



AVINYA
INTERNATIONAL SCHOOL

INSPIRING
PURPOSE

SEPTEMBER

GRADE - 3

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.

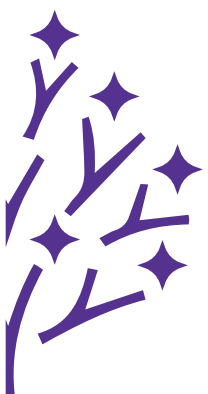
Celebrating Freedom and Unity

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 POCSSO (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**

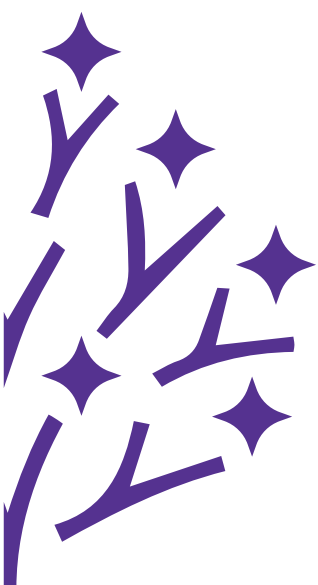
The e-portfolios provided an important platform for students to curate and showcase evidence of their learning. They brought together a range of learning artefacts, including task sheets, photographs, videos, audio recordings, presentations, projects, and reflections. Through these, students were able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

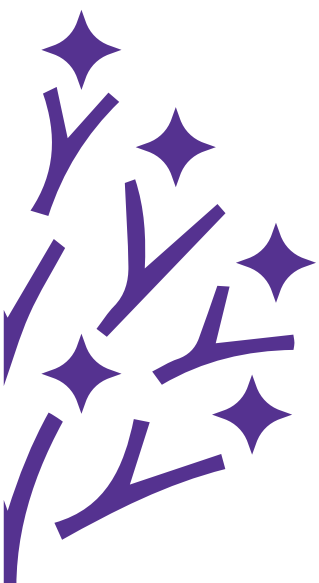
The SLC also strengthened the partnership between students, parents, and teachers. The conference created a space for students to speak for themselves and share their understanding. Parents were able to view learning through their child's perspective, celebrate their achievements, and gain insight into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

How the world works

CENTRAL IDEA

Energy is converted, transformed and sustained to support human progress.

LINES OF INQUIRY

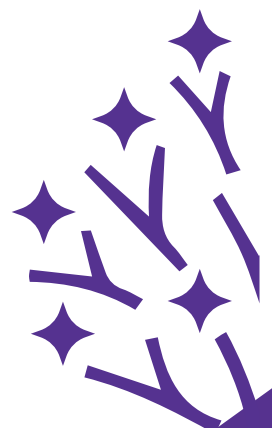
- Energy and its uses
- Transformation of energy
- Sustainable energy practices

SPECIFIED CONCEPTS

Function, Change, Responsibility

OTHER CONCEPTS

Conservation, Transformation



LEARNING AND TEACHING - AUGUST

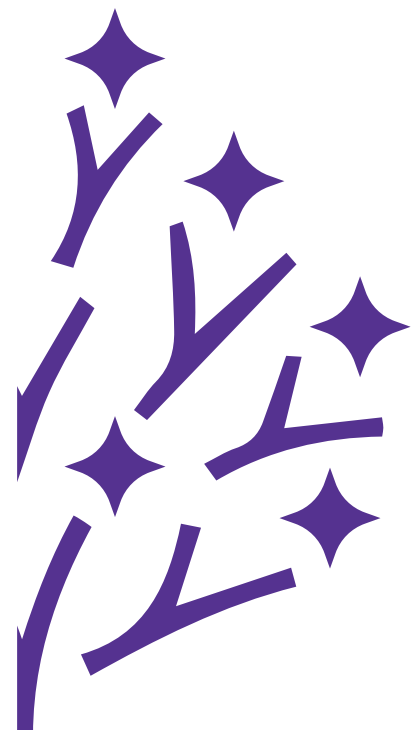
UNIT OF INQUIRY

The students began exploring energy and its connection to their daily lives. They started with a provocation involving different stations filled with objects, where they observed closely, asked questions, and shared their ideas. During homeroom discussions, they connected their observations to concepts such as energy, electricity, power, force, and gravity.

The students developed an understanding of energy and explored how it differs from power. They investigated how energy is used in daily life and where it comes from. They explored different energy sources, including renewable sources such as solar, wind, and water, as well as non-renewable sources such as coal, oil, and gas. They also examined how energy can be transformed from one form to another. Through a range of learning engagements and discussions, the students developed an understanding of potential and kinetic energy.

