



AVINYA
INTERNATIONAL SCHOOL

INSPIRING
PURPOSE
OCTOBER

GRADE - 1

MESSAGE FROM THE HEAD OF SCHOOL

Dear Parents!

Greetings from Avinya International School!

September has been a month filled with celebration, creativity, gratitude, and meaningful learning at Avinya. As we moved through the month, our children had many opportunities to celebrate traditions, appreciate the people around them, express themselves creatively, and learn from our wider community.

We began the month with the celebrations of **Janmashtami** and **Teachers' Day**. Our students reflected on the important role teachers play in our lives and expressed their appreciation through heartfelt messages, songs, and dance. Their performances reminded us that teaching is not only about sharing knowledge, but also about nurturing relationships, inspiring curiosity, and guiding young minds.

The spirit of celebration continued with **Ganesh Chaturthi**. Our students made Ganesha idols using clay at school and took their creations home to celebrate the festival with their families. The experience allowed them to connect creativity with culture and tradition.

We also celebrated **International Literacy Day** around the theme, "**Education for People, the Planet and Prosperity**." The day encouraged our students to think about literacy as much more than the ability to read and write—it is a powerful tool that enables people to understand the world, communicate with others, make choices, and contribute meaningfully to their communities.



As part of this celebration, students from Grades 3 and 4 had a special session with our ancillary staff, who shared their experiences and supported the children in developing their ability to communicate in English. It was a warm and meaningful opportunity for our students to learn from and connect with members of our school community.

The **International Dot Day** celebration brought out the artist and creator in every child. Inspired by the message of "**Make Your Mark**," students explored the importance of creativity, individual expression, courage, and the willingness to begin.



MESSAGE FROM THE **HEAD OF SCHOOL**

Through activities such as creating drawings within a dot, joining dots to create imaginative forms, and writing stories and poems inspired by dots, our students discovered that even the smallest mark can become the beginning of something meaningful.

World Gratitude Day was especially significant for us, as gratitude is one of our core values at Avinya. Students took time to think about the people who make a difference in their lives and expressed their appreciation through cards, letters, and heartfelt messages. Our teachers also joined in by sharing thank-you messages with people they were grateful to. These simple acts reminded us that gratitude strengthens relationships, builds empathy, and helps us recognise the many people who contribute to our lives each day.

The wellbeing of our students remains an important part of our commitment to holistic education. As part of this, we organised an ENT health check-up for our students with the medical team from Continental Hospital. We are grateful to the doctors and medical professionals for their time, care, and support in helping us nurture healthy and confident learners.

Our students also made us proud through their participation in sport. Our **Girls' Basketball Team**, comprising students from Grades 3 and 4, participated in the Hyderabad PYP Network Basketball Championship for the first time and advanced to the semi-finals. This was a wonderful achievement for our young athletes and a reflection of their dedication, teamwork, perseverance, and sporting spirit. We congratulate our girls on this achievement and celebrate their confidence and enthusiasm both on and off the court.

As Avinya International School continues to grow, we are delighted to see our academic and sporting programmes expanding alongside our community. Our children are exploring new areas of interest, developing their talents, and embracing opportunities to learn, participate, and excel.

Our students' performance in gymnastics has been particularly motivating. With an increasing number of students taking up the sport, we are pleased to welcome **Mr. V. Pavan Kumar** as our **Gymnastics Coach**. His appointment will enable us to provide more personalised coaching, focused guidance, and structured learning opportunities for our young gymnasts. We look forward to seeing our students continue to develop their skills, confidence, discipline, and passion for the sport.

MESSAGE FROM THE **HEAD OF SCHOOL**

We are equally delighted to strengthen our academic leadership with the addition of **Ms. Sushmita Mishra**, who joins us as our **Associate Middle Years Coordinator** and **Science Teacher**. Ms. Sushmita brings with her rich IB experience and expertise. She is an IB MYP Examiner for Biology and the Personal Project, as well as an IB Workshop Leader for MYP and DP. Her experience and commitment to the IB philosophy will add great value to our growing academic community and support us as we continue to strengthen our Middle Years journey.

As we approach Dussehra, a festival that reminds us of the triumph of good over adversity, we take a moment to reflect on the values that guide us—kindness, courage, empathy, gratitude, and the willingness to make a positive difference.

I would like to extend my heartfelt appreciation to our students, teachers, support staff, parents, and every member of the Avinya community for making September 2026 such a vibrant and meaningful month. Each celebration, interaction, and learning experience has added another thread to the rich tapestry of our school community.

Wishing our entire Avinya family a joyful, peaceful, and blessed Dussehra. May the festive season bring happiness, togetherness, and renewed hope to every home.

Warm wishes,

Anjalika Sharma

Head of School

Avinya International School



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY THEME

Sharing the Planet

CENTRAL IDEA

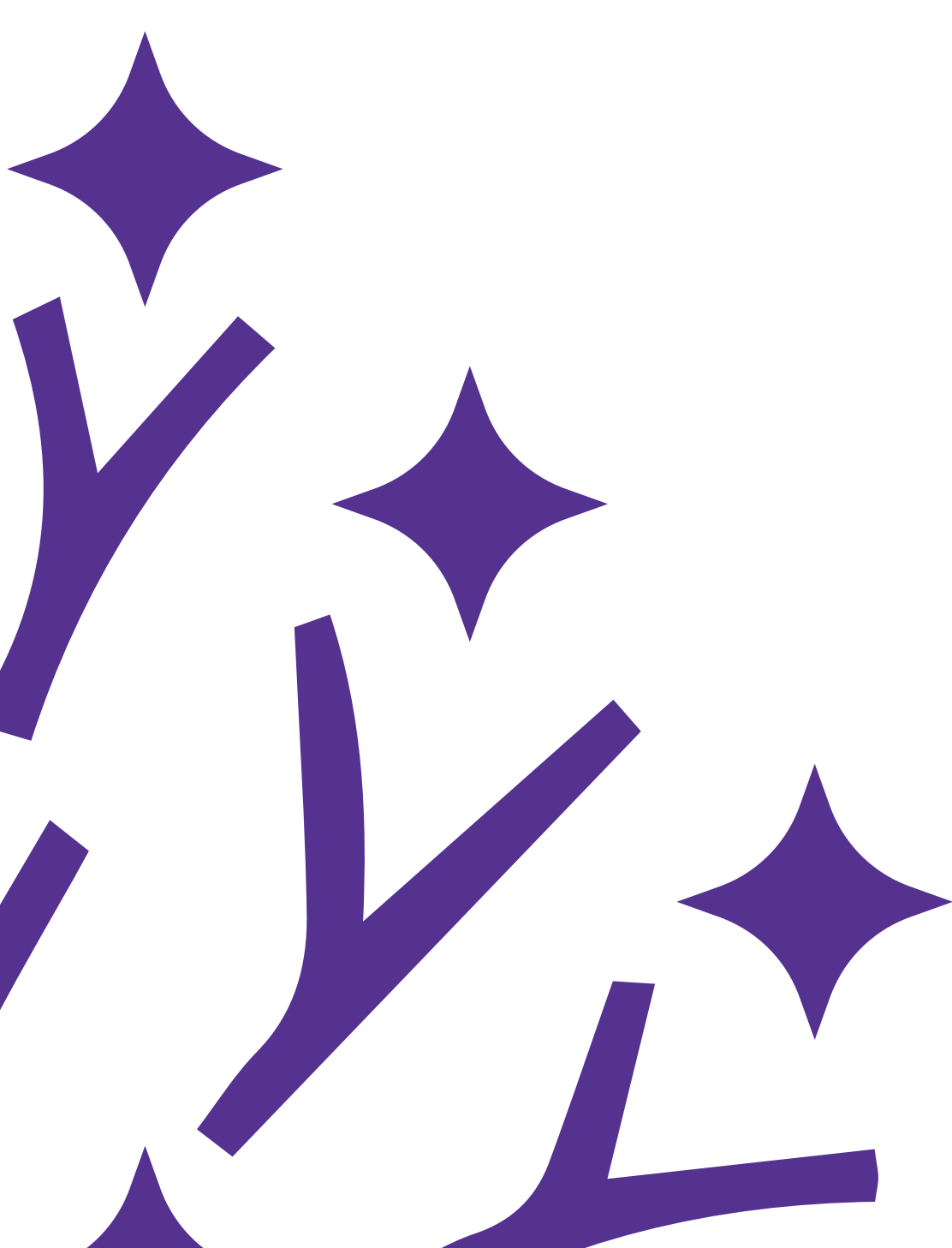
People interact with, use, and value the environment in different ways.

