



AVINYA
INTERNATIONAL SCHOOL

INSPIRING PURPOSE

August

GRADE - PP1 A

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.

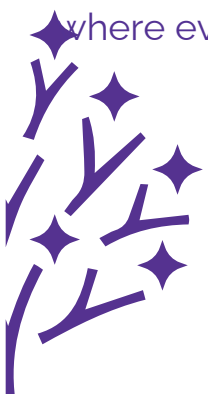
We believe that a truly transformative education transcends textbooks; it is anchored in the strength of the relationships we nurture. To that end, our dedicated educators and staff spent the first few weeks of June meticulously preparing our learning spaces, participating in team-building workshops,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

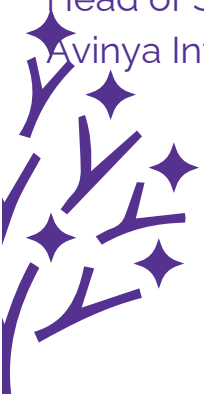
We stand at the threshold of a truly exceptional academic year. Thank you for choosing Avinya and for trusting us with your child's educational journey. Let us work together to make 2026-27 an unforgettable year of growth, discovery, and joy!

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.

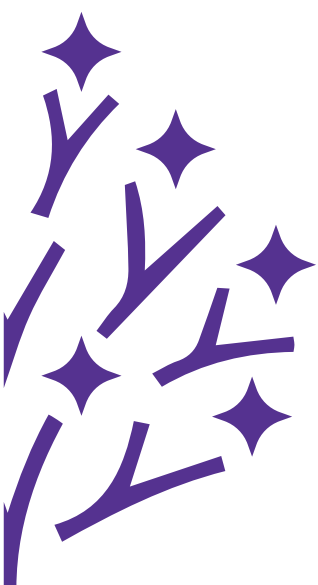
The students demonstrate the Learner Profile in many ways. Some examples include asking thoughtful questions, thinking critically, communicating ideas confidently, showing empathy and respect, acting with honesty and responsibility, embracing new challenges, collaborating effectively, and reflecting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

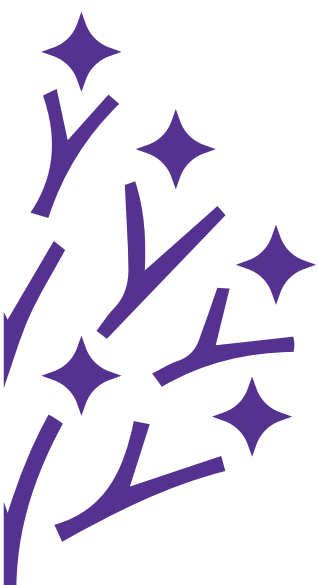
Thanks & Regards,

Amara Vijayan

PYP Coordinator

Avinya International School

Acknowledgement: www.ibo.org



LEARNING AND TEACHING - JUNE & JULY

TRANSDISCIPLINARY THEME

Where we are in place and time

CENTRAL IDEA

Homes reflect a range of influences and local conditions.

LINES OF INQUIRY

- Homes over time
- Homes around the world
- Impact of influences on homes

SPECIFIED CONCEPTS

change, function, perspective



LEARNING AND TEACHING - JUNE & JULY

UNIT OF INQUIRY

As part of the unit *Where We Are in Place and Time*, the students explored the concept of home through stories, discussions, and hands-on learning experiences. They listened to *The Best Nest* and discovered that every living thing has a home. A road trip around the school neighbourhood gave the students an opportunity to observe and identify different types of homes, helping them make meaningful connections between their learning and the real world.

Through picture observations and classroom discussions, the students explored the difference between a house and a home. They learned that homes come in different shapes and sizes, are built using a variety of materials, and have different features. The students also explored different types of homes found across India and participated in collaborative learning engagements, such as the bus stop strategy, gallery walk, and sorting tasks, to compare homes, identify the materials used to build them, and understand how climate and local conditions influence their design. The story "The Three Little Pigs" further strengthened their understanding of how different building materials serve different purposes.

The students also explored how homes have changed over time by comparing homes from the past and the present through the *Then and Now* thinking routine and the story *Arjun's Family Homes*. These learning experiences helped them understand that homes evolve to meet people's changing needs and lifestyles. Throughout the inquiry, the students observed, questioned, compared, and reflected, developing a deeper appreciation that homes reflect people's needs, local conditions, and the environment in which they live.



