



AVINYA
INTERNATIONAL SCHOOL

INSPIRING PURPOSE

OCTOBER

GRADE - 4

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

Who we are

CENTRAL IDEA

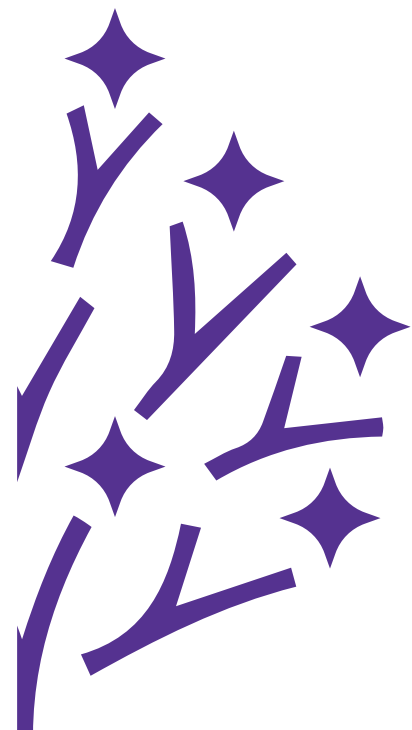
Effective Interactions between human body systems contribute to health and survival

LINES OF INQUIRY

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

SPECIFIED CONCEPTS

Function, Connection, Responsibility



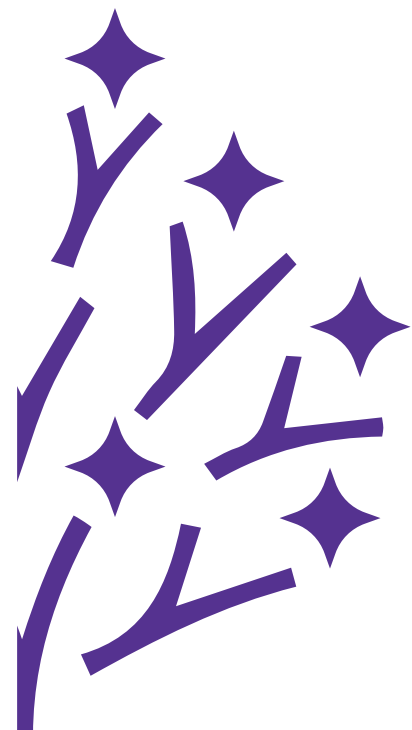
LEARNING AND TEACHING - SEPTEMBER

UNIT OF INQUIRY

Students began the unit by observing the changes they experienced before and after physical activity. They made predictions, compared them with their actual experiences, and discussed what could be happening inside their bodies. They then explored body systems and developed questions using the 5Ws and 1H. Students were introduced to systematic research and learned to ask meaningful questions, find reliable information, record it in their own words, and organize their findings.

They worked in groups to research different body systems and identify their main parts, functions, and connections. As the unit progressed, students explored how body systems depended on one another and how lifestyle choices such as food, sleep, hydration, physical activity, screen time, and hygiene could affect health.

Students are currently working through the Design Thinking process, identifying health-related problems, empathizing with others' needs and experiences, and exploring possible solutions. They are developing their ideas, creating prototypes, and using feedback to refine and improve their solutions. Through this process, students apply their understanding of healthy lifestyle choices and consider how their solutions can support the body's healthy functioning.



LEARNING AND TEACHING - SEPTEMBER

TRANSDISCIPLINARY MATH

Students developed their understanding of fractions through hands-on activities and visual representations. They modeled and compared like and unlike fractions using fraction strips, fraction circles, number lines, and other concrete materials. They practiced finding multiples and the LCM and used common denominators to compare and order unlike fractions. Students then explored proper, improper, and mixed fractions and connected the different forms. They converted improper fractions into mixed numbers and mixed numbers into improper fractions, explaining the strategies they used. Students applied their learning through problem-solving, error analysis, fraction challenges, and independent tasks. Towards the end of the unit, they also explored temperature, learned to read and record temperatures using Celsius and Fahrenheit, and applied their understanding to real-life situations.

TRANSDISCIPLINARY LANGUAGE

Students continued developing their reading, comprehension, and writing skills through their work with Matilda and informational texts. While reading different chapters, they explored character traits, perspectives, connections, cause and effect, and supported their ideas with evidence from the text. They also worked on conjunctions and practiced joining ideas and sentences to make their writing clearer and more meaningful. Alongside their reading work, students learned how to identify key information from informational texts, take concise notes using keywords and phrases, and distinguish important information from unnecessary details. They then used their notes to identify main ideas and supporting details and developed their ability to write clear, concise summaries in their own words. Later, they explored informational texts related to lifestyle and health, identified subject-specific vocabulary, and practiced cause-and-effect writing. They also developed problem statements and wrote explanations of their health-related solutions, using appropriate vocabulary and persuasive language.

LEARNING AND TEACHING - SEPTEMBER

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 behaviours as performers and audience members by practising listening, watching, showing appreciation, and responding to their favourite parts of a performance. Through these experiences, students developed an understanding of the connection between performers and their audience.

MUSIC

The students continued practicing core musical concepts such as pitch, rhythm, tempo, and tone through hands-on vocal exercises. They also expanded their cultural appreciation by exploring different folk songs and traditional musical styles.

DRAMA

The students explored subtext by reading between the lines, interpreting implied meanings, and identifying appropriate pauses. Through classroom learning activities, the students examined the intent and emotions conveyed through a text. The students then explored "script" as an element of drama, analyzing its structure to understand how a play is organized.

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."



