



AVINYA
INTERNATIONAL SCHOOL

INSPIRING
PURPOSE
SEPTEMBER

GRADE - PP2

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.

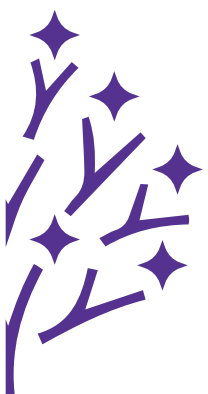
Celebrating Freedom and Unity

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

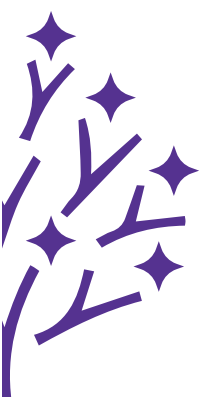
On Saturday, August 30th, we hosted our first Student-Led Conferences (SLC), accompanied by a vibrant Book Fair. The SLC provided a powerful platform for our students to take ownership of their learning journey, confidently presenting their academic goals, and progress directly to their parents.

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**

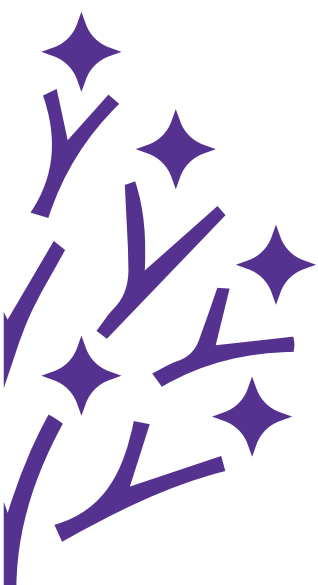
The e-portfolios provided an important platform for students to curate and showcase evidence of their learning. They brought together a range of learning artefacts, including task sheets, photographs, videos, audio recordings, presentations, projects, and reflections. Through these, students were able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

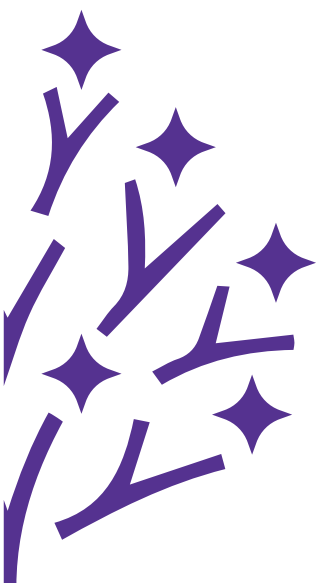
The SLC also strengthened the partnership between students, parents, and teachers. The conference created a space for students to speak for themselves and share their understanding. Parents were able to view learning through their child's perspective, celebrate their achievements, and gain insight into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

TRANSDICIPLINARY THEME

How we organize ourselves

CENTRAL IDEA

Many products undergo a process of change before they are consumed or used.

LINES OF INQUIRY

- Origins of products
- Processes products go through
- Reasons for change in products

SPECIFIED CONCEPTS

Form, Function, Causation



LEARNING AND TEACHING - AUGUST

UNIT OF INQUIRY

As part of our Unit of Inquiry, the students continued exploring the central idea: "Many products undergo a process of change before they are consumed or used."

The students discovered that everyday products go through different stages and changes before they are ready to be used or consumed. Through familiar examples, discussions, and hands-on learning engagements, they explored where products come from, how they change, and how they reach us.

They were encouraged to ask questions such as:

- Where does the product come from?
- What was it before?
- What changes does it go through?
- Who helps to make it?
- How does it reach us?

Through these experiences, the students developed their ability to observe, ask questions, make connections, and share their ideas. They also began to recognise the important roles of different people, materials, tools, and processes involved in making everyday products.

Their curiosity and enthusiasm continue to make this inquiry an exciting journey as they connect their classroom learning with the world around them.

TRANSDISCIPLINARY LANGUAGE

The students developed their early literacy skills by learning the letter sounds c, k, e, h, r, m, and d. They practised identifying these sounds, blending them to read simple words, then strengthening their phonetic awareness through engaging learning experiences. The students also explored opposite words and the concept of nouns, using them in conversations, storytelling, and classroom learning engagements. These experiences helped them build vocabulary, strengthen their communication skills, and express their ideas with confidence.