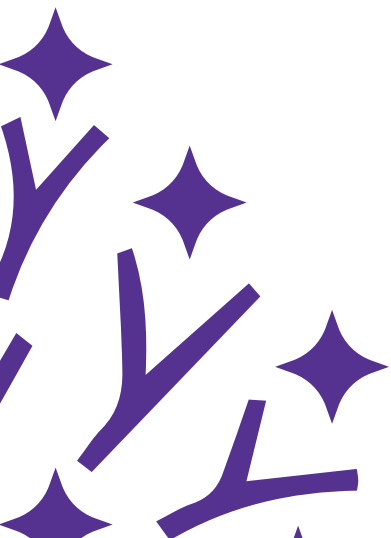
LEARNING AND TEACHING - JUNE & JULY

TRANSDISCIPLINARY LANGUAGE

The students made meaningful transdisciplinary connections through their language learning. They explored the letter sounds /s/, /a/, /t/, /i/, /p/, and /n/ through Jolly Phonics stories, songs, actions, object discussions, and picture identification, strengthening their phonemic awareness and letter-sound recognition. The students also practised correct letter formation through multisensory experiences such as air tracing, finger tracing, and writing in sand and flour, developing their fine motor skills. The students explored opposites through interactive discussions and games, building their vocabulary and language comprehension. As their phonics knowledge developed, they began blending two-letter combinations using the Set 1 letter sounds to strengthen their early reading skills. By connecting familiar objects and experiences from their homes with the letter sounds, the students made meaningful links between their language learning and the Unit of Inquiry.

TRANSDISCIPLINARY MATH

The students made meaningful transdisciplinary connections through their mathematical learning. They explored the properties of squares, triangles, circles, and rectangles through hands-on learning experiences, created square shapes using classroom materials, and participated in shape hunts to identify these shapes in different types of homes and their surroundings. They also sorted shapes according to their properties, developing an understanding of how shapes are used in the design and construction of homes. The students practised forward and backward counting within 10 while counting and comparing homes from different time periods, making meaningful connections to their inquiry. They also collected information about the types of homes they live in and represented the data using a simple pictograph. By interpreting and discussing the pictograph, the students compared the most and least common types of homes while developing their early data-handling and analytical skills.



LEARNING AND TEACHING - JUNE & JULY

MUSIC

The students explored the solfège scale using hand signs to connect with each pitch and develop accurate intonation. They also learned the classic song Do-Re-Mi ("Doe, a Deer") and experimented with soft and loud dynamics while maintaining a steady rhythm. These experiences helped them understand how dynamics and rhythm can be used to express different ideas and emotions through music.

DRAMA

The students co-constructed the essential agreements for the Drama class. They explored the tools of a performer through simple physical and vocal warm-ups. The students also developed their listening and observation skills through storytelling, role-play, and imaginative play, building confidence in expressing themselves through drama.

DANCE

The students explored movement through a variety of fun, action-based songs, developing their confidence in responding to words, rhythm, and music with their bodies. Through engaging dance routines and flexibility exercises, they strengthened their coordination, balance, and body awareness while enjoying creative movement experiences.

These learning experiences encouraged the students to listen carefully, follow musical cues, and express themselves through movement, helping them build a strong foundation for dance. The students were also introduced to the basic elements of dance and began making connections between these elements and the movements in their routines.

ART

The students began with a warm introductory session and participated in a collaborative drawing experience using a variety of art materials, including sketch pens, pencils, and crayons. They created handprint artwork and shared their ideas. The students then revisited their prior understanding of art by exploring primary colours and different shapes. Through colour and shape hunts inside and outside the classroom, they actively identified these elements in their surroundings, strengthening their observation skills and understanding of art.



SOCIAL-EMOTIONAL LEARNING (SEL)

The students explored “personal safety and boundaries. Each session began with a feelings check-in and meaningful discussions about what it means to feel safe at home, at school, and in the community. Through storytelling and picture conversations, the students identified safe places and trusted adults they could approach for help. They also participated in a sorting task using flashcards to classify everyday situations as safe or unsafe. These learning experiences encouraged discussion, critical thinking, and helped the students recognise situations that support their well-being while understanding when to seek help from a trusted adult.

PHYSICAL EDUCATION (PE)

The students introduced themselves and participated in interactive sessions to co-construct the essential agreements for the PE class. They revisited these agreements in subsequent lessons and discussed safe practices to create a positive learning environment.

The students participated in a provocation involving four activity stations, where they worked collaboratively, took turns completing each activity, and reflected on their experiences. They also inquired into different physical activities by sharing their observations and ideas.

The students then explored the skills of jogging and running. They learned and practised the basic movement techniques of both skills, focusing on correct body posture, arm action, and movement patterns. Recreational games reinforced these skills while encouraging active participation and enjoyment. At the end of the lessons, the students reflected on their learning and the skills they had developed throughout the activities.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY THEME

Where we are in place and time.

