



AVINYA
INTERNATIONAL SCHOOL

INSPIRING
PURPOSE

SEPTEMBER

GRADE - PP1B

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.

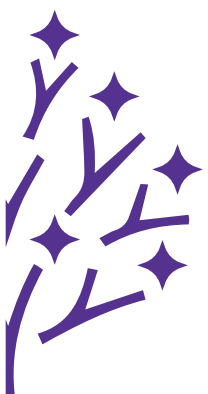
Celebrating Freedom and Unity

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

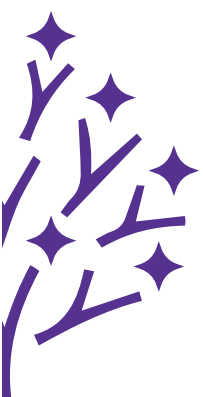
On Saturday, August 30th, we hosted our first Student-Led Conferences (SLC), accompanied by a vibrant Book Fair. The SLC provided a powerful platform for our students to take ownership of their learning journey, confidently presenting their academic goals, and progress directly to their parents.

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**

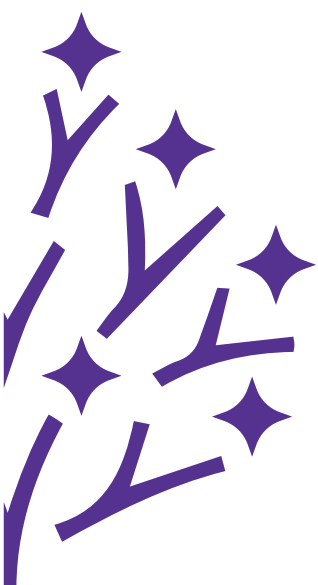
The e-portfolios provided an important platform for students to curate and showcase evidence of their learning. They brought together a range of learning artefacts, including task sheets, photographs, videos, audio recordings, presentations, projects, and reflections. Through these, students were able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

LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY THEME

Where we are in place and time

CENTRAL IDEA

Homes reflect a range of influences and local conditions.

LINES OF INQUIRY

- Homes over time
- Homes around the world
- Impact of influences on homes

SPECIFIED CONCEPTS

change, function, perspective



LEARNING AND TEACHING - AUGUST

UNIT OF INQUIRY

The students inquired about how homes have changed over time. They compared homes from the past with homes today, noticing changes in the way people live, the types of homes they build, and the materials they use. Through Eva's story, they explored how homes can be different for different generations.

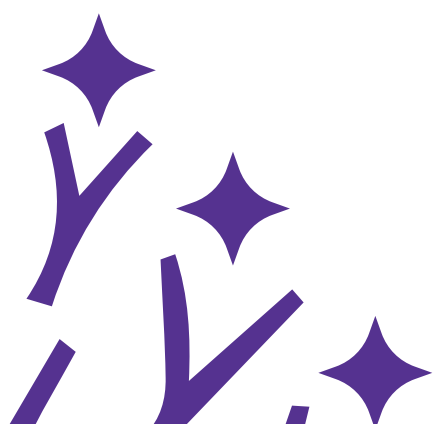
The students also explored different places around the world, including Antarctica, the Maldives, Africa, Switzerland, and Australia. They investigated the climate, geographical features, and building materials found in each place.

Through the story of The Three Little Pigs, the students explored how different materials can make homes stronger. They also shared observations about their own homes, including the people they live with, their favourite spaces, and their daily routines. Through these experiences, the students developed an understanding of the difference between a house and a home, recognising that people, relationships, and experiences make a house feel like home.

TRANSDISCIPLINARY LANGUAGE

The students continued to make transdisciplinary connections through their language learning by exploring the letters P, N, J, and D in connection with their Unit of Inquiry. They learnt the jingles for each letter, explored objects associated with each sound, and strengthened their letter-sound recognition while building their vocabulary.

The students were also introduced to blending simple words through the "at" and "ap" word families. This learning experience supported their early reading skills and built confidence in recognising and blending sounds.



LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY MATH

The students made transdisciplinary connections by exploring quantification, backward counting, and missing numbers in sequences. They connected mathematical sequencing and patterns to their daily routines, recognising how these concepts appear in their everyday experiences.

The students also learnt about tally marks and used them to count the number of family members in their homes. This helped them apply a new mathematical concept to a familiar, meaningful context.

MUSIC

The students explored the Solfege scale and practiced singing the song "Doe, a Deer." They discovered and identified different everyday sounds around them through interactive group discussions and shared ideas.

DRAMA

The students explored how facial expressions can communicate different feelings and emotions. They learnt how the eyes and mouth can be used to create expressions that show how they feel. The students connected these expressions to familiar situations from their daily lives.