LINES OF INQUIRY

- Different types of environments
- Interdependence between people and the environment
- Strategies to protect our environment

SPECIFIED CONCEPTS

form, connection, responsibility



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY THEME:

How We Express Ourselves

CENTRAL IDEA:

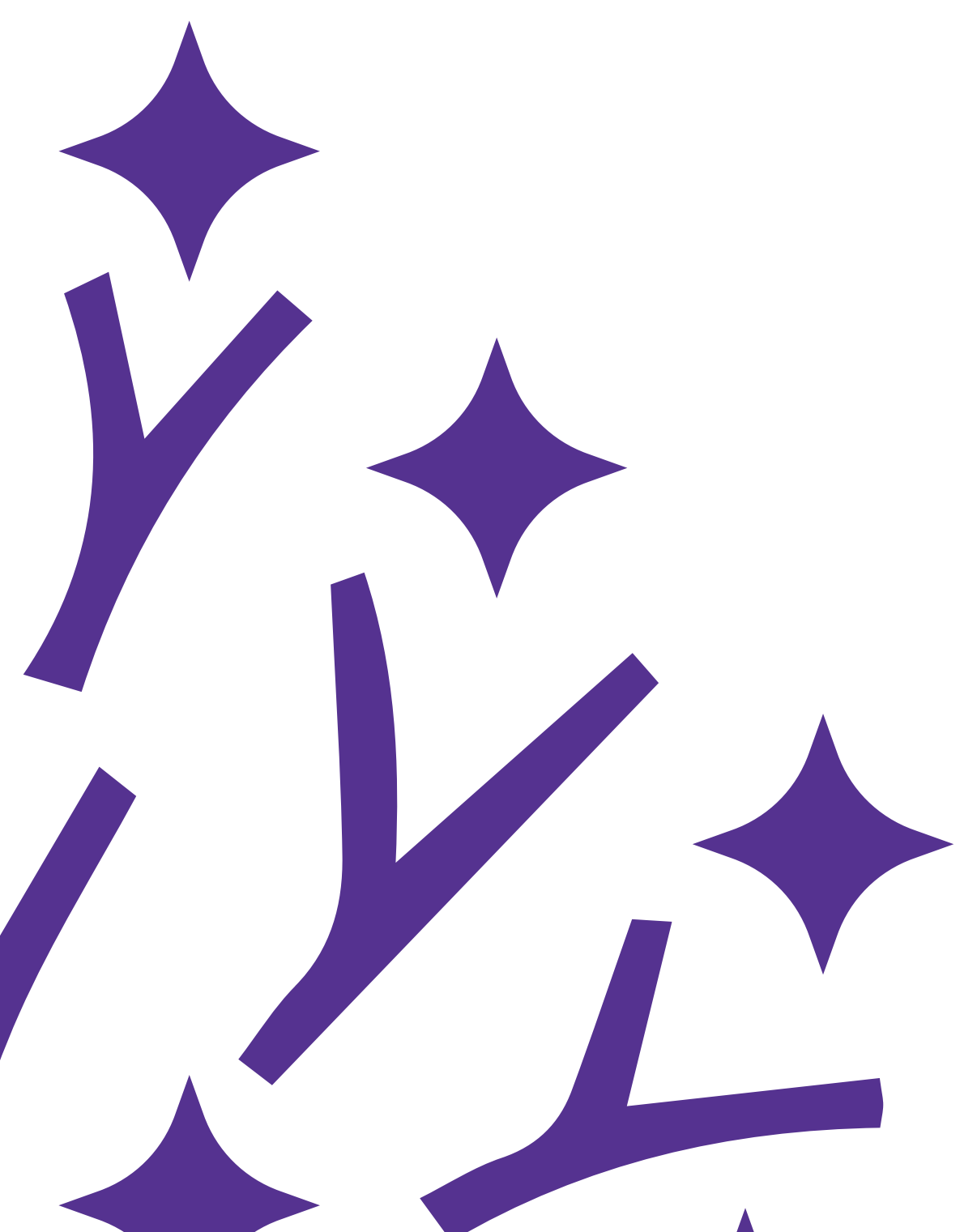
Celebrations foster bonding, create memories, and shape identity.

LINES OF INQUIRY

- Types of celebrations
- Reasons people celebrate
- Ways to celebrate

SPECIFIED CONCEPTS:

form, causation, perspective



LEARNING AND TEACHING - SEPTEMBER

UNIT OF INQUIRY:

The students explored the unit, "People interact with, use, and value the environment in different ways," and developed an understanding of how people interact with, depend on, and value different environments. Through observations, discussions, hands-on experiences, picture books, videos, and real-life connections, they explored different environments and identified their unique features.