The students made connections to the Design Thinking process by exploring the possible consequences of overusing non-renewable energy sources. They investigated how the process can help generate innovative ideas and solutions, shared their understanding of its different stages, and reflected on their learning.

They also researched hydropower energy using a variety of sources, including books and handouts. After completing their research, they used the JAM (Just A Minute) strategy to organise their thoughts and communicate their understanding clearly.



LEARNING AND TEACHING - AUGUST

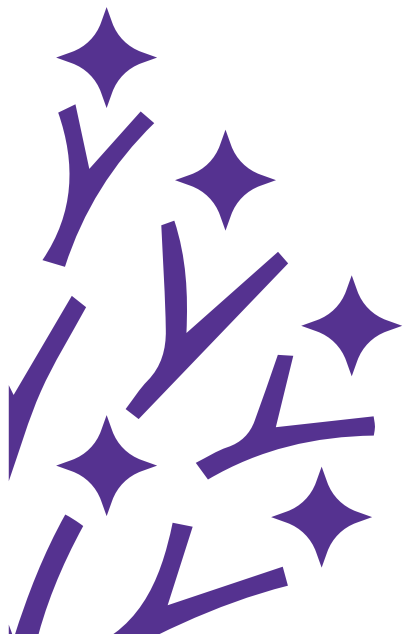
TRANSDISCIPLINARY LANGUAGE

The students made transdisciplinary connections to language through verbs and adverbs, using action words and describing words to explain how energy works, moves, or changes. This helped them use language effectively in the context of their learning. They explored prefixes and suffixes through words such as non-renewable, reusable, and transformation, understanding how word parts contribute to the meaning of words.

The students also connected their learning to paragraph writing, summary writing, and news reporting, using these forms to organise and communicate their ideas about energy. They developed their understanding of simple, compound, and complex sentences, exploring how different sentence structures help them express ideas clearly. The students were also introduced to the Design Thinking process, discussing its different steps and how they can be used to understand problems, develop ideas, or work towards solutions.

TRANSDISCIPLINARY MATH

The students made transdisciplinary connections to math during unit discussions. They connected their understanding of energy types to different types of numbers, such as odd, even, natural, and whole numbers. They also applied concepts such as percentages, multiplication, and division to analyse information, such as the amount of water needed to generate electricity. These learning engagements helped the students apply mathematical thinking in real-life contexts, strengthening their overall understanding.



LEARNING AND TEACHING - AUGUST

HINDI

The students revised previously learned concepts and explored संज्ञा (nouns) and लिंग (gender) through a variety of engaging learning experiences, including picture discussions, sorting tasks, and collaborative activities. These experiences helped them expand their vocabulary, strengthen their grammar skills, and develop greater confidence in reading, writing, and speaking in Hindi.

The students read simple panchatantra stories and बाल कहानियाँ (children's stories) to develop their reading comprehension, vocabulary, and understanding of moral values. They also practised passage and picture comprehension, which strengthened their reading, observation, and critical-thinking skills.

SPANISH

The students learned more phrases to introduce themselves and others, along with simple questions. They also learned the numbers 0–20, days of the week, greetings, and Spanish letters. The students practised their language skills through daily Spanish communication while developing their collaboration skills as they worked together using Spanish..

DANCE

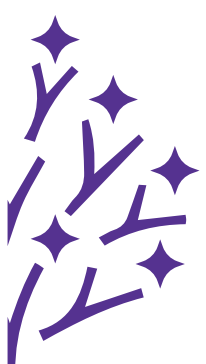
The students developed greater physical awareness by exploring isolated body movements and gross motor skills through engaging dance activities. They experimented with different types of movements and were introduced to classical and folk dances of India.

MUSIC

The students explored the fundamentals of music by examining musical scales, melody, and harmony. They discovered the distinct sounds and roles of the four instrument families, engaged in vocal exercises, and practiced the song at a slower tempo to focus closely on intonation and phrasing.

DRAMA

The students explored acting as a fundamental aspect of drama, developing an understanding of its purpose and different acting styles. Through learning engagements, they explored factors that influence effective acting, including observation, acting techniques, voice projection, and body language. These experiences helped strengthen their communication and performance skills.



