



AVINYA
INTERNATIONAL SCHOOL

INSPIRING PURPOSE

SEPTEMBER

GRADE - 4

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.

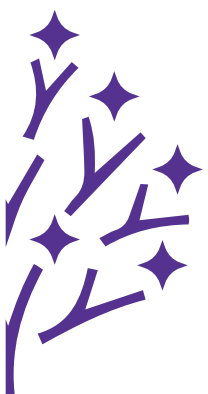
Celebrating Freedom and Unity

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

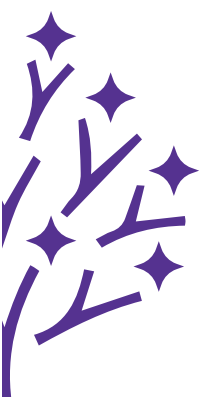
On Saturday, August 30th, we hosted our first Student-Led Conferences (SLC), accompanied by a vibrant Book Fair. The SLC provided a powerful platform for our students to take ownership of their learning journey, confidently presenting their academic goals, and progress directly to their parents.

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**

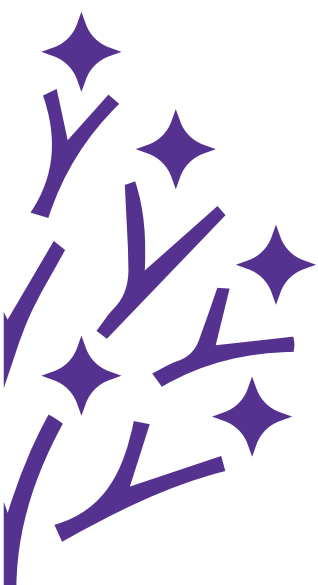
The e-portfolios provided an important platform for students to curate and showcase evidence of their learning. They brought together a range of learning artefacts, including task sheets, photographs, videos, audio recordings, presentations, projects, and reflections. Through these, students were able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

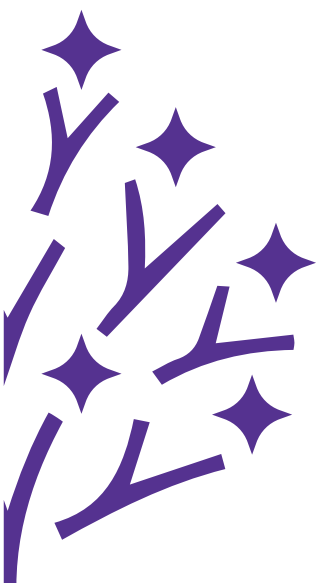
The SLC also strengthened the partnership between students, parents, and teachers. The conference created a space for students to speak for themselves and share their understanding. Parents were able to view learning through their child's perspective, celebrate their achievements, and gain insight into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

Who we are

CENTRAL IDEA

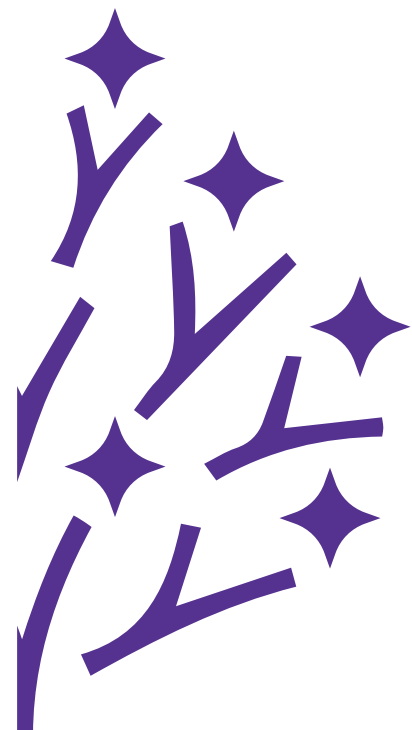
Effective interactions between human body systems contribute to health and survival

LINES OF INQUIRY

- Body systems and their working
- Interdependence of body systems
- Impact of lifestyle choices on health

SPECIFIED CONCEPTS

Function, connection, responsibility



LEARNING AND TEACHING - AUGUST

UNIT OF INQUIRY

The students began the unit by observing and reflecting on changes in their breathing, heart rate, sweating, and overall bodily sensations before and after physical activity. Through guided questioning and a Frayer Model, they explored the concepts of “body” and “system” and shared their prior knowledge and questions.

