

HEAD OF SCHOOL



AVINYA
INTERNATIONAL SCHOOL

INSPIRING
PURPOSE

SEPTEMBER

GRADE - 2

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.

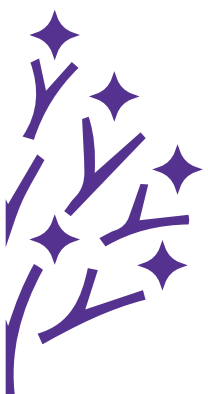
Celebrating Freedom and Unity

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**

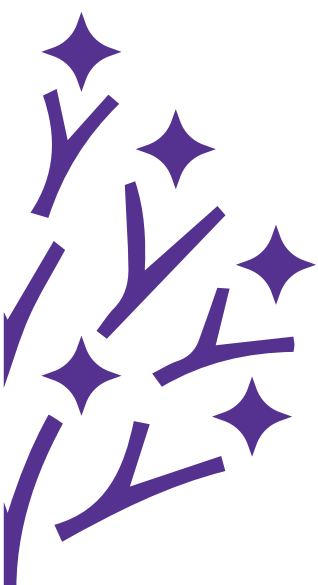
The e-portfolios provided an important platform for students to curate and showcase evidence of their learning. They brought together a range of learning artefacts, including task sheets, photographs, videos, audio recordings, presentations, projects, and reflections. Through these, students were able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

LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY THEME

Howw we organise ourselves

CENTRAL IDEA

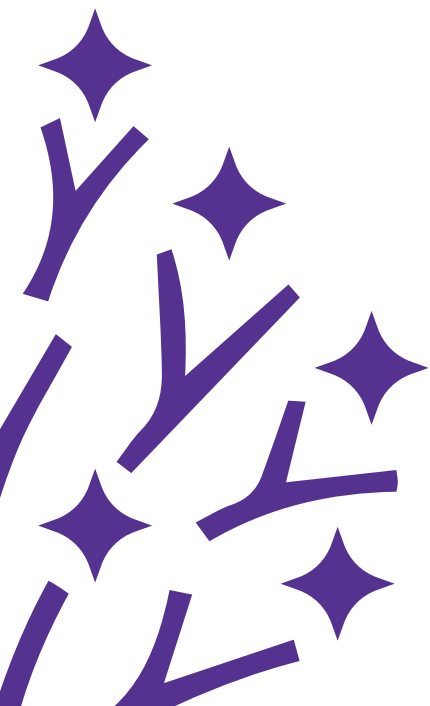
Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of communit

LINES OF INQUIRY

- Characteristics of physical and virtual public spaces.
- Purposes/uses of public spaces
- Responsibilities in public spaces

SPECIFIED CONCEPTS:

form, function, responsibility



LEARNING AND TEACHING - AUGUST

UNIT OF INQUIRY

The students explored the central idea, "Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community." They began by discussing different physical and virtual public spaces they were familiar with and identified their characteristics. Through observations, pictures, videos, and discussions, they compared physical and virtual spaces and developed an understanding of how each space brings people together.

The students explored the purposes and uses of public spaces and investigated how people use these spaces to communicate, interact, learn, play, and build connections. They shared their experiences of visiting different public spaces and discussed how these spaces contribute to a sense of community.

The students also explored their responsibilities in public spaces. Through stories, role plays, and real-life situations, they discussed the importance of respecting others, following rules, keeping spaces clean, and making safe and responsible choices. They reflected on how their actions could help create physical and virtual public spaces that are safe, respectful, inclusive, and welcoming for everyone.

TRANSDISCIPLINARY MATH

The students explored 3D shapes and measurement in different physical public spaces. They identified 3D shapes such as cubes, cuboids, cylinders, cones, spheres, and pyramids in buildings, playground equipment, benches, bins, and other structures. They explored the faces, edges, and vertices of these shapes and used standard and non-standard units of measurement to measure objects and spaces. Through these learning engagements, the students made transdisciplinary connections by exploring how shapes and measurements are used to design and organise public spaces.

TRANSDISCIPLINARY LANGUAGE

The students explored language rules through the context of public spaces. They practised using singular and plural nouns, identified simple grammatical errors, corrected them, and then applied appropriate sentence structures while describing public spaces. They also engaged in picture composition, using correct grammar, vocabulary, punctuation, and complete sentences to describe what they observed while communicating their ideas clearly.



LEARNING AND TEACHING - AUGUST

HINDI

The students learned अ, आ, and इ की मात्रा words by reading and forming two-, three-, and four-letter words to strengthen their vocabulary and word-building skills. They read and wrote simple Hindi sentences using these words. Through simple Hindi stories and poems, the students developed their listening, speaking, reading, and overall language skills

SPANISH

The students learned more phrases to introduce themselves and others, along with simple questions. They also learned the numbers 0–15 and the days of the week. The students practised using their Spanish language skills in daily communication while developing their collaboration skills as they worked together in Spanish.