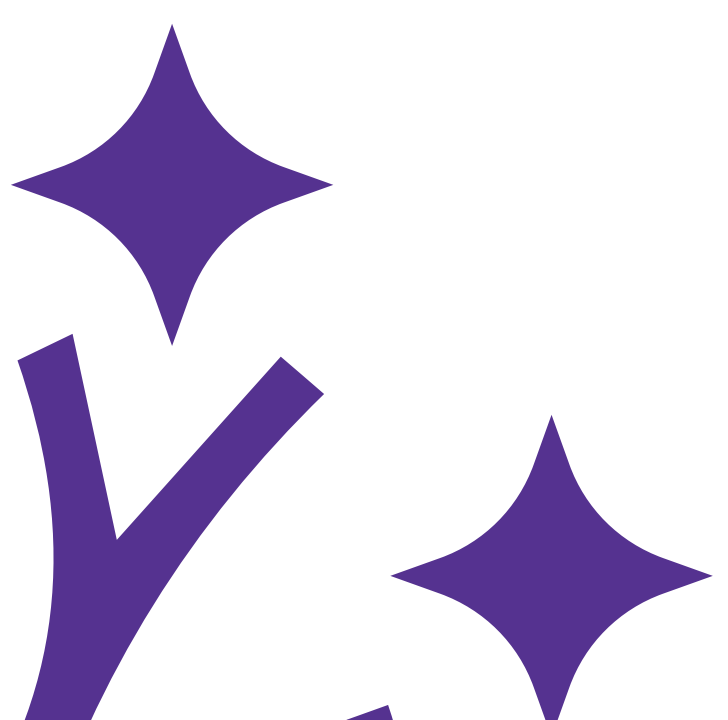
The students investigated the interdependence between people, animals, and the environment, recognizing how living beings relied on resources such as food, water, shelter, and space. During their field trip to Anandakshetram, they observed a farm environment and explored how people and animals used and depended on their surroundings. This experience helped them connect available resources with the needs of living beings. They also explored responsible practices that supported caring for and conserving their surroundings.

The students explored the Design Thinking process to understand and respond to environmental challenges. They co-constructed the meaning of Design Thinking and identified its stages—Empathize, Define, Ideate, Prototype, and Test. Working collaboratively, they discussed problems related to different environments, considered different perspectives, and generated possible solutions. Through this process, they strengthened their critical-thinking and problem-solving skills by questioning, analyzing, sharing ideas, making decisions, and developing prototypes.

Throughout the unit, the students demonstrated agency and collaboration by contributing ideas, listening to their peers, and taking ownership of their learning. They reflected on the IB Learner Profile attributes and ATL skills they demonstrated, particularly Thinkers, Communicators, Caring, Open-minded, and Principled, as well as thinking, communication, social, and research skills.

HINDI

The students explored the क-वर्ग and च-वर्ग letters and expanded their vocabulary by identifying and learning words that began with these letters. They engaged with simple Hindi stories and poems to strengthen their listening, speaking, and language skills. They were also introduced to Hindi numbers 1–10.



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY LANGUAGE

The students made transdisciplinary connections to adjectives and articles through the Unit of Inquiry. They actively explored how language could help them communicate their understanding of places, surroundings, and objects. Through interactive learning experiences, they identified, sorted, discussed, and applied adjectives to make their sentences more descriptive. They also explored the use of articles in different contexts, making choices about their use while constructing their own sentences. By applying these language skills to meaningful contexts from the unit, the learners strengthened their ability to express ideas clearly, add detail to their communication, and make purposeful language choices.

Through ORT (Oxford Reading Tree) books, the students took an active role in developing their reading and comprehension skills. They explored a range of stories and characters, made connections with the events, shared their interpretations, and expressed opinions about their favourite parts. They also discussed and reflected on characters' actions, using evidence from the stories to support their thinking. These experiences encouraged the learners to think critically about texts, communicate their ideas confidently, listen to different perspectives, and develop a growing appreciation for stories and literature.

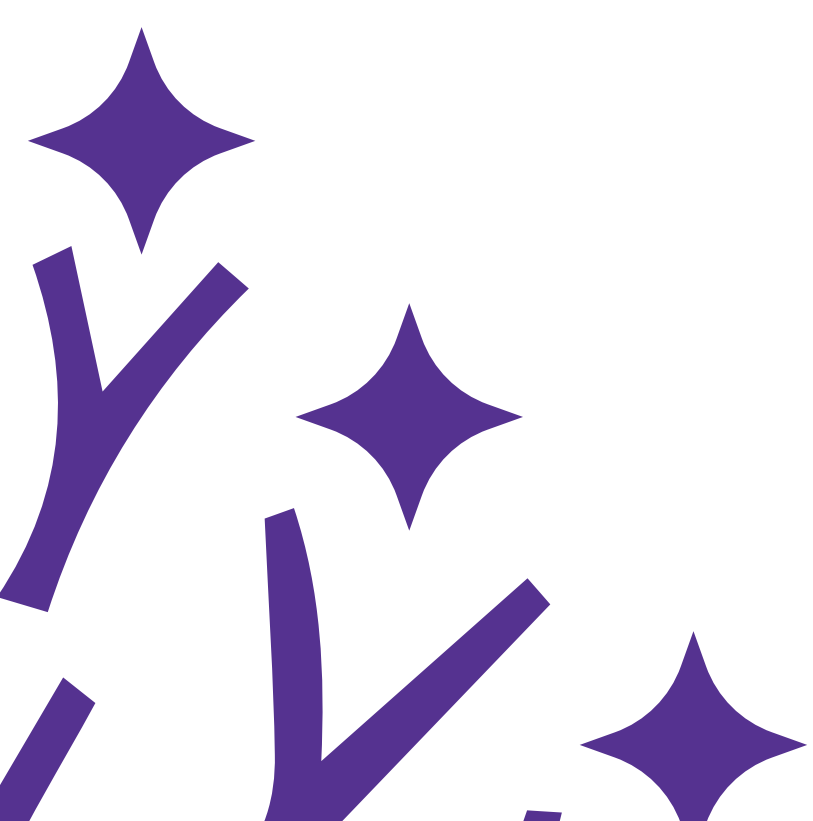
TRANSDISCIPLINARY MATH

The students explored place value, recognizing that a digit's position determines its value. Using manipulatives and visual representations, they worked with ones, tens, and hundreds; composed and decomposed numbers; and represented them in different forms.

Through pictographs, the learners collected, organized, and interpreted data using pictures and symbols. They analyzed information and responded to questions, strengthening their reasoning and interpretation skills.

The students investigated area as the space covered by a surface. Through hands-on experiences, they measured familiar objects and spaces using equal square units, counting and comparing units without gaps or overlaps.

These learning experiences supported the students' growth as confident and reflective mathematicians. They strengthened their thinking, problem-solving, reasoning, spatial awareness, and mathematical communication skills, enabling them to apply mathematical understanding to familiar real-life contexts.

