



AVINYA
INTERNATIONAL SCHOOL

INSPIRING
PURPOSE

August

GRADE - PP2

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.

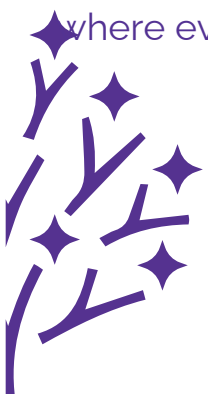
We believe that a truly transformative education transcends textbooks; it is anchored in the strength of the relationships we nurture. To that end, our dedicated educators and staff spent the first few weeks of June meticulously preparing our learning spaces, participating in team-building workshops,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

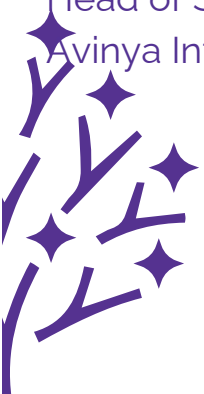
We stand at the threshold of a truly exceptional academic year. Thank you for choosing Avinya and for trusting us with your child's educational journey. Let us work together to make 2026-27 an unforgettable year of growth, discovery, and joy!

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.

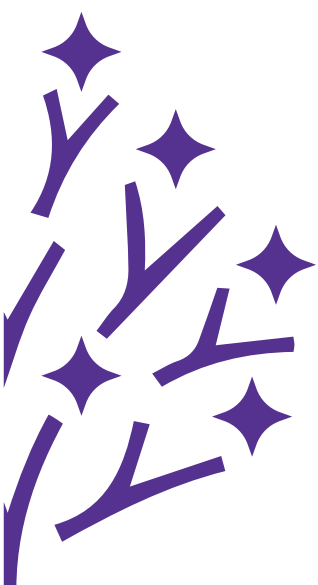
The students demonstrate the Learner Profile in many ways. Some examples include asking thoughtful questions, thinking critically, communicating ideas confidently, showing empathy and respect, acting with honesty and responsibility, embracing new challenges, collaborating effectively, and reflecting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

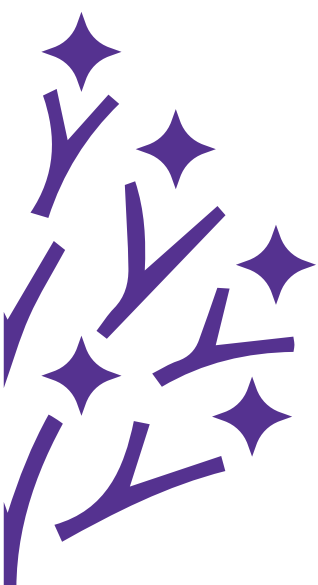
Thanks & Regards,

Amara Vijayan

PYP Coordinator

Avinya International School

Acknowledgement: www.ibo.org



LEARNING AND TEACHING - JUNE & JULY

TRANSDISCIPLINARY THEME

Who we are

CENTRAL IDEA

Awareness of characteristics, abilities, and interests inform learning and development.

LINES OF INQUIRY

- Physical, social and emotional characteristics
- Similarities and differences between people
- Personal abilities and interests

SPECIFIED CONCEPTS

Connection, perspective, responsibility



LEARNING AND TEACHING - JUNE & JULY

UNIT OF INQUIRY

The students explored themselves as individuals while appreciating the uniqueness of others. Through discussions, collaborative learning engagements, and storytelling, they developed a deeper understanding of their own characteristics, abilities, and interests, recognising how these contribute to their learning and personal growth.

A variety of engaging learning experiences, including Passing the Ball, Describing Yourself, Finding Similarities and Differences, Read Aloud Using Personas, and sharing personal abilities and interests, encouraged self-expression, collaboration, and reflection.

The students introduced themselves by sharing their names, where they were from, and their favourite cartoons, helping them learn more about themselves and their peers. They also observed and described their own physical characteristics as well as those of their peers. Through learning engagements, they compared physical, social, and emotional characteristics, discovering that although people share many similarities, each individual is unique.

Throughout the unit, the students listened to stories and reflected on feelings, relationships, empathy, identity, and respectful interactions through meaningful class discussions.

