



AVINYA
INTERNATIONAL SCHOOL

INSPIRING
PURPOSE
SEPTEMBER

GRADE - 1

MESSAGE FROM THE **HEAD OF SCHOOL**

Dear Parents,

Greetings from Avinya International School!

As August draws to a close, we reflect on a month rich with academic growth, vibrant celebrations, and institutional milestones that highlight our commitment to holistic education.

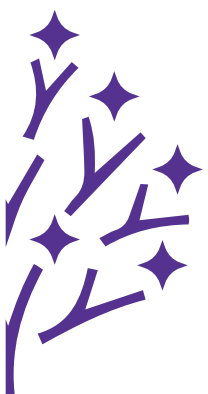
Celebrating Freedom and Unity

On August 15th, our campus came alive with patriotic fervour as we celebrated Independence Day. The morning commenced with a flag hoisting ceremony, followed by a dynamic cultural showcase. Our students honoured the nation's rich heritage through soulful renditions of patriotic songs, expressive classical and folk dances, and inspiring speeches that reminded us of our shared responsibilities as citizens.



Prioritizing Student Safety and Well-being

In line with our dedication to maintaining a safe learning environment, we conducted a comprehensive POCSO (Protection of Children from Sexual Offences) workshop for our students. Led by expert facilitator Ms. Resham Bamb, these age-appropriate sessions focused on personal safety, understanding safe vs. unsafe touch, and empowering students to speak up confidently.



MESSAGE FROM THE **HEAD OF SCHOOL**

Honouring Athletic Spirit

We celebrated National Sports Day on Friday, August 28th, with high energy. The day featured a special assembly celebrating athletic perseverance, followed by an engaging sports quiz that brought students and teachers together.

Empowering Student Voice and Literacy

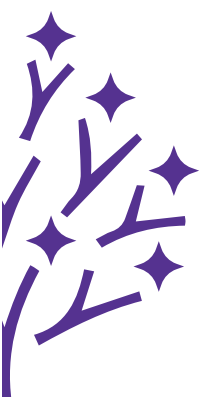
On Saturday, August 30th, we hosted our first Student-Led Conferences (SLC), accompanied by a vibrant Book Fair. The SLC provided a powerful platform for our students to take ownership of their learning journey, confidently presenting their academic goals, and progress directly to their parents.

A Moment of National Recognition

We are thrilled to share that our school was recognized at the BW Education Top Education Brands Awards 2026, receiving the prestigious title of **Best Emerging School Brand in the K-12 Category**. This honour belongs to our dedicated educators, hardworking students, and supportive parents who strive for excellence every day.

Thank you for your ongoing partnership in making our school community a thriving space for growth and learning.

Warm regards,
Anjalika Sharma
Head Of School



MESSAGE FROM THE PYP COORDINATOR

Dear Parents,
Greetings!

At Avinya International School, we had our first Student-Led Conference (SLC), providing students from Nursery to Grade 4 with a meaningful opportunity to take ownership of their learning and share their learning journey with their parents.

The SLC gave students an opportunity to become active participants and communicators of their own learning. Throughout the process, student agency played an important role, as students were encouraged to make choices, reflect on their progress, communicate their understanding, and take responsibility for sharing their learning.

The students co-constructed the SLC task, discussed what would make the conference meaningful and successful, and worked together to establish essential agreements. These agreements encouraged them to listen respectfully, take turns, communicate thoughtfully, take responsibility, and create a welcoming experience for their parents.

The students revisited their experiences across different areas of learning and, with guidance from their teachers, chose pieces of work that demonstrated their learning progression over time.



As they reflected on where they began, how their conceptual understanding developed, and how they demonstrated the attributes of the IB Learner Profile, they recognised the progress they had made.

This process also strengthened communication, independence, reflection, confidence, decision-making, and self-management skills, while encouraging students to value not only the final product but also the process, effort, and thinking behind their learning.



MESSAGE FROM THE **PYP COORDINATOR**

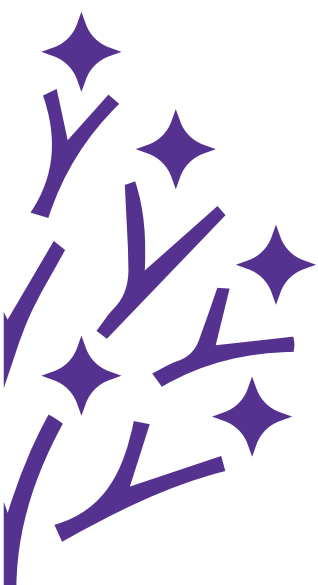
The e-portfolios provided an important platform for students to curate and showcase evidence of their learning. They brought together a range of learning artefacts, including task sheets, photographs, videos, audio recordings, presentations, projects, and reflections. Through these, students were able to make their learning visible and explain the choices they had made to their parents.