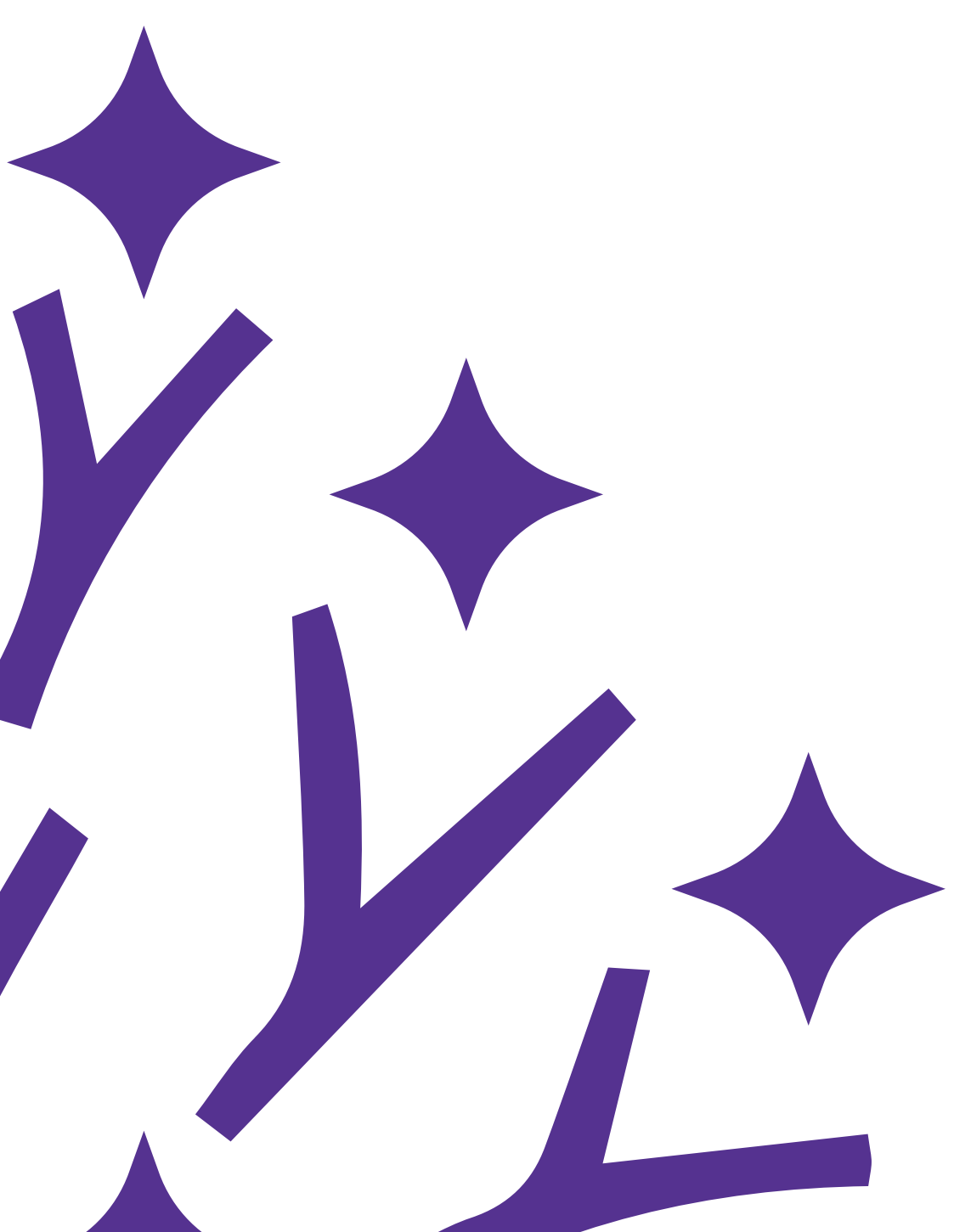


LEARNING AND TEACHING - SEPTEMBER

UNIT OF INQUIRY:

The students began their inquiry with a Gallery Walk provocation, where they observed a variety of objects, photographs, and visual cues related to celebrations and recorded the words and ideas that came to mind. They shared what celebrations meant to them, connecting them to experiences such as sharing gifts, inviting people, having parties, decorating, spending time with family and friends, enjoying cake and food, and coming together. Through these individual perspectives and class discussions, the learners co-constructed a shared class definition of “celebrations.”

Building on their prior knowledge, reading experiences, and real-life connections, the learners identified and listed different celebrations they were familiar with. As part of the first line of inquiry, Types of Celebrations, they sorted and categorized the celebrations into personal, school, community, national, and international celebrations, discussing and explaining the criteria they used for grouping them.



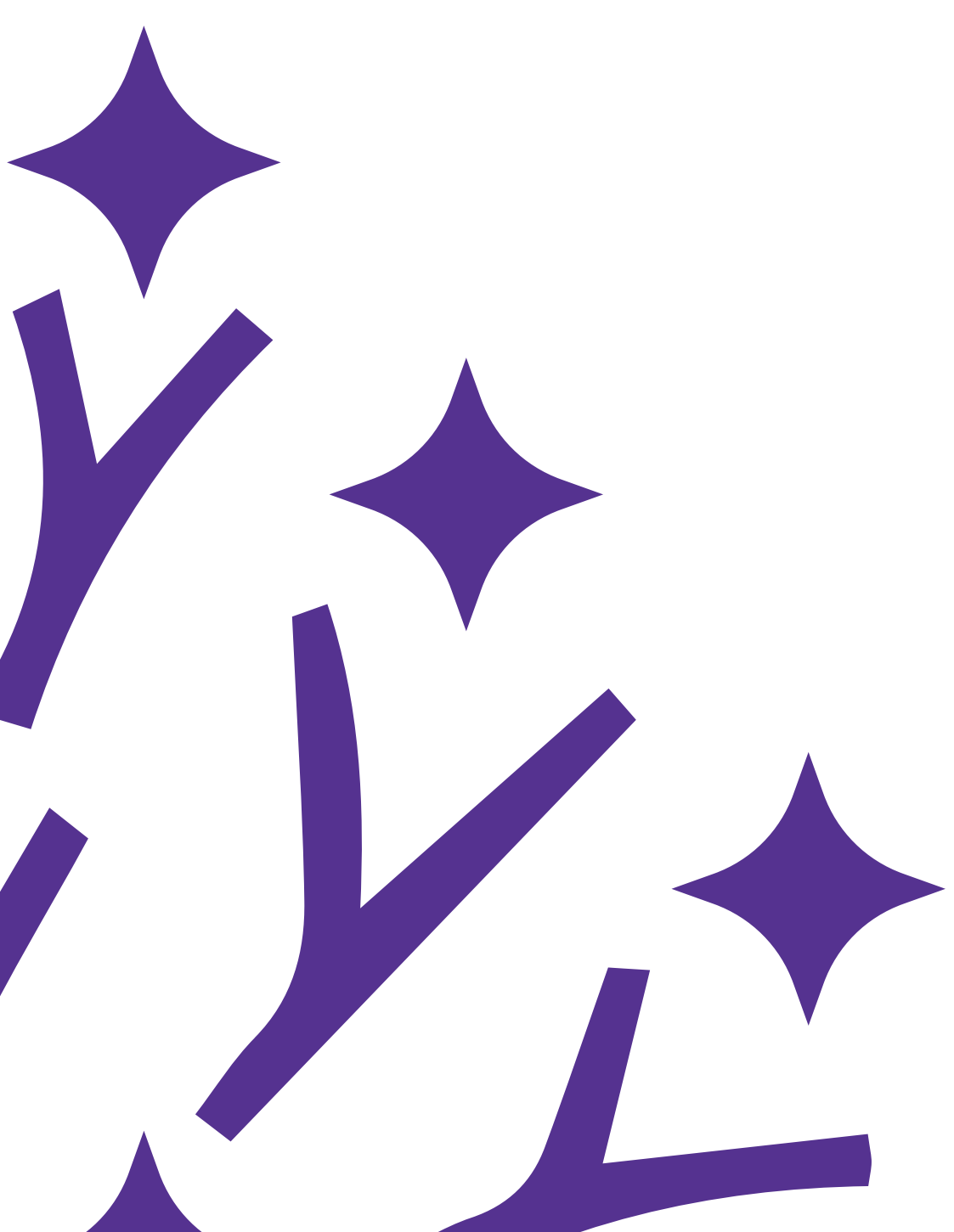
LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY LANGUAGE