The students inquired into body systems and their functions, developing questions using 5 Ws and 1H and investigating the circulatory, respiratory, digestive, skeletal, muscular, and nervous systems. They researched the main parts, functions, and roles of their chosen systems and recorded their learning.

The students explored how body systems are connected and work together to support the body's functioning, health, and survival. They developed deeper questions using How, Why, and What would happen if...? and investigated connections between systems. The students recognised that changes in breathing and heartbeat during physical activity demonstrated how systems work together and understood that body systems depend on and support one another.

LANGUAGE

The students developed their language skills through note-taking and summarising information gathered from nonfiction texts and research sources. They identified key ideas with supporting details, recorded information in their own words, then created concise summaries highlighting the most important points. The students also wrote explanatory texts describing how different systems work, including their connections with one another. They used appropriate scientific vocabulary to organise their ideas through headings, keywords, and supporting details.

The students strengthened their grammar by using conjunctions such as and, because, so, but, and although to connect ideas while explaining relationships. They also practised oral presentation skills by sharing their research findings with their peers, explaining the main parts, functions, and connections of a selected system. Through these language experiences, the students communicated their scientific understanding clearly in both written and spoken forms.



MATH

The students developed their mathematical understanding by making connections between measurement, fractions, and the Human Body Systems. They compared quantities, discussed differences, and used mathematical reasoning to interpret their observations in the context of how the body responds to exercise.

The students also connected their learning to fractions. They represented and compared fractions, solved fraction-based problems, and used fractions to describe parts of a whole in situations related to the human body, exercise, and healthy choices. For example, the students explored how a part of a quantity could be represented as a fraction and applied their understanding to meaningful situations connected to the unit. They explained their strategies, justified their answers, and used mathematical vocabulary while solving problems.

Through these experiences, the students strengthened their problem-solving, reasoning, representation, and mathematical communication skills.

HINDI

The students learned the ऋ (ृ), ए (े), ऐ (ै), ओ (ो), औ (ौ), अं (ं), and अः (ः) की मात्राएँ by reading and forming two-, three-, and four-letter words to strengthen their vocabulary and word-building skills. They also read and wrote simple Hindi sentences and stories using these words and explored संज्ञा (nouns).

Through engaging learning experiences, the students explored simple Hindi stories and poems to develop their listening, speaking, reading, and overall language skills.

SPANISH

The students learned to introduce themselves in Spanish. They also learned verbs such as tener, ser, haber, and estar, along with Spanish pronouns and interrogative words for forming questions. They applied their thinking and communication skills to express themselves and describe others in Spanish.



LEARNING AND TEACHING - AUGUST

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. They learned in depth about Bhangra dance style and also learned few basic steps.

MUSIC

The students continued developing their musical skills with a strong focus on pitch and rhythm, building directly upon concepts from previous sessions. They practiced the song at a slower tempo to focus closely on intonation and phrasing, deepening their understanding of how tempo, tone, and rhythm interact.

DRAMA

The students explored dialogue as an element of drama. They inquired into the purpose of dialogue, the differences between everyday conversation and dramatic dialogue, along with the importance of listening, reacting, diction, and voice modulation. Through these learning experiences, the students further developed their spatial awareness, concentration, and performance skills, followed by opportunities to reflect on their learning.

ART

"The students explored the role of perspective and spatial awareness in drawing, along with the proportions of the human figure, and applied these concepts to create original compositions. They also inquired into mythical creatures from diverse cultures around the world. Using their imagination, the students designed and illustrated their own unique creatures by combining characteristics from various animals."