During the conference, students shared experiences from Unit of Inquiry, Mathematics, Language, Additional Language, Physical Education, Dance, Drama, and Music. They also reflected on Social-Emotional Learning (SEL) and its role in their everyday lives, discussing emotions, relationships, choices, and strategies they use in different situations. Students also shared the books they had read, along with the ideas, connections, and experiences they gained through reading.

As they led conversations with their parents, students were encouraged to articulate not only what they had learned, but also what they found challenging, what they were proud of, and what they would like to focus on next. This helped them set meaningful goals for their continued learning and development.

Teachers played the role of facilitators and learning partners throughout the process. Through observations, documentation, conversations, and thoughtful guidance, they supported students in recognising their strengths, identifying meaningful evidence, and reflecting on their development. This allowed the conference to remain centred on each student's individual experiences while ensuring that their voices remained at the forefront.

Acknowledgement: www.ibo.org



MESSAGE FROM THE **PYP COORDINATOR**

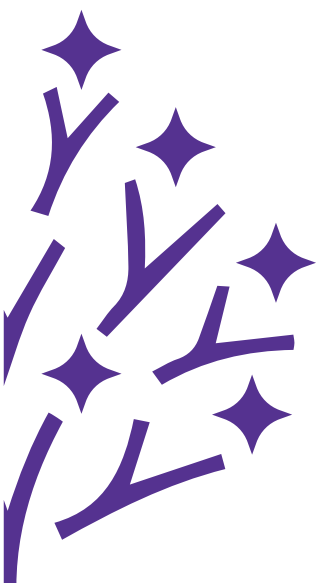
The SLC also strengthened the partnership between students, parents, and teachers. The conference created a space for students to speak for themselves and share their understanding. Parents were able to view learning through their child's perspective, celebrate their achievements, and gain insight into areas for continued growth.

Our first SLC showcased the importance of student agency. As students confidently guided their parents through their learning and reflected on their experiences, they demonstrated the value of giving students meaningful responsibility in the learning process.

At Avinya International School, we believe that when students, teachers, and parents come together as partners, students are empowered to understand their growth, communicate their thinking, celebrate their achievements, and take responsibility for their next steps.

Thanks & Regards,
Amara Vijayan
PYP Coordinator
Avinya International School

Acknowledgement: www.ibo.org



LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY THEME

Sharing the Planet

CENTRAL IDEA

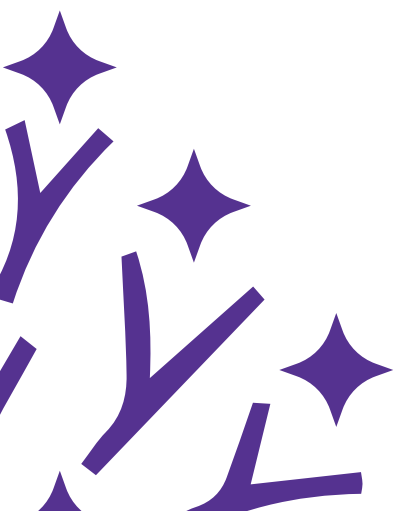
People interact with, use, and value the environment in different ways.

LINES OF INQUIRY

- Different types of environment
- Interdependence between people and the environment
- Strategies to protect our environment

SPECIFIED CONCEPTS

form, connection, responsibility



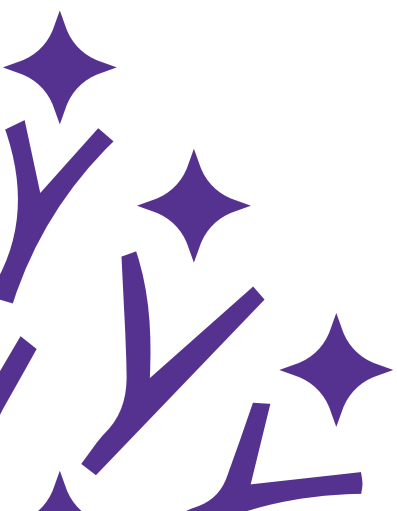
LEARNING AND TEACHING - AUGUST

UNIT OF INQUIRY:

The students explored the unit "People interact with, use, and value the environment in different ways," developing an understanding of the various ways people interact with and depend on the world around them. Through discussions, observations, hands-on activities, and reflections, they explored different types of environments and identified the features that make each environment unique.