TRANSDISCIPLINARY LANGUAGE

The students developed their early literacy skills by learning the letter sounds s, a, t, p, i, n, and d. They practised identifying these sounds, blending them to read simple words, and strengthening their phonemic awareness through engaging learning experiences. The students also explored opposite words and action words, using them in conversations, storytelling, and classroom activities. These experiences helped them build vocabulary, strengthen their communication skills, and express their ideas with confidence.



LEARNING AND TEACHING - JUNE & JULY

TRANSDISCIPLINARY MATH

The students strengthened their understanding of place value up to 100 by exploring ones and tens through bundling and grouping activities. They identified bigger and smaller numbers and used mathematical language such as more than, less than, greater than, and fewer than to compare quantities. These learning experiences helped the students recognise relationships between numbers and make meaningful connections to their everyday lives.

The students also collected and organised information by creating human graphs and bar graphs. They represented data based on their classmates' preferences, interests, and characteristics, such as favourite activities and cartoons. They interpreted the graphs by comparing quantities, identifying the most and least common responses, and discussing similarities and differences within the class.

DANCE

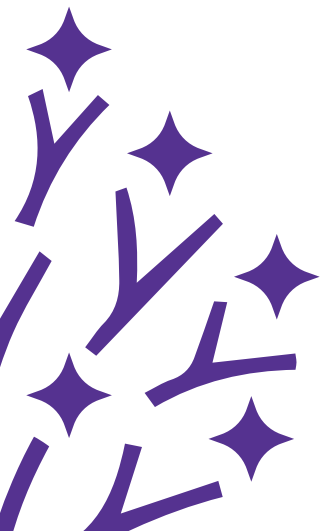
The students explored a variety of movements through fun, engaging movement-based songs, building their confidence, coordination, and body awareness. They were introduced to the elements of dance and began understanding how these elements contribute to meaningful movement. As they learned and practised different dance routines, the students identified connections between the dance elements and the movements within each routine, strengthening their understanding of dance as a form of expression.

MUSIC

The students explored pitch using Solfège hand signs to build strong intonation and learned the classic song "Doe, a Deer." By experimenting with soft and loud dynamics while maintaining a steady rhythm, they discovered how music can express different moods and energy levels.

DRAMA

The students revisited the basics of drama, including the tools of a performer and the rules of stage acting. They then explored the structure of a story, including elements such as characters and dialogue. Building on their previous learning, the students explored dialogue to understand its purpose and importance in storytelling.



LEARNING AND TEACHING - JUNE & JULY

ART

The students began the year with a warm introductory Art session, where they introduced themselves and shared their favourite colours and artistic media. They then participated in a collaborative drawing activity on a large sheet of paper, which encouraged teamwork and helped them become comfortable working with their peers. As the unit progressed, the students explored the primary colours, basic shapes, and their uses in art through a variety of engaging learning experiences.

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 then participated in a recreational game that encouraged teamwork and built confidence. As part of the provocation, they watched the story *Two Big Athletes, One Big Race* and shared their reflections. They explored how healthy choices influence physical performance and overall well-being.

The students explored the skills of jogging and running by discussing the similarities and differences between the two. They completed warm-ups and jumping exercises before learning and practising the fundamental movement techniques, focusing on correct body posture, arm action, stride length, and movement patterns. They recalled their prior learning, participated in coordination drills, and applied correct jogging and running techniques while moving in different shapes and pathways. Recreational games reinforced their learning, and the students reflected on the IB Learner Profile attributes they demonstrated throughout the unit.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored Emotional Regulation by learning to identify and name a variety of emotions while understanding that every feeling is valid. Through engaging learning experiences such as feelings check-ins, emotion cards, interactive storytelling, mirror expression activities, movement games, and class discussions, they recognised how emotions can be expressed through facial expressions, body language, and physical sensations. These learning experiences helped the students build emotional awareness and develop the vocabulary to express their feelings with confidence.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - AUGUST

TRANSDICIPLINARY THEME

How we organize ourselves

CENTRAL IDEA

Many products undergo a process of change before they are consumed or used.

LINES OF INQUIRY

- Origins of products
- Processes products go through
- Reasons for change in products

SPECIFIED CONCEPTS

form, function, causation



LEARNING AND TEACHING - AUGUST

UNIT OF INQUIRY

The students will explore the central idea: "Many products undergo a process of change before they are consumed or used." They will observe a variety of products, inquire into their origins, and investigate the processes involved in making them available for use and consumption. Through hands-on explorations, discussions, observations, and collaborative learning experiences, they will develop an understanding of how products are made and the journey they take before reaching consumers.

