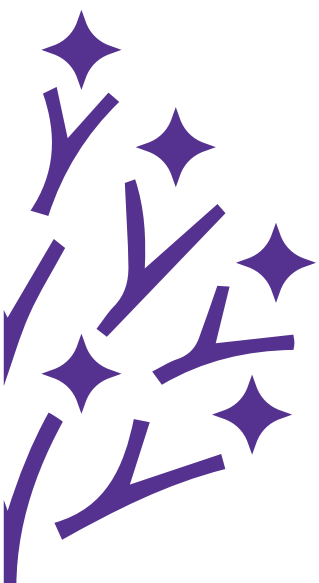
Thanks & Regards,

Amara Vijayan

PYP Coordinator

Avinya International School

Acknowledgement: www.ibo.org



LEARNING AND TEACHING - JUNE & JULY

TRANSDISCIPLINARY THEME

How we express ourselves

CENTRAL IDEA

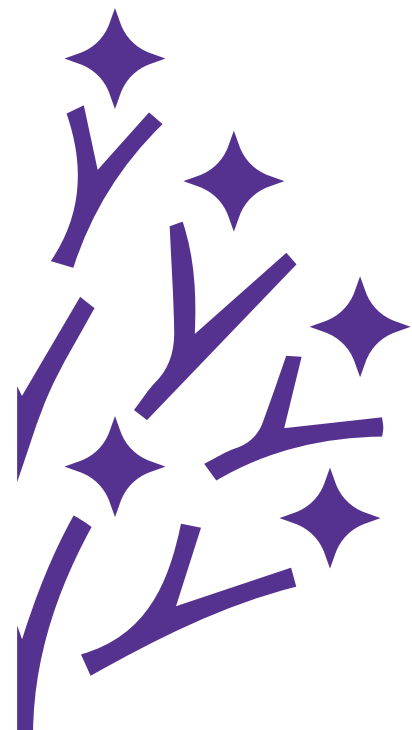
People's behavior and choice of outward appearance creates perceptions and leads to interpretation of their intentions

LINES OF INQUIRY

- Appearance and behaviour influence perception of others
- Role of cultural and social norms in ways to present oneself
- Fashion as a form of expression

SPECIFIED CONCEPTS

Perspective, Change, Function



LEARNING AND TEACHING - JUNE & JULY

UNIT OF INQUIRY

The students have been actively engaged in the unit How We Express Ourselves, exploring the central idea: "People's behaviour and choice of outward appearance create perceptions and lead to interpretations of their intentions." Through collaborative discussions and visible thinking routines, the students explored how first impressions are formed, why assumptions are made, and how their understanding of people changes as they gather more information. They inquired into the reasons why people often form perceptions based on outward appearance. Through visible thinking routines such as See-Think-Wonder, Connect-Extend-Challenge, Step Inside, and Claim-Support-Question, they supported their ideas with evidence, considered multiple perspectives, and reflected on their learning.

The students also explored the concept of identity by recognising that while some aspects of a person are visible, many important qualities, such as beliefs, values, emotions, traditions, and experiences, remain unseen. Through discussions and collaborative learning engagements, they developed an understanding of the importance of looking beyond appearances before forming opinions about others. The students explored how different cultures and communities express respect and follow social norms through scenario-based discussions, role-play experiences, and collaborative learning engagements. They investigated how greetings, customs, and expected behaviours differ across cultures and situations, developing empathy, appreciating diverse perspectives, and recognising the importance of respecting differences.

The students concluded the inquiry by exploring fashion and personal style as meaningful forms of self-expression. They reflected on the importance of looking beyond appearances and valuing the unique identities and perspectives of every individual.