The students also investigated the interdependence between people and the environment, recognising how people rely on natural resources to meet their needs and how human actions can impact the environment. They further explored various strategies to protect the environment, reflecting on responsible actions such as reducing waste, conserving resources, and caring for their surroundings.

Through real-life connections and collaborative learning experiences, the students developed a greater appreciation of their role in protecting the environment and making sustainable choices. They also reflected on how their individual and collective actions can contribute to a healthier and more sustainable world. The students co-constructed the assessment task, assessment tool, and criteria for the ongoing assessments. They also reflected on the attributes of the IB Learner Profile and Approaches to Learning (ATL) skills they demonstrated throughout the unit.



LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY LANGUAGE

The students explored common nouns, proper nouns, adjectives, and articles through engaging and interactive learning experiences. They identified and differentiated between common and proper nouns, used adjectives to make their sentences more descriptive, and practised using articles appropriately. These experiences helped them understand how language can be used effectively to communicate ideas clearly.

Through ORT (Oxford Reading Tree) books, the students developed their reading and comprehension skills while exploring different stories and characters. They shared their ideas, expressed opinions about their favourite parts, and reflected on the characters' actions. These experiences encouraged them to become confident communicators, thoughtful readers, and enthusiastic learners who appreciate the stories and literature.

TRANSDISCIPLINARY MATH

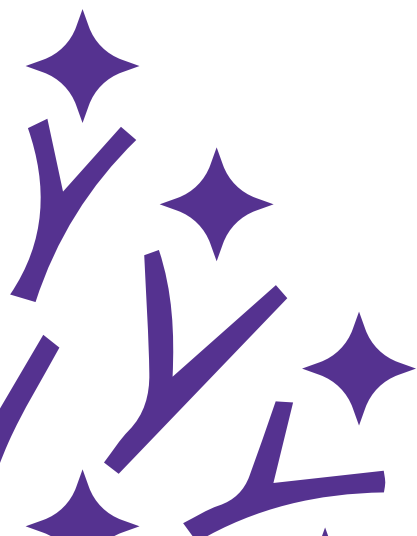
The students explored place value and developed a deeper understanding of how the position of a digit determines its value. Through various learning engagements and visual representations, they identified ones, tens, and hundreds and explored how these place values work together to form numbers.

The students also explored expanded form by breaking numbers into their individual place values. This helped them strengthen their number sense and represent numbers in different ways with confidence.

In addition, the students explored data handling through pictographs and bar graphs. They learned to collect, represent, read, and interpret information using pictures and symbols. By analysing pictographs and answering questions based on the data presented, the students developed their observation, reasoning, and interpretation skills, becoming more confident in using mathematics to make sense of information.

HINDI

The students explored the क-वर्ग and च-वर्ग letters and expanded their vocabulary by identifying and learning words that began with these letters. They engaged with simple Hindi stories and poems to strengthen their listening, speaking, and language skills. They were also introduced to Hindi numbers 1-10



LEARNING AND TEACHING - AUGUST

SPANISH

The students explored numbers from 0–10, simple phrases for introducing themselves and others, along with basic questions. They also learned colours, days of the week, expanding their vocabulary and developing their confidence in using Spanish for everyday communication. Through engaging learning experiences, the students practised their language skills while developing collaboration skills as they worked together and communicated in Spanish.

MUSIC

The students deepened their musical understanding by exploring the elements of music: rhythm and tempo. They engaged in vocal exercises across different rhythms to strengthen their sense of timing and expression.

DRAMA

The students explored how facial expressions and body language can communicate feelings and emotions. Through engaging learning experiences, they developed an understanding of how expressions and movement can be used to create and express emotions in different ways. The students connected their learning to everyday experiences, recognising and expressing emotions in situations from their daily lives.

DANCE

The students developed physical awareness by exploring isolated body movements and gross motor skills through engaging dance activities. They experimented with different types of movements and were introduced to classical and folk dances of India. They also learned basic Bhangra steps.



ART

LEARNING AND TEACHING - AUGUST

The students revisited the elements of art, including colours, shapes, lines, and different colour shades. Through various learning engagements, they explored artistic media by using coloured paper in different shapes, arranging and pasting the pieces onto drawing sheets to create imaginative compositions. The students then shared the stories behind their artworks, expressing their ideas while developing their communication and self-expression skills.