TRANSDISCIPLINARY LANGUAGE

The students will continue to strengthen their language and literacy skills through engaging Jolly Phonics stories and jingles, with a focus on blending sounds. They will revisit CVC words and sight words to strengthen their reading and word recognition skills. These learning experiences will enhance the students' speaking fluency, expand their vocabulary, and build confidence in communication.

TRANSDISCIPLINARY MATH

The students will continue to strengthen their understanding of number concepts through a variety of learning activities that involve place value. They will extend their learning by identifying the numbers that come before and after in a sequence.

The students will also connect their understanding of numbers to real-life contexts by exploring timelines to represent sequences of events and measuring quantities using grams and kilograms to develop an understanding of weight and comparison. In addition, they will interpret simple bar graphs, enhancing their ability to analyse and represent data visually.

These learning experiences will help the students develop a deeper understanding of how numbers are used to organise, measure, and make sense of the world around them.



LEARNING AND TEACHING - AUGUST

DANCE

The students will deepen their understanding of movement by exploring the dynamic qualities of dance, including fast and slow, big and small, strong and smooth, and sharp movements. They will investigate how moving at different spatial levels (low, medium, and high) and changing direction create variety and meaning in dance. Through engaging movement activities and routines, they will also explore locomotor movements such as travelling, jumping, and turning, further developing coordination, spatial awareness, and confidence.

MUSIC

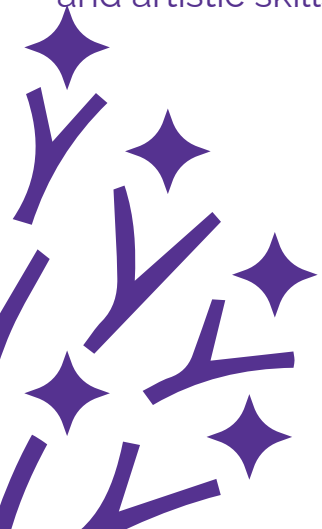
The students will explore pitch using Solfège hand signs to build strong intonation and learn the classic song "Doe, a Deer." By experimenting with soft and loud dynamics while maintaining a steady rhythm, they will discover how music can express different moods and energy levels. The students will also practise vocal exercises using vowel sounds, explore a variety of percussion instruments, and revisit the basic families of musical instruments.

DRAMA

The students will explore the aspect of facial expressions and their importance in Drama. They will inquire into how facial expressions communicate emotions in healthy and respectful ways. The students will identify the facial expressions they use in everyday communication and explore how these expressions can be used effectively in a performance.

ART

The students will deepen their understanding of the elements of art while exploring primary and secondary colours and their role in artistic expression. They will also explore a variety of art mediums, including coloured pencils, crayon shading, and watercolours, to create their artwork. These learning experiences will help the students develop an understanding of the basic principles of art while building their creativity and artistic skills.



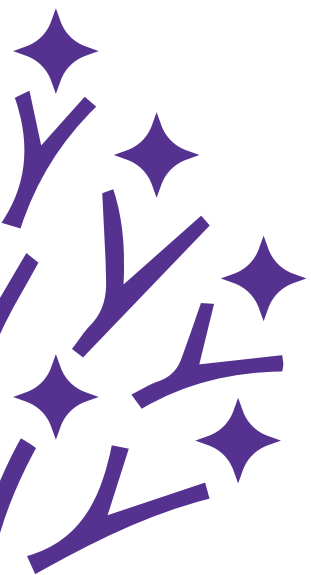
LEARNING AND TEACHING - AUGUST

PHYSICAL EDUCATION

The students will learn and practise the basic running movements, focusing on hand-leg coordination and correct running technique. They will perform a variety of running drills, including high knee actions, front kicks, zigzag running, and straight-line shuttle runs to develop coordination, agility, and movement efficiency. The students will also participate in learning engagements on jogging and running to reinforce their understanding of the skills and movement techniques learned during the lessons.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will deepen their understanding of Emotional Regulation by exploring the difference between big and small emotions and learning practical ways to manage their feelings. Through role-plays, stories, breathing exercises, Stop–Think–Choose activities, and other engaging learning experiences, they will practise recognising emotions, choosing appropriate calming strategies, making thoughtful decisions, and responding with empathy towards themselves and others.



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>

Contact Numbers: **+91-9100054800 / +91-9070070200**



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