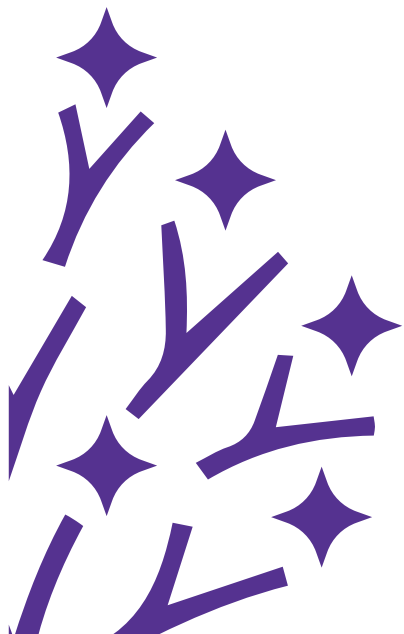
LEARNING AND TEACHING - JUNE & JULY

TRANSDISCIPLINARY LANGUAGE

The students engaged in a range of learning experiences that strengthened the connection between Language and the central idea. They explored the use of modal verbs (should, must, can, could, and might) to communicate advice, responsibility, possibility, and respectful behaviour in different social and cultural contexts.

The students developed their opinion writing by expressing their perspectives on issues related to appearance, behaviour, and culture, supporting their ideas with clear reasons and evidence. They also explored the writing process through narrative writing, using graphic organisers to plan story elements such as characters, setting, problem, sequence of events, and resolution before drafting their narratives. In reading, the students engaged with a variety of texts to identify characters' actions, perspectives, and the author's message, making connections to the unit of inquiry. Through viewing and presenting, they interpreted visual texts, justified their thinking with evidence, listened to different viewpoints, and confidently shared their ideas with their peers.

These learning engagements supported the development of the students' reading, writing, speaking, listening, viewing, and presenting skills while fostering communication, critical thinking, and an appreciation for diverse perspectives.



TRANSDISCIPLINARY MATH

The students explored the Indian and International Number Systems, place value, before and after numbers, ordering and comparing numbers, and rounding numbers to strengthen their understanding of numbers and develop accuracy when working with them. The students also strengthened their number sense through daily mental math practice, building fluency, accuracy, and confidence while applying a range of number strategies.

The students engaged in data handling by collecting, organising, and representing data using tally marks and bar graphs. They interpreted and compared data, analysed how different graph scales and representations can influence the way information is perceived, and used evidence to draw accurate conclusions. These learning engagements reinforced the unit's central idea by helping the students understand the importance of analysing information carefully, using evidence to interpret data, and avoiding assumptions before drawing conclusions.

Through these transdisciplinary learning experiences, the students developed mathematical reasoning, critical thinking, and the ability to make informed decisions while appreciating the importance of using evidence to interpret information accurately.

HINDI

The students revised the Hindi letters and vowel matras (मात्राएँ). They practised reading and forming two-, three-, and four-letter words using the अ, आ, इ, ई, उ, and ऊ matras, strengthening their vocabulary and word-building skills. The students also listened to and retold simple Hindi stories, further developing their listening, speaking, reading, and language skills.

SPANISH

The students developed their Spanish communication skills by learning to ask and respond to basic personal questions, including their name, age, place of residence, grade, school, and the languages they speak. They also learned the Spanish alphabet, practised using vowel accents, and built confidence in asking for and spelling names. These learning experiences enhanced the students' listening, speaking, reading, and pronunciation skills while enabling them to communicate confidently in everyday Spanish.



DANCE

The students began their dance journey through engaging movement activities that built confidence, teamwork, and classroom connections. They explored dance as a powerful form of self-expression, physical activity, and cultural celebration. The students also learned about classical dance forms, identified the differences between classical and folk dances, and explored dance styles from around the world, reflecting on their learning with curiosity and enthusiasm.

MUSIC

The students explored the different families of musical instruments, learning to identify them and recognise the notes they produce. Through hands-on experiences with rhythm instruments, including egg shakers, maracas, and the dhol, the students developed a foundational understanding of beat, tempo, and rhythm while building their musical awareness and performance skills.

DRAMA

The students revisited the basics of Drama, including the tools of a performer and the rules of stage acting. They then co-constructed the essential agreements for the Drama class. The students focused on developing their observation and listening skills through a variety of drama learning engagements while enhancing their performance tools and spatial awareness.