DANCE

The students developed greater 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.

DRAMA

The students explored the importance of drama in daily life through learning engagements focused on drama conventions and their application in everyday situations. They developed an understanding of how drama conventions can support routine events, then explored different types of performances through watching and discussions.

MUSIC

The students explored the musical elements of rhythm, tempo, and dynamics. They engaged in dynamic vocal exercises across various rhythms to enhance their timing and expression.

ART

The students explored colours in their environment, identifying different shades and learning techniques to create visual depth. They were introduced to the basic principles of colour theory and applied their understanding through hands-on learning engagements to create their own original artworks.



LEARNING AND TEACHING - AUGUST

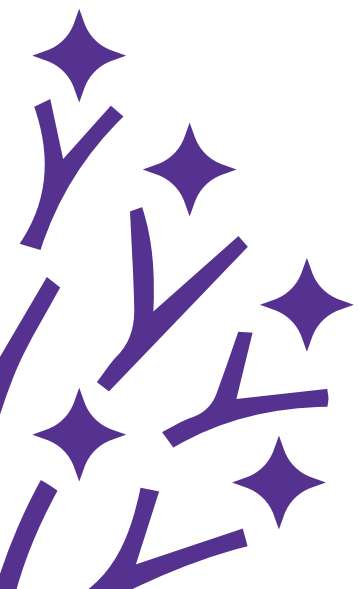
PHYSICAL EDUCATION (PE)

The students explored the layout of the track and field arena. They learned and practised jogging and running while exploring the differences between the two. Through various drills and short-distance learning engagements, they developed correct running techniques, including proper arm action, leg movement, foot placement, body posture, and running pace, to enhance motor skills such as balance, coordination, and speed.

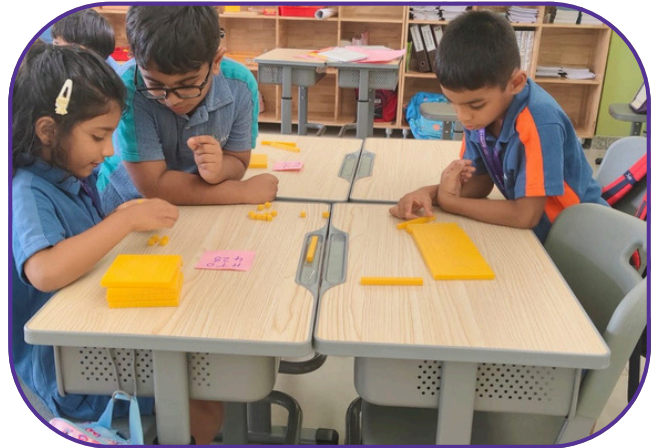
The students were also introduced to track events, focusing on short-distance races in athletics, including the 100 m, 200 m, and 400 m, along with the crouch start using the L-T-Fist-Knee technique. They were assessed on their jogging and running techniques using a student checklist. The students consolidated their learning through a task sheet on jogging and running, as well as the starting and finishing lines of short-distance track events, to reflect on their learning and review their progress.

SOCIAL-EMOTIONAL LEARNING

The students continued strengthening their self-management skills by learning on how to organise their time, make balanced daily choices, and reflect on habits that promote well-being. They participated in routine sequencing tasks, daily schedule planning, scenario-based discussions, balance wheel activities, goal-setting tasks, personal well-being planners, and reflection circles. These experiences helped the students develop responsibility, practise healthy decision-making, plus build lifelong habits for managing their time, emotions, and energy in a balanced way.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY THEME

How we organise ourselves

CENTRAL IDEA

Imagination helps people to think, create and express themselves

LINES OF INQUIRY

- Ways people demonstrate imagination
- Role of imagination in innovation
- Problem-solving using imagination

SPECIFIED CONCEPTS

perspective, connection, function



LEARNING AND TEACHING - SEPTEMBER

UNIT OF INQUIRY

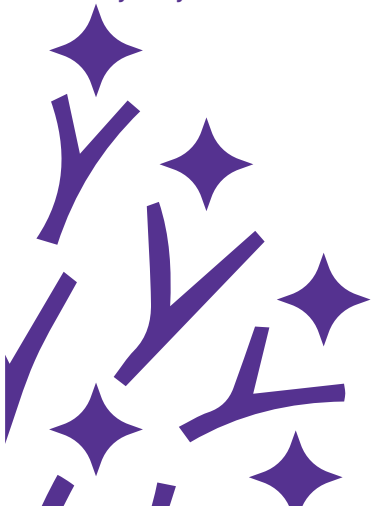
The students will continue to explore the purposes and uses of different public spaces, understanding how places such as parks, libraries, playgrounds, hospitals, and markets serve the needs of individuals and communities. They will discuss how the design, facilities, and features of these spaces support their different purposes. The students will also explore their responsibilities in public spaces, including following rules, keeping spaces clean, caring for public property, and respecting others. Through these learning engagements, they will reflect on how their actions can help make public spaces safe, respectful, inclusive, and welcoming for everyone. The students will also co-construct the end-of-unit assessment task, tool, and criteria, developing a shared understanding of what they will demonstrate and how their learning will be assessed, followed by their reflections.