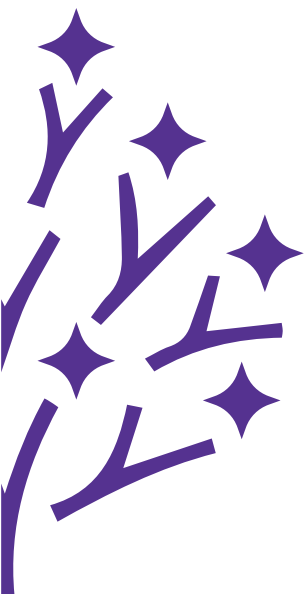


PHYSICAL EDUCATION

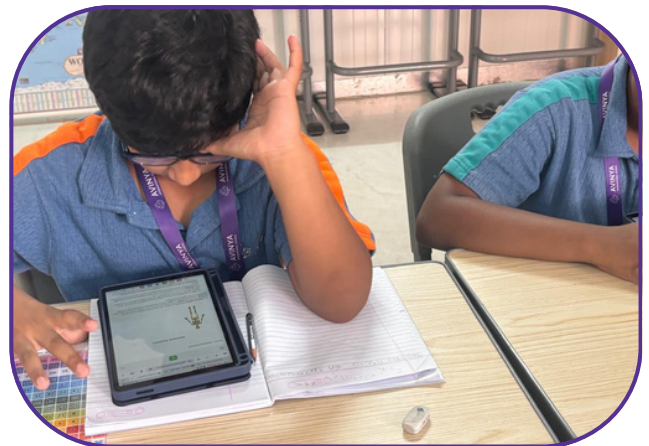
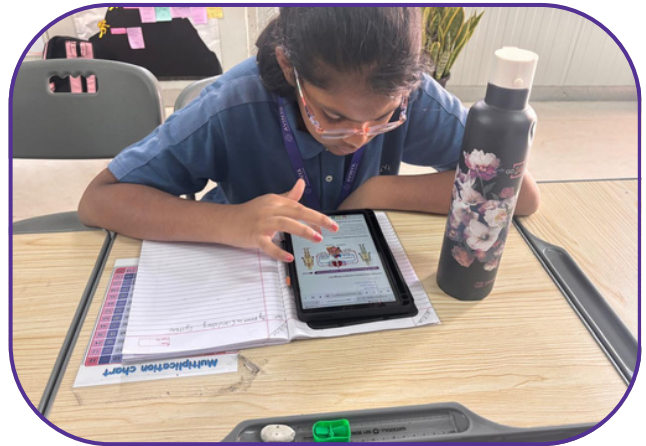
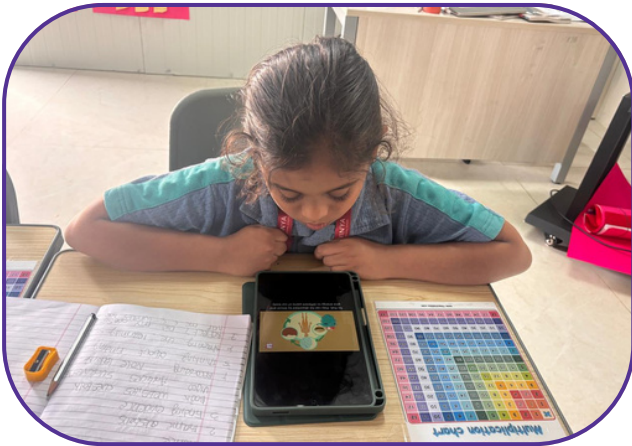
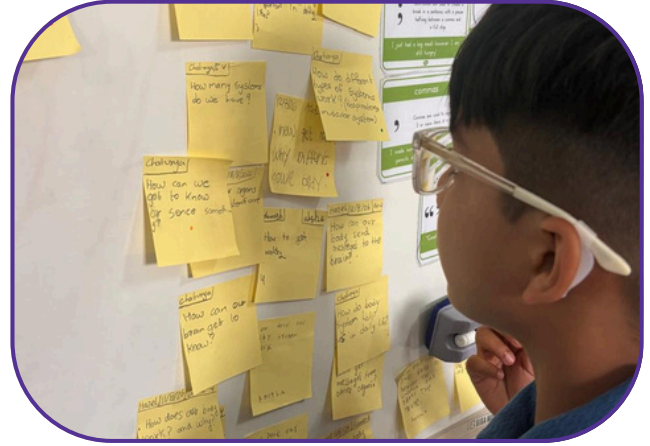
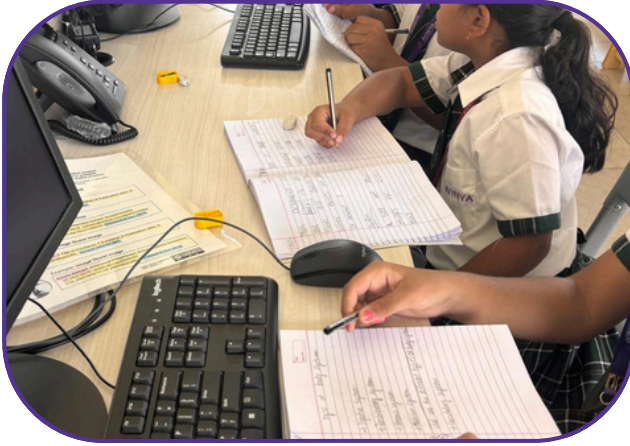
The students inquired into the basic rules and regulations of track and field competitions. They learned and practised short-distance track events, focusing on crouch start, standing start, and relay techniques, with an emphasis on correct baton exchange. Additionally, the students completed a learning task on short-distance track events to reinforce their understanding of correct movement techniques.