PHYSICAL EDUCATION

The students were introduced to different athletic events through videos, followed by discussions on the basic rules and regulations of track events. They explored the differences between jogging and running through practical activities. Various drills and short-distance learning engagements, including chasing games, sprint races, and relay races, helped the students develop running techniques such as proper arm action, leg movement, foot placement, body posture, and pacing. These activities supported the development of motor skills, including balance, coordination, and speed.

The students also practised running drills to further refine their techniques. As part of their assessment, they participated in running and jogging activities. They completed the assessment to reflect on their learning, review their progress, and identify areas for improvement.

SOCIAL EMOTIONAL LEARNING (SEL)

The students explored the concept of self-regulation and understood its importance in their daily lives. Through a variety of learning engagements, including feelings check-ins, stories, discussions, emotion-sorting tasks, and role-play scenarios, they recognised situations that influenced their emotions and behaviour. The students learned and practised calming strategies such as mindful breathing, counting, and using a calm corner before applying these strategies in real-life situations. They also created a personal self-regulation plan, which helped them develop the confidence to pause, think, and make thoughtful choices in different situations.



LEARNING AND TEACHING- MONTH REVIEW



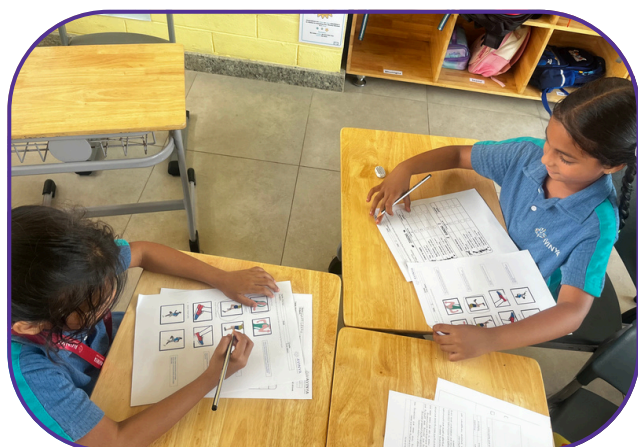
LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY THEME:

How we express ourselves

CENTRAL IDEA:

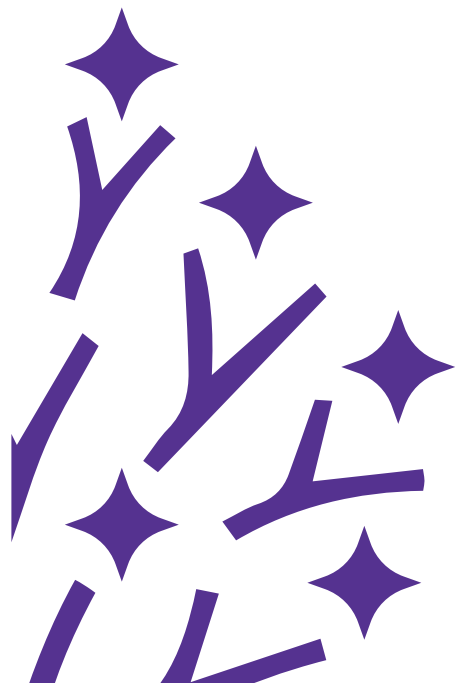
Celebrations foster bonding, create memories and shapes identity.

LINES OF INQUIRY

- Types of celebrations
- Reasons people celebrate
- Ways to celebrate

SPECIFIED CONCEPTS:

form, causation, perspective



LEARNING AND TEACHING - SEPTEMBER

UNIT OF INQUIRY

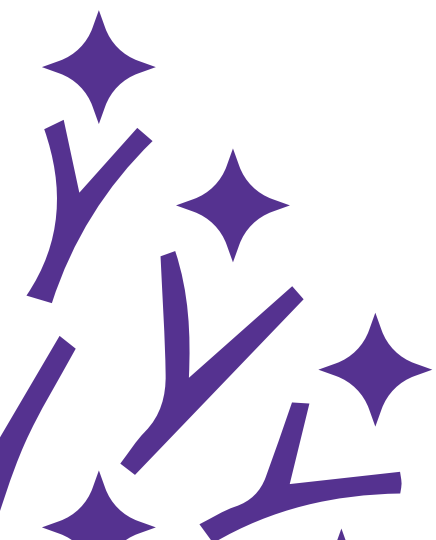
The students will begin a new unit of inquiry based on the central idea "Celebrations foster bonding, create memories, and shape identity." They will explore the different types of celebrations observed by people and communities and inquire into the reasons people celebrate. Through discussions, stories, observations, and real-life examples, the students will discover how celebrations are connected to special occasions, traditions, milestones, and cultural practices, and how they bring people together and create meaningful memories.