The students will inquire into "Imagination helps people to think, create and express themselves." They will explore the different ways people demonstrate imagination through art, stories, music, drama, design, inventions, and creative play. They will share their ideas and experiences about how imagination helps people express themselves in unique and meaningful ways.

The students will also investigate the role of imagination in innovation and problem-solving. They will explore how imaginative thinking can lead to new ideas, inventions, and creative solutions. Through engaging activities and challenges, the students will develop different perspectives, make connections between ideas, and understand how imagination can be used to solve problems and create something new.

TRANSDISCIPLINARY MATH

The students will explore patterns, repeated addition, and numbers through creative, imaginative learning activities. They will use their mathematical thinking to identify patterns, solve repeated addition problems, and represent numbers in different ways. The students will also engage in hands-on problem-solving challenges that encourage them to think creatively and explore different strategies. Through these experiences, they will develop their reasoning skills, make connections, and build confidence in applying mathematics to everyday situations.



TRANSDISCIPLINARY LANGUAGE

The students will use their imagination to create and write their own stories. They will explore and identify key story elements, including characters, setting, beginning, middle, and ending. Through picture prompts and creative learning engagements, they will develop imaginative characters and settings, then express their ideas through simple, meaningful stories.

The students will also practise using descriptive vocabulary, complete sentences, grammar, and punctuation to make their stories interesting and clear. They will share their stories with others, developing confidence in expressing their ideas creatively.

HINDI

The students will learn ई, उ, and ऊ की मात्रा words by reading and forming two-, three-, and four-letter words to strengthen their vocabulary and word-building skills. They will read and write simple Hindi sentences using these words. Through simple Hindi stories and poems, the students will develop their listening, speaking, reading, and overall language skills. They will also learn Hindi numbers 1–20 (१–२०).

SPANISH

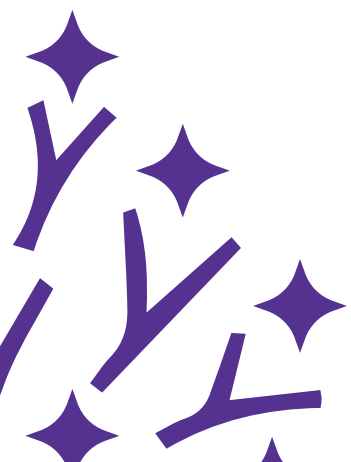
The students will learn articles related to family members, colours, and other familiar concepts, along with simple questions. They will continue to practise numbers and the days of the week. The students will apply their language skills in daily Spanish communication while developing their collaboration skills as they work together using Spanish.

DRAMA

The students will further explore the importance of theatre and drama in daily life by developing awareness and sensitivity towards the world around them. Through classroom learning engagements, they will explore how drama conventions can be used to understand and respond to everyday situations. The students will use role-play and other drama techniques to explore and resolve simple everyday challenges.

MUSIC

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



LEARNING AND TEACHING - SEPTEMBER

DANCE

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

ART

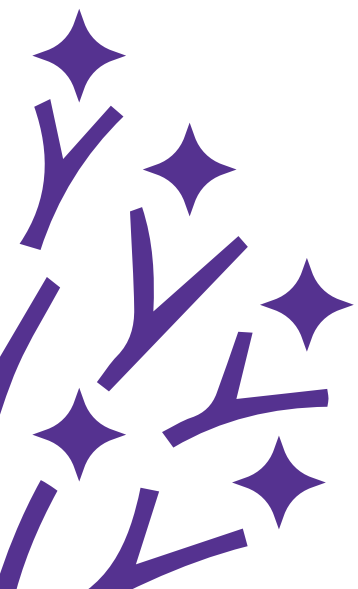
The students will explore the concepts of space and texture. They will learn to balance positive and negative space in their artwork and experiment with different ways to create visual and tactile textures. Through hands-on learning engagements, they will use these techniques to add depth and interest to their artwork.

PHYSICAL EDUCATION (PE)

The students will practise the 60 m, 100 m, 200 m, and 400 m races using the crouch start technique. They will also practise the standing start. The students will be introduced to field events and practise the standing broad jump to develop strength, power, balance, and coordination.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students will explore how their thoughts, feelings, and actions influence the choices they make. They will learn to pause and think before acting, consider the possible consequences of their decisions, and take responsibility for their actions. Through discussions, stories, role-play, and real-life situations, the students will practise self-control, problem-solving, managing emotions, and making safe, respectful, and responsible choices.



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/>

Facebook - <https://www.facebook.com/avinyainternationalschool>

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