CENTRAL IDEA

Homes reflect a range of influences and local conditions.

LINES OF INQUIRY

- Homes over time
- Homes around the world
- Impact of influences on homes

SPECIFIED CONCEPTS

change, function, perspective



LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY THEME

Who we are

CENTRAL IDEA

Choices people make affect their health and well-being.

LINES OF INQUIRY

- Types of choices
- Impact of choices
- Ways to make safe and healthy choices

SPECIFIED CONCEPTS

Form, causation, responsibility



LEARNING AND TEACHING - AUGUST

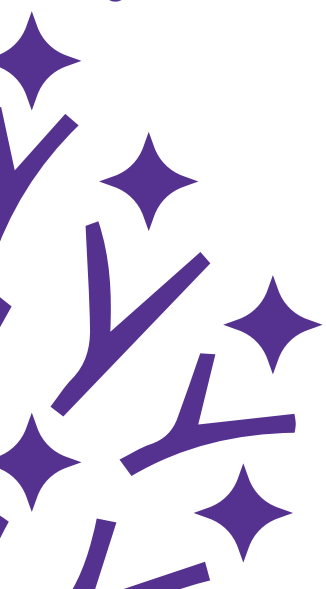
UNIT OF INQUIRY:

The students will continue their inquiry into the unit Homes, exploring the variety of homes found around the world and the factors that influence their design and construction. Through stories, discussions, picture explorations, and hands-on learning experiences, they will investigate how climate, culture, locally available materials, and people's lifestyles shape homes in different communities. The students will compare homes from various countries, identify similarities and differences, and develop an appreciation for how homes reflect people's needs, traditions, and environments.

The students will then begin their new unit, Who We Are, based on the central idea: "Choices people make affect their health and well-being." Through discussions, picture observations, stories, and real-life examples, they will inquire into the meaning of choice while identifying the different decisions they make every day, such as food, play, safety, and social choices. They will reflect on these everyday decisions and develop an understanding that different situations require different choices.

TRANSDISCIPLINARY LANGUAGE

The students will continue to build their early literacy skills through engaging learning experiences connected to their inquiry into Homes. They will reinforce the Jolly Phonics Set 1 letter sounds through songs, rhymes, and multisensory activities while exploring vocabulary related to different types of homes and objects found in and around them. The students will practise identifying opposites before blending two-letter words and beginning to blend three-letter words, strengthening their early reading skills. They will also identify the missing beginning sounds in Set 1 words, developing their phonemic awareness while strengthening their letter-sound recognition.



LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY MATH

The students will continue to strengthen their number sense through engaging in mathematical experiences connected to their inquiry into Homes. They will practise forward and backward counting from 1 to 10 while exploring number sequencing, correct number formation, quantification, missing numbers, as well as before and after numbers within 10. Through meaningful learning experiences related to homes, such as counting different types of homes, arranging them in sequence, and comparing quantities, the students will make real-world connections while developing confidence in their early numeracy skills.

DANCE

The students will continue to build their movement skills by exploring the dynamic qualities of dance, including fast and slow, big and small, strong and smooth, sharp movements. Through engaging movement-based activities and songs, students will also explore a variety of locomotor movements such as travelling, jumping, and turning, helping them develop greater body awareness, coordination, and confidence while expressing themselves creatively through dance.

DRAMA

The students will explore facial expressions and their importance in performances. They will learn how to incorporate appropriate facial expressions during role-play to communicate different reactions and emotions effectively while performing with increasing confidence and independence.



MUSIC

The students will continue exploring the solfège scale and the song Do-Re-Mi ("Doe, a Deer") while discovering different sounds in their surroundings through discussions and shared experiences. They will also learn simple rhythm patterns, developing their sense of beat, timing, and melody while building confidence in making music.

ART

The students will explore different types of lines, including straight, curved, zigzag, wavy, and dotted lines, through body movements and drawing. They will experiment with a variety of art media to create artworks, developing their creativity, observation skills, and understanding of how lines can be used visually to express ideas.

PHYSICAL EDUCATION (PE)

The students will learn and practise basic running movements, focusing on hand-leg coordination and correct movement techniques. They will practise running along a zigzag pathway and perform straight-line shuttle runs to develop coordination, agility, and speed. These learning experiences will strengthen their running skills while building confidence, control, and overall motor coordination.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students will build on their understanding of personal safety by exploring body ownership, personal boundaries, safe and unsafe touch, and trusted adults. Through stories, discussions, role-play, and interactive learning experiences, they will learn to respect personal boundaries, identify trusted adults, and respond appropriately to everyday safety 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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