ART

The students introduced themselves and co-constructed the essential agreements for the Art class. They shared their interests, choices, and preferences in art, encouraging meaningful discussions about creativity and self-expression.

The students explored the concept of art by discussing how art exists all around us and identifying examples in their surroundings. They then observed paintings by renowned old masters, with a special focus on the Mona Lisa. Through discussions about the artist Leonardo da Vinci and some of his other famous works, the students developed an appreciation for artistic expression, observation, and the enduring contributions of great artists.



PHYSICAL EDUCATION

The students introduced themselves and participated in an interactive session where they collaboratively established the essential agreements for the PE class.

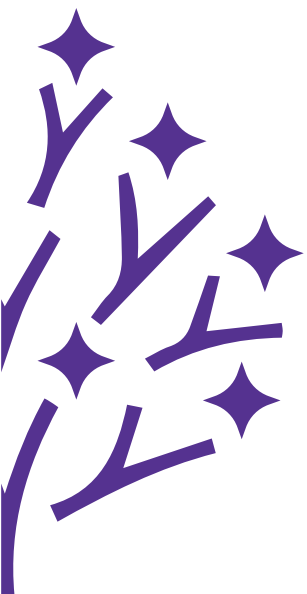
The students participated in the recreational activity, Pick the Markers in pairs and reflected on the IB Learner Profile attributes they demonstrated during the activity.

As part of the provocation, the students watched short videos of football in two different game situations. They observed, compared, and reflected on the scenarios before recording their observations and sharing their understanding through an interactive Kahoot quiz.

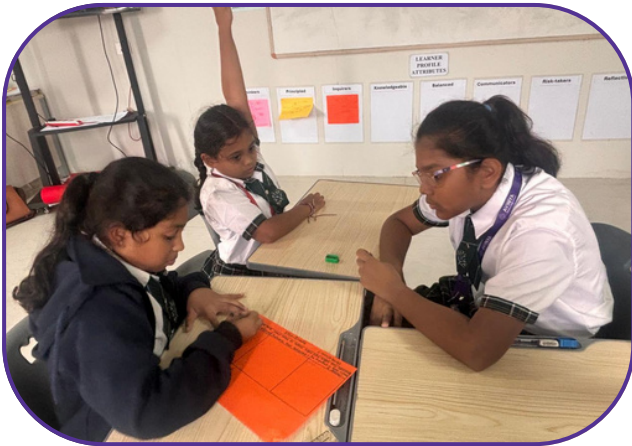
The students were introduced to the sport of track and field. They inquired into the different track and field events and developed an understanding of their categories. They began exploring short-distance track events by learning and practising the standing start technique, focusing on correct body position, reaction time, and acceleration during the start. Throughout these learning experiences, the students demonstrated the attributes of the IB Learner Profile and Approaches to Learning (ATL) skills, followed by reflecting on their learning and progress.

SOCIAL AND EMOTIONAL LEARNING (SEL)

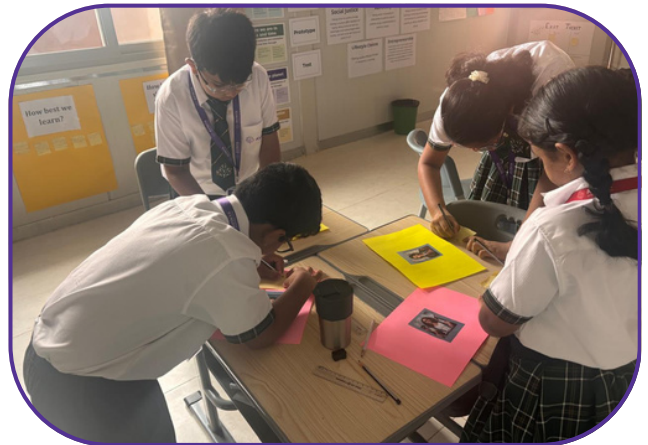
The students explored "Negotiation and Perspective Taking" by understanding that people can think, feel, and respond to the same situation in different ways. Through perspective picture discussions, stories, emotion cards, role-plays, and "walking in someone else's shoes" activities, they developed empathy, active listening, and respectful communication skills. They also learned the difference between conflict and collaboration and explored simple negotiation strategies to find fair, win-win solutions.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY THEME