LEARNING AND TEACHING - AUGUST

ART

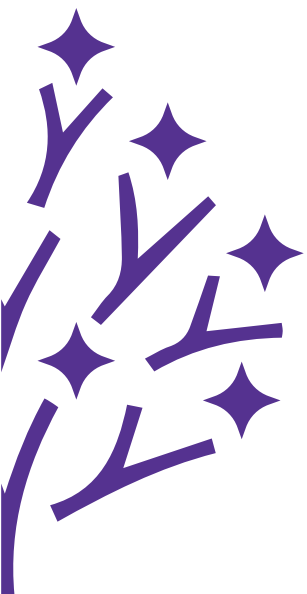
The students explored observational drawing and composition as fundamental aspects of the arts. They developed their pencil sketching techniques by closely observing and drawing classroom objects, potted plants, and still-life arrangements. Through these learning engagements, they also created imaginative compositions, strengthening their creative expression and foundational artistic skills.

PHYSICAL EDUCATION (PE)

The students explored the layout of the track and field arena, including different athletic events. 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 such as the 100 m, 200 m, and 400 m, while practising the crouch start using the L-T-Fist-Knee technique. They completed learning tasks on the crouch start, starting and finishing lines of short-distance events, as well as different track and field events to reflect on their learning while reviewing their progress.

SOCIAL AND EMOTIONAL LEARNING (SEL)

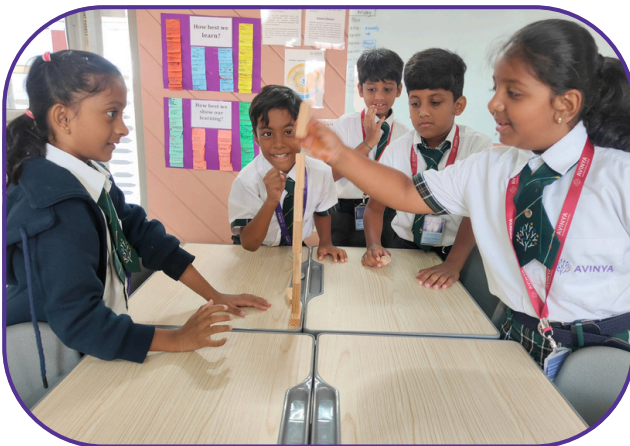
The students built on their learning by exploring how to regulate their emotions during conflicts, communicate respectfully, and make responsible choices in different social settings. They participated in emotion-regulation strategies, teamwork challenges, decision-making games, school-based scenario discussions, self-monitoring tasks, reflection journals, and personal goal-setting activities.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY THEME

How we express ourselves

CENTRAL IDEA:

Images communicate ideas and information

LINES OF INQUIRY:

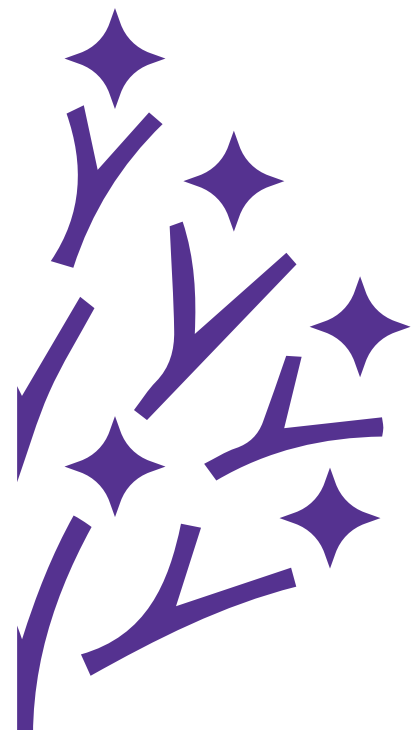
- Types of images and their uses
- Ways people interpret and respond to images
- Interconnectedness of design elements

SPECIFIED CONCEPTS

Function, Connection, Perspective

OTHER CONCEPTS

Creativity, Communication, Imagery



LEARNING AND TEACHING - SEPTEMBER

UNIT OF INQUIRY

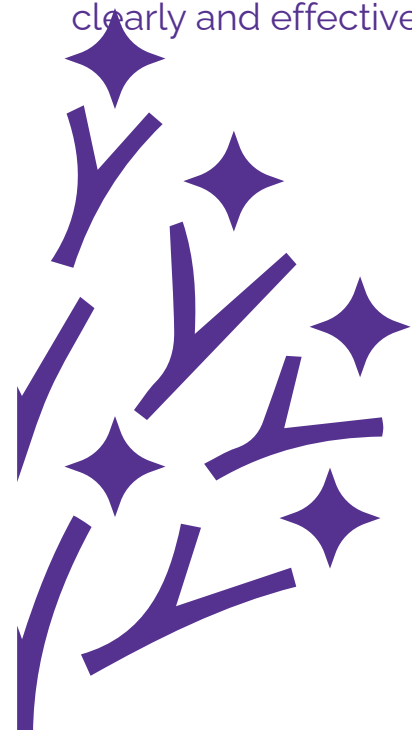
In September, the students will continue to work on the Design Thinking process, where they will explore different problems around the world related to the consumption of non-renewable sources of energy. The students will investigate the causes and impacts of these problems, consider different perspectives, and develop ideas for possible solutions through the different stages of the Design Thinking process.