SOCIAL AND EMOTIONAL LEARNING (SEL)

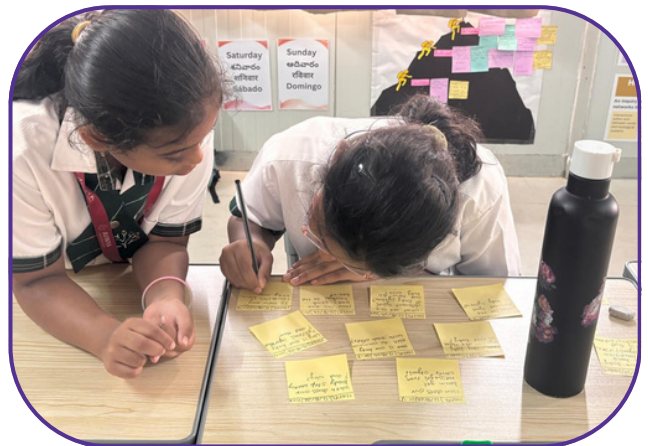
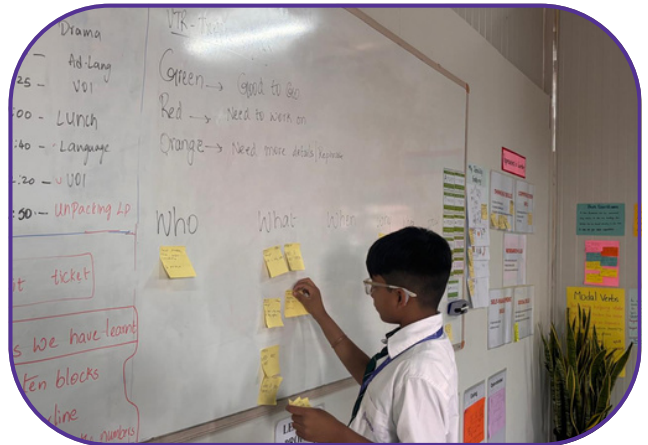
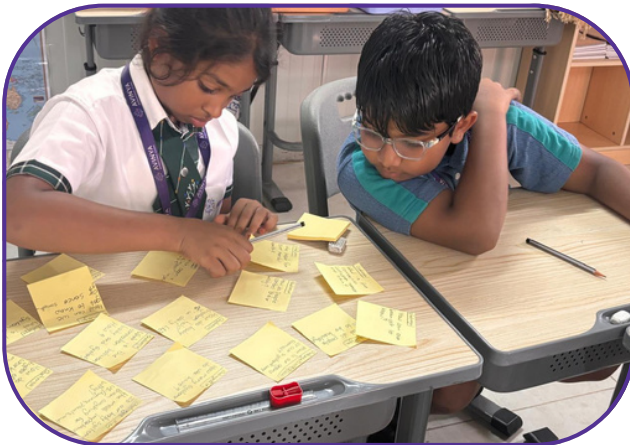
The students applied their learning by practising negotiation skills in real-life conflict scenarios and collaborative challenges. They used respectful language, active listening, and problem-solving strategies to reach fair agreements while considering different perspectives. Through role-plays, teamwork tasks, and reflection journals, students strengthened their empathy, self-awareness, and relationship skills while becoming more confident and responsible decision-makers.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY THEME