Who we are

CENTRAL IDEA

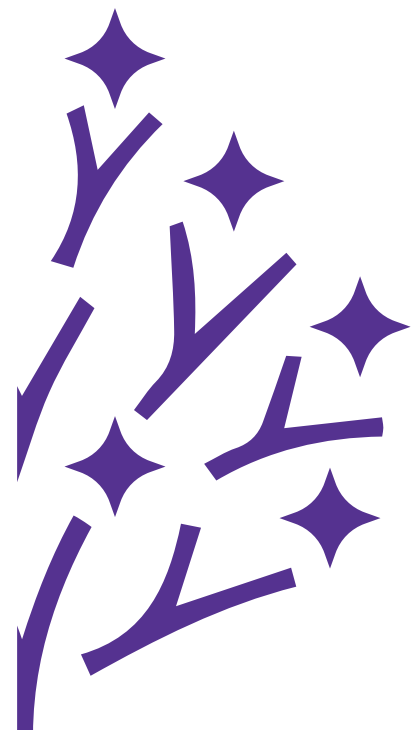
Effective interactions between human body systems contribute to health and survival

LINES OF INQUIRY

- Body systems and their working
- Interdependence of body systems
- Impact of lifestyle choices on health

SPECIFIED CONCEPTS

Function, Connection, Responsibility



LEARNING AND TEACHING - AUGUST

UNIT OF INQUIRY

The students will inquire into the central idea: “Effective interactions between human body systems contribute to health and survival.” They will explore the structure and function of the major human body systems. The students will frame questions and investigate how these systems work together to support growth, health, and survival. They will develop an understanding that no body system works in isolation and that the efficient functioning of one system depends on the others. Through investigations, scientific observations, research, discussions, and collaborative learning experiences, the students will build their understanding of the interconnected nature of the human body.

The students will also examine how everyday lifestyle choices—including nutrition, physical activity, sleep, hygiene, hydration, and emotional well-being—can positively or negatively affect the functioning of body systems. They will analyse real-life scenarios, make evidence-based decisions, and reflect on the importance of adopting healthy habits that promote lifelong well-being.

TRANSDISCIPLINARY MATH

The students will develop mathematical understanding through meaningful connections to the inquiry. They will strengthen their number sense by exploring number systems and applying place value concepts in meaningful contexts. They will also explore measurement by estimating, measuring, and comparing length, mass, capacity, and time, applying these skills in real-life contexts related to health, the human body, and healthy lifestyles. They will recognise the importance of accurate measurement when collecting and analysing information.



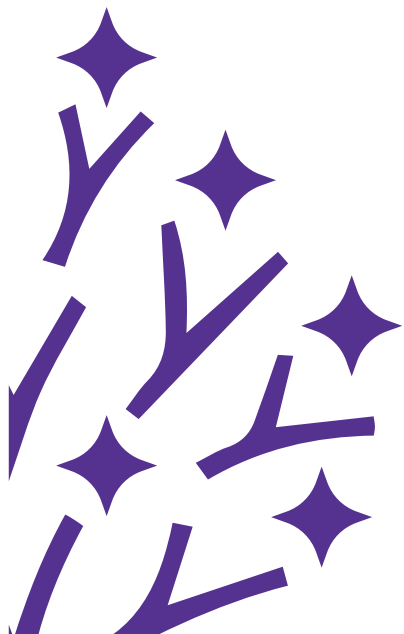
LEARNING AND TEACHING - AUGUST

The students will further develop their data handling skills by collecting, organising, representing, and interpreting data using tally charts, tables, pictographs, and bar graphs. Through simple investigations and surveys related to health and lifestyle choices, they will analyse patterns and trends, interpret data, and draw evidence-based conclusions. These learning experiences will help the students understand how mathematics supports informed decision-making while reinforcing key mathematical concepts and recognising the relationship between healthy choices and overall well-being.