LEARNING AND TEACHING - AUGUST

TRANSDISCIPLINARY MATH

The students developed a strong understanding of the calendar by exploring days, months, and the sequencing of events. They learned to use the calendar to talk about before, after, today, tomorrow, and important dates, while sequencing events in their daily lives. They strengthened their understanding of number sequencing and number names. They also learned about the days of the week, along with ordinal numbers such as first, second, and third. The students connected these concepts to real-life situations, such as identifying positions in a line or the order of events.

Through hands-on learning engagements and real-life connections, the students continued to develop their ability to observe patterns, make connections, and strengthen their mathematical thinking and confidence.

DANCE

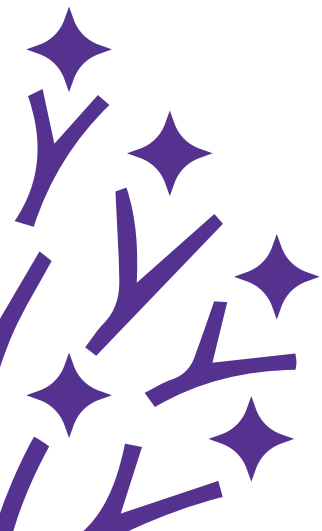
The students deepened their understanding of movement by exploring the dynamic qualities of dance, including fast and slow, big and small, strong and smooth, and sharp movements. They investigated how moving at different spatial levels (low, medium, and high) and changing direction could create variety and meaning in dance. Through engaging movement activities and routines, the students also explored locomotor movements such as travelling, jumping, and turning, further developing their coordination, spatial awareness, and confidence.

MUSIC

The students explored pitch using Solfège hand signs to build strong intonation and learned the classic song "Doe, a Deer." By experimenting with soft and loud dynamics while keeping a steady rhythm, they learned how to express different moods and energy levels through their music.

DRAMA

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



LEARNING AND TEACHING - August

ART

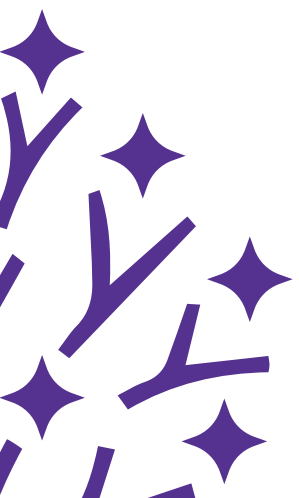
The students explored secondary colours through the exciting process of colour mixing. By combining primary colours, they explored how new colours are created, then used their understanding to create colourful, expressive artwork. These hands-on learning experiences encouraged creativity while helping the students develop a basic understanding of the colour wheel.

PHYSICAL EDUCATION

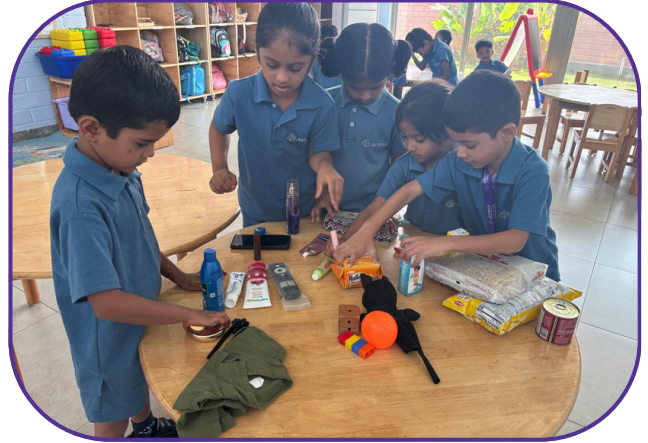
The students learned and practised basic running movements, focusing on hand-leg coordination and correct running technique. They performed a variety of running drills, including high-knee actions, front kicks, zigzag running, and straight-line shuttle runs to develop coordination, agility, and movement efficiency. Additionally, the students completed a learning task on jogging and running to reinforce their understanding of the skills and movement techniques practised during the lessons.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students explored emotions, developing an understanding of how feelings can affect their actions. Through stories, role-plays, breathing exercises, Stop-Think-Choose activities, and other engaging learning experiences, they practised recognising their emotions, using calming strategies, making thoughtful choices, and showing empathy towards themselves and others.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - SEPTEMBER

TRANSDICIPLINARY THEME

How we organize ourselves

CENTRAL IDEA

Many products undergo a process of change before they are consumed or used.