Where we are in place and time

CENTRAL IDEA

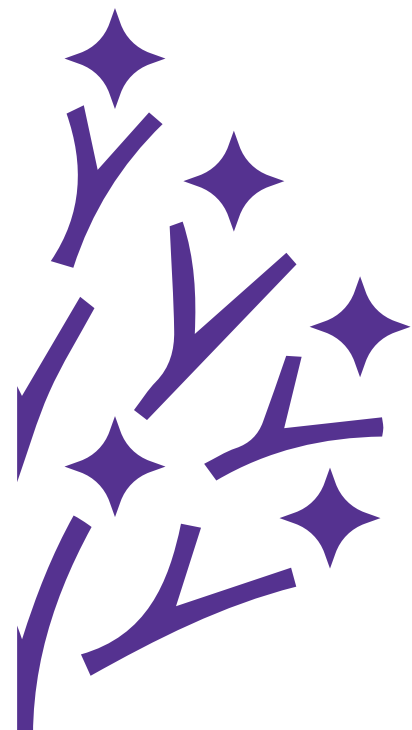
Evidence of ancient civilisations facilitates connections with present-day societies

LINES OF INQUIRY

- Characteristics of civilisations and societies
- Processes involved in collecting, analysing, and validating evidence
- Connections between past, present and future

SPECIFIED CONCEPTS

Function, Connection, Responsibility



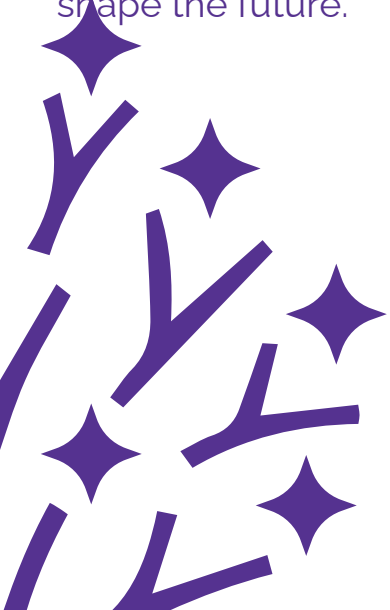
LEARNING AND TEACHING - SEPTEMBER

UNIT OF INQUIRY

The students will explore the interdependence of the human body systems and discover how different systems work together to keep the body functioning effectively. They will also investigate how lifestyle choices, such as nutrition, physical activity, sleep, and personal habits, can impact overall health and well-being. Through discussions, inquiry, and real-life connections, the students will reflect on how their choices can contribute to maintaining a healthy body.

The students will inquire into the new unit on ancient civilisations and explore the characteristics of ancient civilisations and societies by investigating how people lived, worked, communicated, traded, governed themselves, and adapted to their environments. They will examine civilisations such as the Indus Valley, Ancient Egypt, Mesopotamia, Ancient China, Ancient Greece, and Ancient Rome, focusing on their settlements, architecture, writing, technology, occupations, beliefs, and cultural practices. Through images, maps, artefacts, texts, timelines, and videos, the students will compare civilisations, identify similarities and differences, and then understand how geography, resources, and human needs influenced their development.