DANCE

The students continued to build their movement skills by exploring the dynamic qualities of dance, including fast and slow, big and small, strong and smooth, and sharp movements. Through engaging movement-based activities and songs, students also explored a variety of locomotor movements such as travelling, jumping, and turning, helping them develop greater body awareness, coordination, and confidence while expressing themselves creatively through dance.



LEARNING AND TEACHING - AUGUST

ART

The students explored different types of lines, including straight, curved, zigzag, wavy, and dotted lines, using a variety of art materials. Through these learning experiences, they identified the different lines and noticed how they vary in shape and appearance.

PHYSICAL EDUCATION (PE)

The students learnt and practised basic running movements, focusing on hand-leg coordination and correct movement techniques. They practised running along zigzag pathways and performed straight-line shuttle runs to develop coordination, agility, and speed. The students also completed a learning task on jogging and running to reinforce their understanding of the movement skills practised during the lessons.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students continued learning about personal safety by exploring body ownership, personal boundaries, safe and unsafe touch, and trusted adults. Through stories, discussions, role-play, and engaging learning experiences, they learnt how to respect personal boundaries, identify trusted adults, and make safe choices in everyday situations.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY THEME

Who we are

CENTRAL IDEA

Choices people make affect their health and well-being.

LINES OF INQUIRY

- Types of choices
- Impact of choices
- Ways to make safe and healthy choices

SPECIFIED CONCEPTS

Form, causation, responsibility



LEARNING AND TEACHING - SEPTEMBER

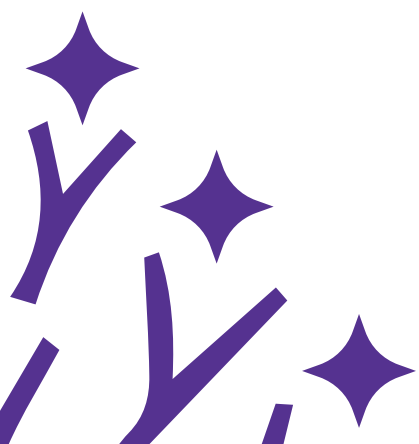
The students will reflect on their learning about homes and co-construct the end-of-unit assessment task, assessment tool, and criteria. They will then begin their new Unit of Inquiry, exploring the central idea: "Choices people make affect their health and well-being."

The students will inquire into different types of choices, the impact of choices, and ways to make safe and healthy choices. Through discussions, stories, real-life situations, and hands-on learning engagements, they will explore how their everyday choices can influence their health and well-being.

TRANSDISCIPLINARY LANGUAGE

The students will continue developing their language skills by learning the Jolly Phonics sounds C/K, E, R, and M. They will explore simple opposites, using them in everyday conversations to build their vocabulary.

The students will also participate in story sessions to strengthen their listening skills, imagination, and enjoyment of language. They will begin exploring action words while continuing to practise blending sounds as they develop their early reading skills.



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY MATH

The students may connect their learning to sorting and grouping healthy and unhealthy choices. They will continue developing their counting skills by quantifying familiar objects from their everyday lives.

The students will also be introduced to place value as an early foundation for understanding numbers. They will explore pictographs and human graphs to represent and interpret information in simple, meaningful ways.

DANCE

The students will explore different dance props and discover how they can be used to make movement more expressive and engaging. They will experiment with simple props and learn to use them creatively while practising a dance routine, developing coordination, confidence, and body awareness.

DRAMA

The students will explore using facial expressions and body movements to show different feelings and characters. They will practise action and reaction through simple drama learning engagements. The students will share their expressions with an audience, developing an understanding of how performers connect with their audience.



LEARNING AND TEACHING - SEPTEMBER

MUSIC

The students will continue practicing the Solfège scale and simple rhythm patterns while learning new songs and identifying the unique sounds of different musical instruments.

ART

The students will be introduced to basic 2D shapes, including circles, squares, triangles, and rectangles, through engaging learning experiences such as collage-making and object matching. They will use these shapes to create original drawings and creative compositions. Through these experiences, the students will observe their surroundings and identify shapes and simple patterns in everyday objects.

PHYSICAL EDUCATION (PE)

The students will learn and practise basic jumping movements, including jumping on the spot, jumping in different shapes, split jumps, and jumping with objects. Through a variety of learning engagements, they will develop coordination, balance, body control, and safe jumping techniques. The students will also complete a learning task on jogging and running to reinforce their understanding of the movement skills practised during the lessons.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students will explore emotions, self-control, and making positive choices. They will learn to identify their feelings and understand how their actions can affect themselves and others. Through stories, games, role-play, and calming learning engagements, the students will practise pausing before acting, waiting patiently, sharing, taking turns, and making safe, kind, and respectful 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>

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