The students made transdisciplinary connections between descriptive writing and their inquiry into celebrations. Drawing on their prior knowledge and personal experiences, they selected a familiar celebration and communicated their ideas using descriptive words and sensory details. Through interactive learning engagements, they explored the five senses—sight, sound, smell, touch, and taste—and made purposeful language choices to describe colours, textures, sounds, aromas, and tastes. By applying their understanding in a meaningful context, the learners strengthened their communication skills, vocabulary, and ability to express ideas clearly and in detail, while demonstrating agency in sharing their experiences and perspectives.

TRANSDISCIPLINARY MATH:

Students explored the purpose and function of calendars by connecting calendar concepts to various celebrations. Through collaborative discussions and real-life contexts, they developed an understanding of the months of the year and investigated how many days each month has. Additionally, students examined how calendars help plan and sequence activities, connecting this to planning trips, scheduling holidays, and identifying significant dates. They applied their mathematical understanding by interpreting calendars to locate, read, and record specific dates, demonstrating how mathematical concepts relate to everyday situations. making connections to planning trips, scheduling holidays, and identifying significant dates. They further applied and transferred their mathematical understanding by interpreting a calendar to locate, read, and record specific dates, demonstrating how mathematical concepts are connected to authentic everyday contexts.



LEARNING AND TEACHING - SEPTEMBER

SPANISH

The students explored numbers from 0–10, simple phrases for introducing themselves and others, along with basic questions. They also learned colours, days of the week, expanding their vocabulary and developing their confidence in using Spanish for everyday communication. Through engaging learning experiences, the students practiced their language skills while developing collaboration skills as they worked together and communicated in Spanish.

MUSIC

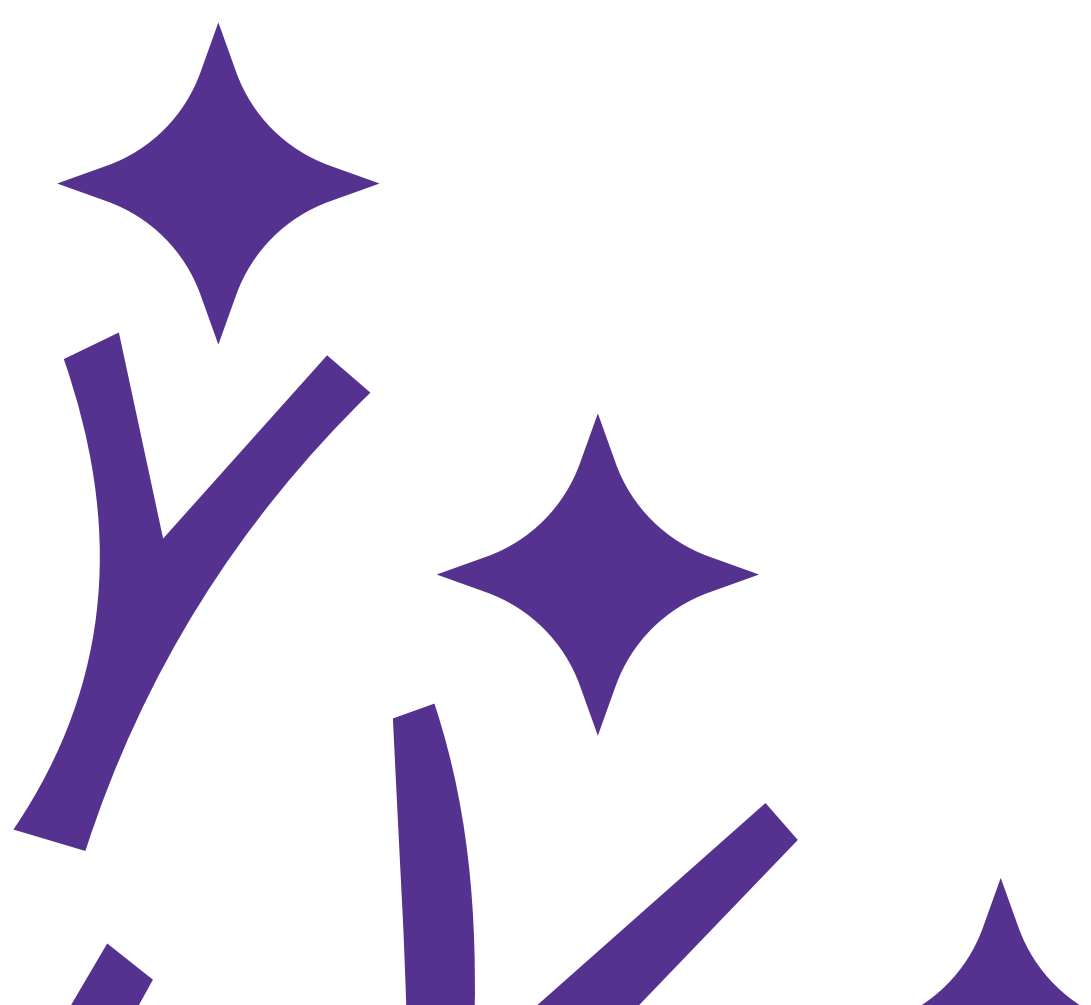
The students continued exploring rhythm, tempo, and vocal exercises while expanding their musical repertoire by learning and singing a song. They strengthened their sense of timing, coordination, and musical expression through varied rhythmic activities.

DRAMA

The students explored creating expressions based on feelings, characters, and situations. The students also explored the action-and-reaction aspect of drama by developing an understanding of timing in relation to space. Additionally, the students also explored coordination while taking on different roles as performers.

DANCE

The students explored how movement changed with different tempos by creating movements that responded to fast and slow music. They also learned about appropriate behaviors as performers and audience members by practicing listening, watching, showing appreciation, and responding to their favorite parts of a performance. Through these experiences, students developed an understanding of the connection between performers and their audience.