TRANSDISCIPLINARY LANGUAGE

The students will strengthen their communication skills through meaningful language learning experiences connected to the inquiry. They will develop their reading skills by exploring a variety of fiction and non-fiction texts related to the human body and healthy living. Through viewing and presenting, the students will interpret diagrams, videos, and informational texts, confidently share their understanding, and respond thoughtfully to the ideas of others.

The students will develop their writing skills by exploring a range of text types, including information reports, procedural writing, and persuasive writing, while using graphic organisers to plan, organise, and communicate their ideas effectively. They will also strengthen their grammar by applying subject-verb agreement, tenses, conjunctions, and relative pronouns to construct clear and cohesive sentences. In addition, they will expand their subject-specific vocabulary related to body systems and health and continue to develop their speaking and listening skills through collaborative discussions, presentations, and inquiry-based learning experiences.



SPANISH

The students will learn about family members and develop the ability to introduce them by sharing their names, ages, professions, and places of residence. They will build their understanding of Spanish grammar by learning indefinite articles (un, una, unos), pronouns, and commonly used verbs such as tener, ser, haber, estar, and hablar. Through these learning experiences, the students will strengthen their thinking and communication skills while expressing themselves and others confidently in Spanish.

HINDI

The students will learn the ऋ (ृ), ए (े), ऐ (ै), ओ (ो), औ (ौ), अं (ं), and अः (ः) matras by reading and forming two-, three-, and four-letter words to strengthen their vocabulary and word-building skills. They will also learn to read and write simple Hindi sentences using these words.

Through engaging learning experiences, the students will explore simple Hindi stories and poems to develop their listening, speaking, reading, and language skills. In addition, they will learn common Hindi greetings, such as शुभ प्रभात (Good Morning), शुभ मध्याह्न (Good Afternoon), and नमस्ते (Hello). The students will also understand the importance of using magic words, such as धन्यवाद (Thank You), कृपया (Please), and क्षमा करें (Excuse Me/Sorry), in everyday communication to develop respectful, polite, and confident language use.

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 continue developing their skills with a focus on pitch and rhythm, building on concepts from previous sessions. They will strengthen their understanding of the core elements of music through hands-on practice, deepening their knowledge of how tempo, tone, and rhythm work together.

DRAMA

The students will explore dialogue, one of the elements of Drama. They will inquire into the purpose of dialogue, the difference between everyday conversation and dramatic dialogue, and the importance of listening, reacting, diction, and voice modulation. Through these learning experiences, they will further develop their spatial awareness, concentration, and performance skills, followed by opportunities to reflect on their learning.

ART

The students will explore the concept of portraiture after identifying the word portrait while observing the Mona Lisa and other famous paintings. They will inquire into what a portrait is, explore different styles of portrait painting, and understand how ideas and emotions can be expressed through portraits. The students will also learn about renowned portrait artists from around the world. They will observe their artworks to develop an appreciation of different artistic styles and forms of expression.



PHYSICAL EDUCATION

The students will inquire into the rules and regulations of track and field competitions. They will learn and practise short-distance track events, focusing on the crouch start, standing start, and relay events, with an emphasis on correct baton exchange. The students will also participate in learning engagements on jogging and running to reinforce their understanding of correct movement techniques.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will apply their learning by practising negotiation skills in real-life conflict scenarios and collaborative challenges. They will use respectful language, active listening, and problem-solving strategies to reach fair agreements while considering different perspectives. Through role-plays, teamwork tasks, and reflection journals, the students will strengthen their empathy, self-awareness, and relationship skills while becoming more confident and responsible decision-makers.



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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