LINES OF INQUIRY

- Origins of products
- Processes products go through
- Reasons for change in products

SPECIFIED CONCEPTS

form, function, causation



LEARNING AND TEACHING - SEPTEMBER

TRANSDICIPLINARY THEME

Where we are in place and time

CENTRAL IDEA

Journeys bring change and lead to new opportunities

LINES OF INQUIRY

- Types of journeys
- Purpose of journey
- Impacts of the journey

SPECIFIED CONCEPTS

form, function, perspective



LEARNING AND TEACHING - SEPTEMBER

UNIT OF INQUIRY

The students will explore the central idea: "Many products undergo a process of change before they are consumed or used." They will observe a variety of familiar products, inquire into where they come from, and explore the different processes they go through before they are ready to be used or consumed. They will also explore why products change. Through hands-on explorations, discussions, observations, and collaborative learning experiences, the students will develop an understanding of how products are made and the journey they take before reaching consumers.

The students will also begin their third Unit of Inquiry, Where We Are in Place and Time, exploring different types of journeys. They will share their experiences of journeys, explore how people travel from one place to another, and consider the different purposes of journeys.

TRANSDISCIPLINARY LANGUAGE

The students will continue to strengthen their early language and literacy skills through engaging Jolly Phonics stories and jingles, with a focus on blending sounds. They will revisit CVC words and sight words to strengthen their reading and word recognition skills. Through these learning experiences, the students will develop speaking fluency, expand their vocabulary, and build confidence in communication.

TRANSDISCIPLINARY MATH

The students will strengthen their understanding of place value, number sequences, measurement, and currency through engaging learning experiences. They will explore timelines, compare quantities using grams and kilograms, and become familiar with Indian coins and notes. These experiences will help the students apply mathematical concepts to real-life situations.

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.



LEARNING AND TEACHING - SEPTEMBER

MUSIC

The students will continue practicing Solfège hand signs, vocal vowel exercises, dynamic contrasts, and rhythm skills while learning new songs and expanding their knowledge to recognize and distinguish the distinct sounds of wind, string, and percussion instruments.

DRAMA

The students will explore creating expressions to show different feelings and characters. They will practise responding to others through simple action-and-reaction learning engagements. The students will share their expressions with an audience, developing an understanding of how performers communicate with their audience.

ART

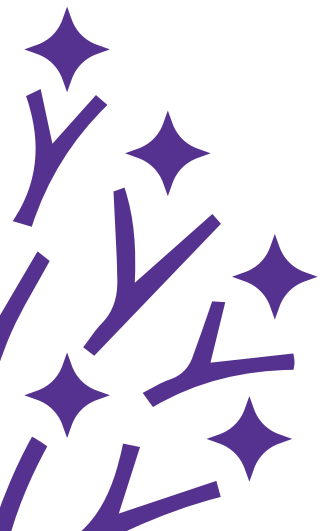
The students will explore the fundamentals of 3d shapes and object building. By investigating everyday classroom objects, they will learn to identify and understand the properties of spheres, cubes, cones, and cylinders in their environment. Through hands-on, simple construction activities, the students will experiment with how these shapes fit together to form structures.

PHYSICAL EDUCATION

The students will learn and practise basic jumping movements, including on-the-spot jumps, lateral jumps, split jumps, and jumping over objects. They will complete a learning task on jumping skills, followed by an assessment on running and jogging to reinforce their understanding of the movement techniques practised.

SOCIAL AND EMOTIONAL LEARNING (SEL)

The students will explore the meaning of interests and hobbies by identifying activities they enjoy, such as reading, drawing, dancing, music, sports, building, and gardening. Through discussions, sorting activities, and hobby stations, they will recognise that people have different preferences. They will also explore how hobbies help them develop new skills, express themselves, and connect with others.



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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