The students will investigate the collection, analysis, and validation of evidence by examining artefacts, pottery, coins, tools, inscriptions, monuments, paintings, maps, and written records. They will practise observing, recording facts, making inferences, asking questions, and checking the reliability of sources. The students will then explore connections between the past, present, and future by comparing ancient and modern communication, transportation, architecture, agriculture, trade, governance, and city planning. They will identify continuity and change, then reflect on how learning from ancient civilisations can help us understand the present and shape the future.



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY MATH

The students will explore measurement and conversions between different units and apply their understanding to real-life situations. They will also continue developing their understanding of fractions and their different types, including identifying, representing, and working with various fractions through engaging learning engagements and problem-solving tasks.

The students will use timelines, number sense, measurement, maps, and scale to explore mathematical information related to ancient civilisations. They will read and create timelines, compare dates and durations, then order and compare large numbers.

The students will apply data handling, fractions, geometry, and measurement to analyse evidence related to ancient societies. They will collect, organise, and represent historical information using tables, tally charts, and graphs. They will interpret data, identify patterns and trends, then use geometric shapes, symmetry, patterns, and angles found in ancient architecture to make comparisons. Through these learning engagements, the students will use mathematical reasoning to compare quantities, make calculations, and conclude from historical evidence.



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY LANGUAGE

The students will continue to develop their summarising skills by identifying and recording key ideas with important details from a text. They will also explore informational texts, focusing on how information is presented and organised. The students will further investigate cause-and-effect relationships by making connections between events, actions, and their outcomes through reading and discussion.

The students will read informational and historical texts to develop their understanding of ancient civilisations, focusing on identifying key ideas, finding relevant information, making inferences, and distinguishing between facts and opinions. They will develop subject-specific vocabulary related to civilisations, archaeology, and evidence, then practise note-taking, summarising, sequencing, and comparing information from different sources.

The students will use their research to write explanatory and comparative texts about ancient civilisations with connections to present-day societies. They will support their ideas with evidence, organise information into clear paragraphs, and use appropriate conjunctions, descriptive language, and historical vocabulary. The students will also develop their speaking and listening skills through group discussions, questioning, sharing findings, and presenting their research to an audience.

HINDI

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



LEARNING AND TEACHING - SEPTEMBER

SPANISH

The students will learn about the “AR” verb pattern and practise using some irregular verbs in sentences. They will continue to practise grammar concepts such as definite and indefinite articles, including un, la, las, una, and uno, in contexts related to family members. They will also explore Spanish pronouns with verbs such as tener, ser, haber, estar, and hablar.

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 core musical concepts like pitch, rhythm, tempo, and tone through hands-on exercises, while expanding their cultural appreciation by exploring and learning different folk songs and traditional musical styles.

DRAMA

The students will explore subtext by reading between the lines, interpreting implied meanings, and identifying appropriate pauses. Through classroom learning engagements, they will examine the intent and emotions conveyed through a text. The students will then explore “script” as an element of drama, analysing its structure to understand how a play is organised.

ART

The students will further develop their understanding of perspective in drawing. They will practise accurately proportioning the human figure, organising spatial arrangements, and then applying the basic principles of composition to their artwork. Through these learning engagements, the students will explore how proportion, space, and composition contribute to creating balanced artwork.



LEARNING AND TEACHING - SEPTEMBER

PHYSICAL EDUCATION

The students will inquire into the basic rules and regulations of middle- and long-distance track competitions. They will learn and practise middle- and long-distance track events, focusing on standing start and bunch start techniques. Additionally, the students will complete a learning task on middle- and long-distance events, along with an assessment on short-distance track events, to reinforce their understanding of correct movement techniques.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will explore diversity, equity, fairness, and inclusion, recognising that people have different identities, experiences, abilities, needs, and perspectives. They will understand that fairness does not always mean everyone receives the same thing, as people may need different kinds of support to participate equally. Through discussions, scenarios, stories, and collaborative tasks, the students will learn to challenge unfairness, respect differences, include others, and take action to create a fair and welcoming environment.



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

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Instagram - https://www.instagram.com/avinya_school/

LinkedIn - <https://www.linkedin.com/company/avinya-international-school/>

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