The students will also explore the different ways people celebrate, comparing practices such as food, music, clothing, decorations, rituals, and other traditions. Through engaging and hands-on learning experiences, they will develop an appreciation for the diversity of celebrations and reflect on how these experiences contribute to a sense of belonging, connection, and identity, while nurturing respect and curiosity towards different cultures and traditions.

TRANSDISCIPLINARY LANGUAGE

The students will strengthen their language skills by exploring verbs ending in "-ing" and understanding how they are used to describe ongoing actions. They will also explore adverbs and discover how these words provide more information about actions, making their sentences more detailed and expressive.

The students will further develop their understanding of pronouns and how they can be used to replace nouns and make communication smoother. Alongside grammar, they will engage in sequencing stories, arranging events in the correct order and using appropriate language to retell and construct simple narratives.



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY MATH

The students will explore sequencing, developing their ability to identify and arrange numbers, events, and patterns in the correct order. They will also strengthen their understanding of data handling by collecting, representing, and interpreting information through simple graphs and pictorial representations.

The students will further explore the calendar, identifying days, dates, months, and important events while developing an understanding of how time is organised. They will also be introduced to area, using non-standard units to measure and compare the space covered by different surfaces. Through hands-on activities and real-life connections, these experiences will strengthen their mathematical reasoning, problem-solving, and application skills.

HINDI

The students will explore the ट-वर्ग and त-वर्ग letters and build their vocabulary by identifying and learning words that begin with these letters. They will engage with simple Hindi stories and poems to strengthen their listening, speaking, and language skills. They will also learn Hindi numbers from 1–10 (१–१०).

SPANISH

The students will learn the names of colours and practise using simple phrases related to family members, objects, and other familiar topics, along with a basic questions. They will continue to practise letters, numbers, and days of the week. The students will apply their language skills in their daily Spanish communication and develop their collaboration skills as they work together using Spanish.

DRAMA

The students will explore creating expressions based on feelings, characters, and situations. They will also explore the action-and-reaction aspect of drama by developing an understanding of timing in relation to space. Additionally, the students will explore coordination while taking on different roles as performers.



LEARNING AND TEACHING - SEPTEMBER

MUSIC

The students will continue exploring rhythm, tempo, and vocal exercises while expanding their musical repertoire by learning a song in another language.

DANCE

The students will explore how movement can change with different tempos, creating movements that respond to fast and slow music. They will also learn about appropriate behaviours as both performers and audience members by practising listening, watching, showing appreciation, and responding to their favourite parts of a performance. Through these experiences, students will begin to understand the dynamic connection between performers and their audience.

ART

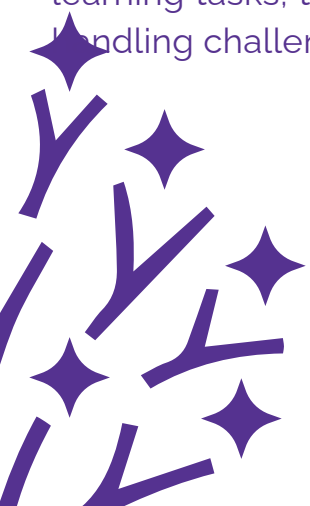
The students will revisit the elements of art before exploring them in greater depth and incorporating them into their creative practice. Through a variety of learning engagements, they will investigate different types of texture, its role in art, and techniques for creating texture using diverse materials. The students will also explore how texture can express ideas and emotions before applying their understanding to create textured artworks.

PHYSICAL EDUCATION (PE)

The students will explore and learn the basic movements involved in jumping, including horizontal and vertical jumps. They will practise broad jump and vertical jump drills to develop strength, power, balance, and coordination. They will also practise combining running and jumping to apply these skills in movement sequences.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students will learn to recognise and understand different challenges, feelings, abilities, and perspectives. They will explore how people may respond differently to situations and practise strategies such as staying calm, asking for help, trying again, listening to others, and finding solutions. Through stories, discussions, role-play, and learning tasks, the students will develop empathy, resilience, respect, and confidence in handling challenges and appreciating differences.



IMPORTANT DATES

4th September, Friday	Janmashtami - Holiday
8th September, Tuesday	International Literacy Day
14th September, Monday	Ganesh Chaturthi - Holiday
15th September, Tuesday	International Dot Day
19th September, Saturday	Grand Parents Day (Early Years)
21st September, Monday	World Gratitude Day
25 th September, Friday	Ganesh Visarjan - Holiday
29th September, Tuesday	ENT Checkup

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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