LEARNING AND TEACHING - SEPTEMBER

ART

The students revisited the elements of art, including colours, shapes, lines, and different colour shades. They explored warm and cool colours and engaged in hands-on learning by creating secondary colours from primary colours. Through various learning activities, they explored different art media. The students then shared the stories behind their artworks, expressing their ideas while developing their communication and self-expression skills.

PHYSICAL EDUCATION

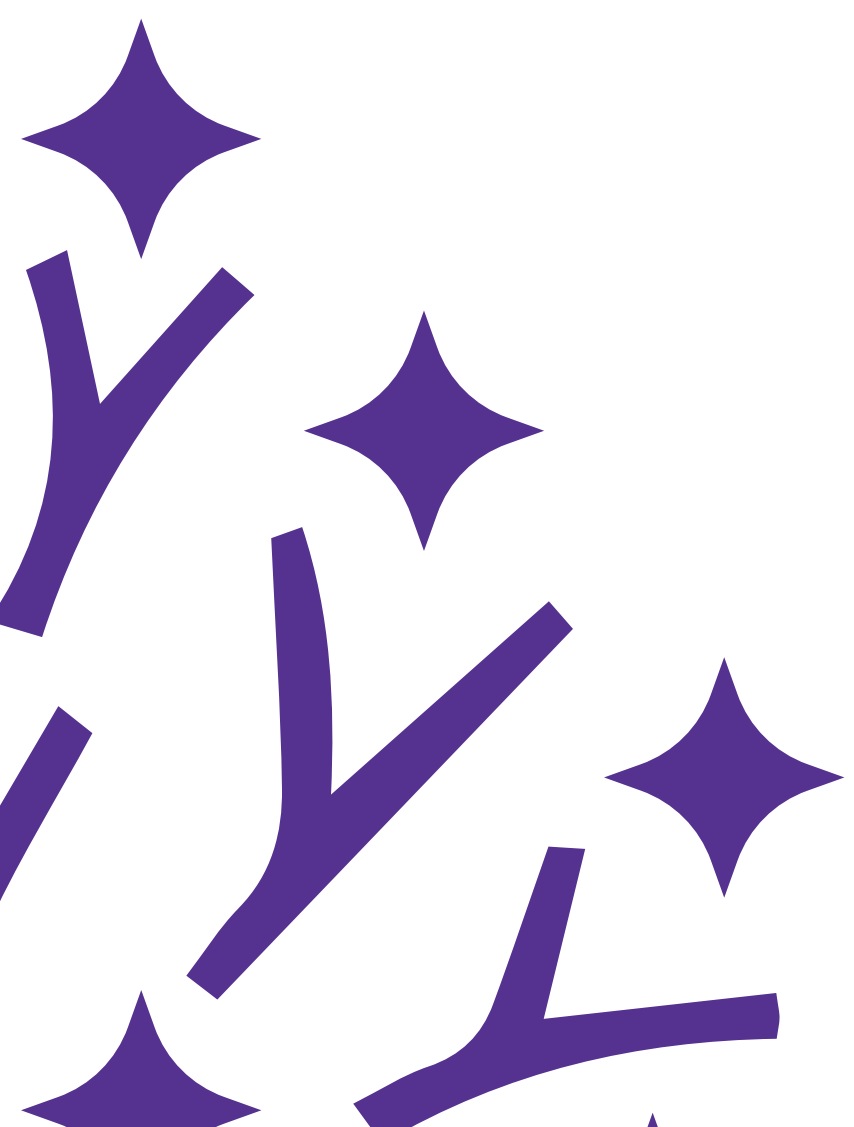
Students explored basic horizontal and vertical jumping movements and identified different types of jumps. They practiced split-jump drills to build strength, power, balance, and coordination. Through discussion and practice, students explored ways to improve their skills and movement.

SOCIAL EMOTIONAL LEARNING (SEL)

The students learned to recognize and understand different challenges, feelings, abilities, and perspectives. They explored how people could respond differently to situations and practiced strategies such as staying calm, asking for help, trying again, listening to others, and finding solutions. Through stories, discussions, role-play, and learning tasks, the students developed empathy, resilience, respect, and confidence in handling challenges and appreciating differences.

HINDI

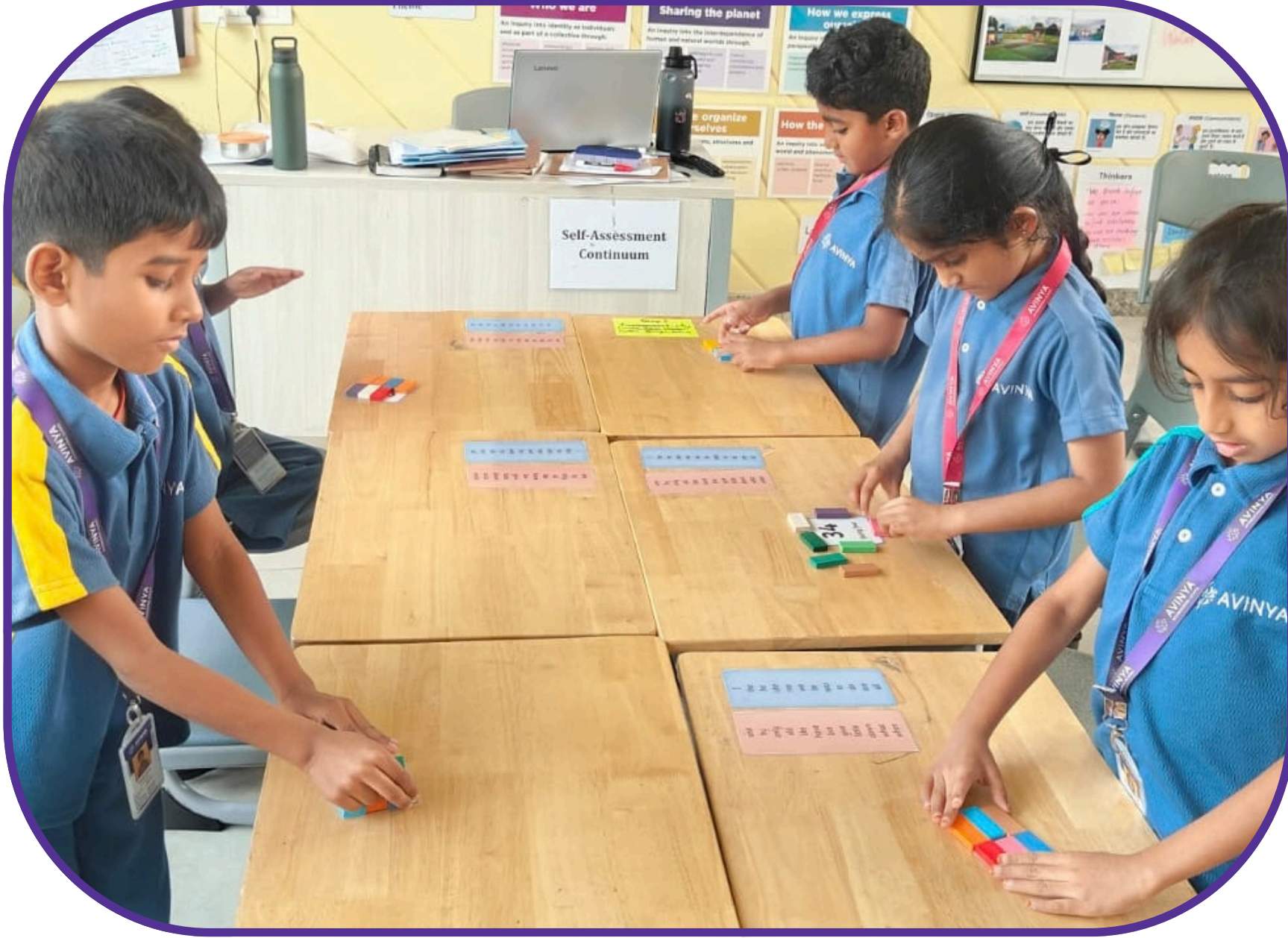
Students learned Hindi numbers 1–10 through songs, simple sentences, and interactive learning experiences. They developed their understanding of the क-वर्ग and च-वर्ग letters and practiced using them to form familiar words. Through these experiences, students expanded their vocabulary, strengthened their language skills, and developed greater confidence in using Hindi for everyday communication.