The students will also begin to explore their new unit about images and how images communicate ideas and information. The students will investigate different types of images and their purposes, and explore how people may interpret and respond to images in different ways.

Through learning engagements, the students will explore the difference between static and moving images and discover how elements of design, such as line, shape, colour, space, and composition, work together to communicate meaning. The students will develop an understanding of how design choices can influence the way an image is understood and experienced.

TRANSDISCIPLINARY LANGUAGE

The students will make transdisciplinary connections through story elements, prediction writing, and advertisement writing. They will explore how stories are structured, make thoughtful predictions using clues, and develop their ideas through different forms of writing. The students will also explore the purpose and features of advertisements and use language creatively to communicate messages clearly and effectively.



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY MATH

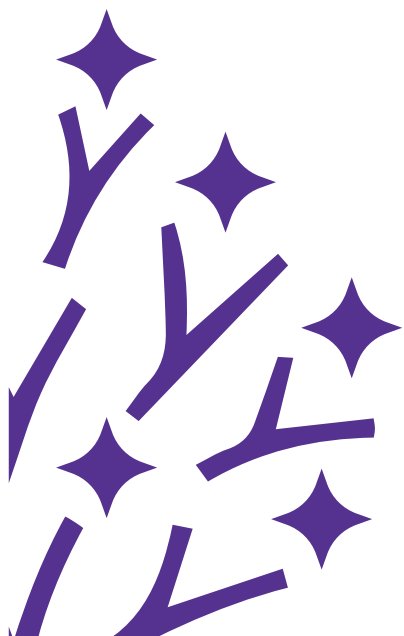
The students will make transdisciplinary connections through patterns, shapes, and lines. They will explore different types of patterns and shapes and identify and describe various types of lines. Through learning engagements, the students will recognise how patterns, shapes, and lines are used in the world around them and apply their understanding in different contexts.

HINDI

The students will revise previously learned concepts while exploring लिंग (gender), वचन (number), and passage comprehension through engaging learning engagements. They will strengthen their vocabulary and grammar skills while developing confidence in reading, writing, and speaking Hindi. The students will also read simple Panchatantra stories and बाल कहानियाँ, then practise picture comprehension to develop their reading, observation, and critical-thinking skills.

SPANISH

The students will learn articles related to family members, school, the house, and classroom objects. They will also explore pronouns, additional phrases for introducing themselves and others, along with simple questions. The students will continue to practise numbers and the days of the week while applying their Spanish language skills in daily communication.



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.

MUSIC

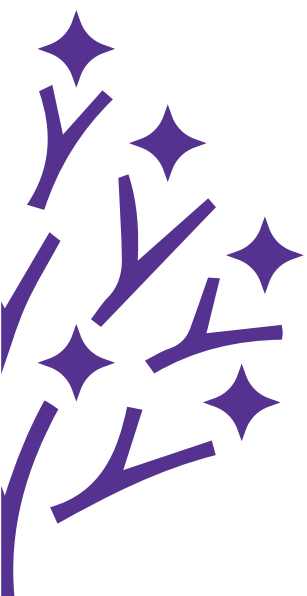
The students will continue practicing the musical basics and elements learned in August—including scales, melody, harmony, vocal exercises, and instrument family roles—while expanding their understanding to explore the transformation and evolution of musical instruments.

DRAMA

The students will further explore connection and understanding through acting and performance. They will develop different perspectives on acting while exploring strategies to engage the audience and create meaningful connections during performances.

ART

The students will explore creating landscape drawings, developing their understanding of spatial depth through the use of foreground, middle ground, and background. They will also explore rhythm in their artwork by repeating natural forms, using different shapes and patterns.



PHYSICAL EDUCATION (PE)

The students will practise the 60 m, 100 m, 200 m, and 400 m races using both crouch start and standing start techniques. They will be introduced to relay races, baton exchange techniques, then practise these through various learning engagements. The students will also be introduced to different field events. An assessment will be conducted to review their progress, reinforce their learning, and evaluate their performance.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will learn to manage impulses, pause before reacting, and practise waiting for something they want. They will explore how immediate choices can lead to different outcomes and understand the benefits of patience, self-control, and thinking ahead. Through real-life situations, games, discussions, and role-play, the students will practise patience, manage distractions, set goals, and make thoughtful decisions.



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/

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