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - OCTOBER

TRANSDISCIPLINARY THEME:

HOW WE EXPRESS OURSELVES

CENTRAL IDEA:

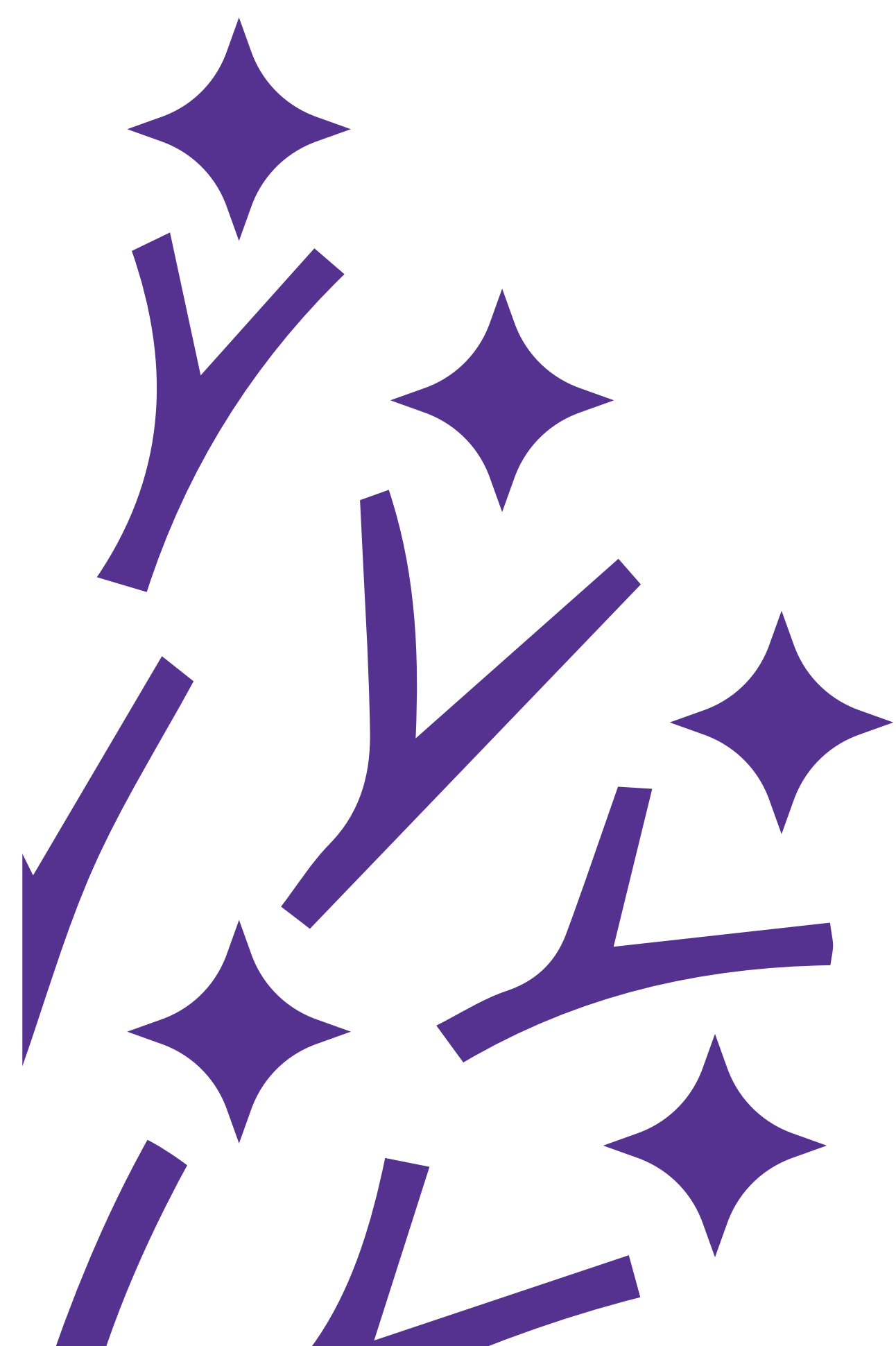
Celebrations foster bonding, create memories and shapes identity.

LINES OF INQUIRY

- Types of celebrations
- Reasons people celebrate
- Ways to celebrate

SPECIFIED CONCEPTS:

form, causation, perspective



LEARNING AND TEACHING - OCTOBER

Unit of Inquiry

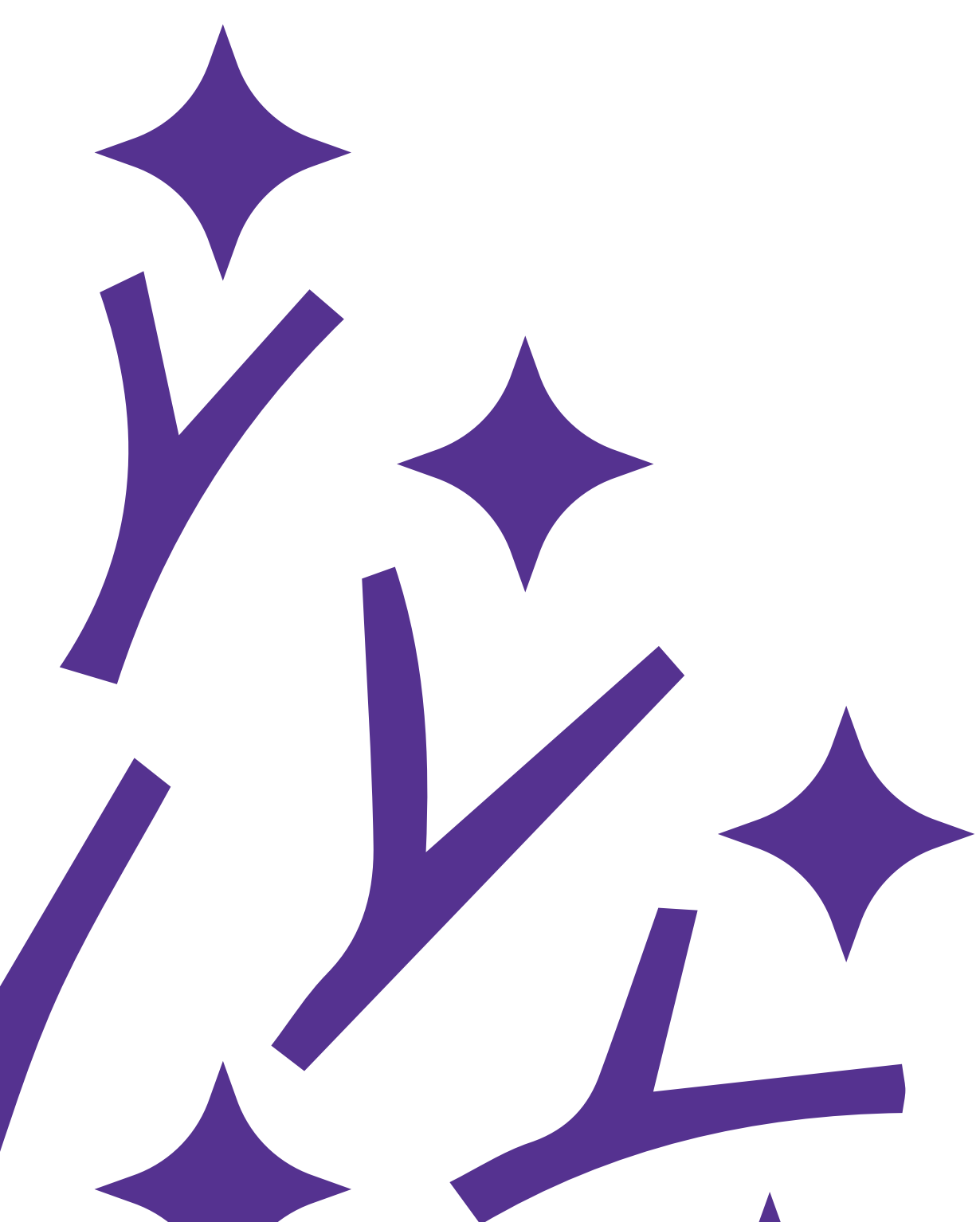
Students will explore the different types of celebrations people and communities observe. Through discussions, observations, stories, picture prompts, and real-life examples, they will investigate celebrations associated with birthdays, festivals, cultural traditions, national occasions, milestones, and special events.

The students will sort and categorize these celebrations based on their observable features, purposes, and contexts. Through collaborative learning activities, they will discuss their thoughts, justify their choices, and collaboratively create categories for different types of celebrations. They will be encouraged to identify similarities and differences among celebrations and reflect on how these events can differ across various people and communities, while also fostering connections, a sense of belonging, and identity.

TRANSDISCIPLINARY LANGUAGE

Students will strengthen their language skills by exploring verbs ending in “-ing” and how they describe ongoing actions. They will also explore adverbs and learn how these words add detail to actions, making their sentences more expressive.

Students will further develop their understanding of pronouns and how they can replace nouns to make communication smoother. Alongside grammar, they will sequence stories, arrange events in the correct order, and use appropriate language to retell and construct simple narratives.



LEARNING AND TEACHING - OCTOBER

TRANSDISCIPLINARY MATH

Students will explore sequencing, building their ability to identify and arrange numbers, events, and patterns in the correct order. They will also strengthen their understanding of data handling by collecting, representing, and interpreting information through simple graphs and pictorial representations.

The students will further explore the calendar, identifying days, dates, months, and important events while developing an understanding of how time is organized. They will also be introduced to area, using non-standard units to measure and compare the space covered by different surfaces. Through hands-on activities and real-life connections, these experiences will strengthen their mathematical reasoning, problem-solving, and application skills.

HINDI

The students will explore the ट-वर्ग and त-वर्ग letters and build their vocabulary by identifying and learning words that begin with these letters. They will engage with simple Hindi stories and poems to strengthen their listening, speaking, and language skills. They will also learn Hindi numbers from 1–10 (१–१०).

SPANISH

In October 2026, students will learn months, small phrases related to their likes/dislikes, colors, classroom objects, and other topics, along with questions. They will continue to practice family members, colors, letters, numbers, days of the week, etc. Students will practice language skills in daily Spanish communication and build collaboration skills as they work together in Spanish.

DRAMA

The students will explore storytelling through puppetry. The students will understand emotions through voice by exploring tone, pitch, and projection. Then students will interact with puppets to understand a character's feelings and develop social and emotional skills through stories. The students will also explore finger puppets for storytelling and retelling.



LEARNING AND TEACHING - OCTOBER

MUSIC

The students will explore different styles of music from around the world through listening, singing, and interactive activities. They will identify the unique characteristics of various musical styles and develop an appreciation for musical diversity and cultural expression.

DANCE

The students will create their own short dance phrases with a clear beginning, middle, and ending. They will work together with their peers, learning to cooperate, communicate, and share ideas while creating dance movements.

ART

The students will explore texture, one of the elements of art. They will experience different kinds of texture [rough, bumpy, smooth, lace, scribble, etc.] in greater depth and incorporate them into their creative practice. Through a variety of learning engagements, they will investigate its characteristics and role in art, using techniques to create texture with diverse materials. They also explore how it can express ideas and emotions before applying their understanding to create textured artworks.

PHYSICAL EDUCATION (PE)

Students will practice combining running with jumping to apply their skills in different movement sequences. To support their learning, they will complete a task sheet on jumping, followed by an assessment to review their progress. Students will also explore throwing, focusing on underarm and overarm throws through different drills and activities.

SOCIAL-EMOTIONAL LEARNING (SEL)

The students will continue exploring Handling Challenges & Differences through a variety of collaborative and reflective learning experiences. They will discuss common challenges they may encounter at home and school and explore different ways to respond. Through stories, role-plays, partner activities, and group discussions, they will practice listening to others, expressing their feelings respectfully, accepting different opinions, and finding peaceful solutions. They will also develop resilience by learning that challenges can provide opportunities to learn, grow, and try new approaches. By the end of the learning experiences, the students will be encouraged to recognize their strengths, seek support when needed, and use positive strategies to manage challenges and differences with confidence and empathy.

IMPORTANT DATES

02-10-26 Friday	Gandhi Jayanti Holiday
05-10-26 to 08-10-2026	Mental Health Week
09-10-26	Bathukamma Holiday
14-10-26 to 21-10-26	Dussehra Break
24-10-26	United nations Day
27-10-25	Dental 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