LEARNING AND TEACHING - SEPTEMBER

PHYSICAL EDUCATION

Students inquired into the basic rules and regulations of middle- and long-distance track competitions. They learned and practiced middle- and long-distance track events, focusing on standing-start and bunch-start techniques. Additionally, students completed a task sheet on middle- and long-distance events and an assessment on short-distance track events to reinforce their understanding of the correct movement techniques.

SOCIAL AND EMOTIONAL LEARNING (SEL)

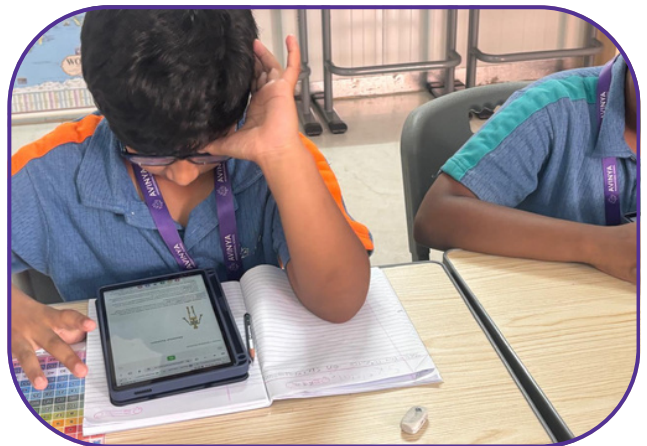
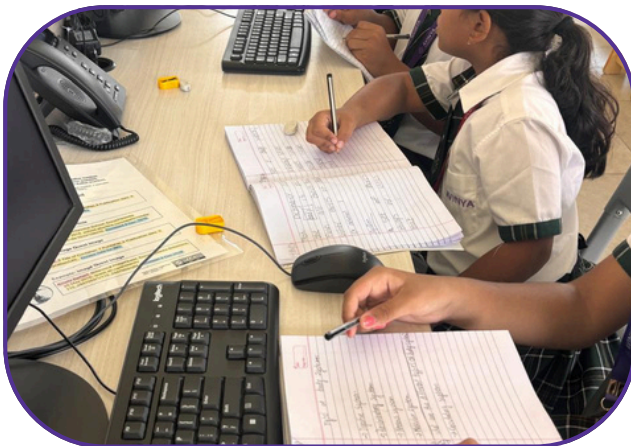
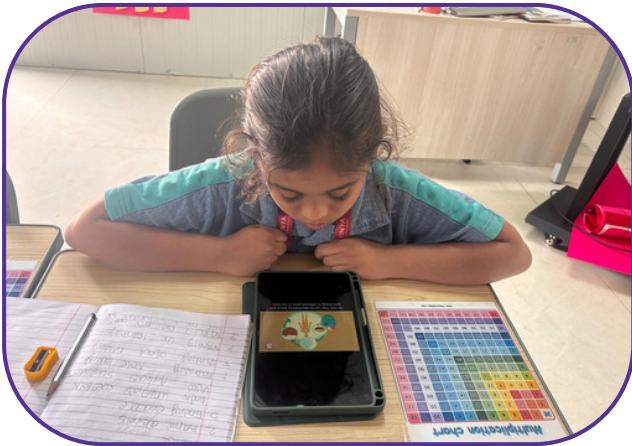
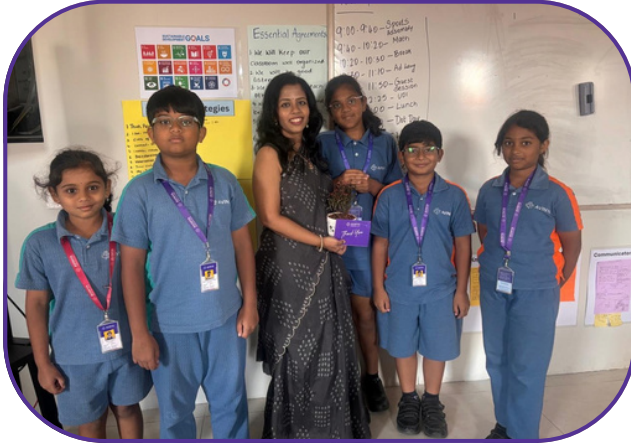
The students explored diversity, equity, fairness, and inclusion, recognising that people had different identities, experiences, abilities, needs, and perspectives. They understood that fairness did not always mean everyone received the same thing, as people might need different kinds of support to participate equally. Through discussions, scenarios, stories, and collaborative tasks, the students learned to recognize unfairness, respect differences, include others, and take action to create a fair and welcoming environment.

HINDI

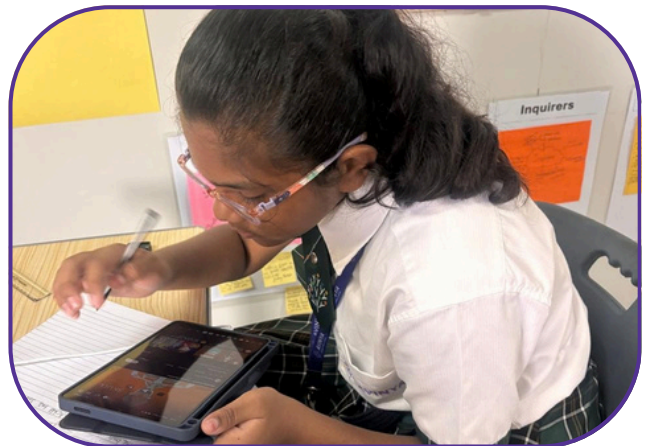
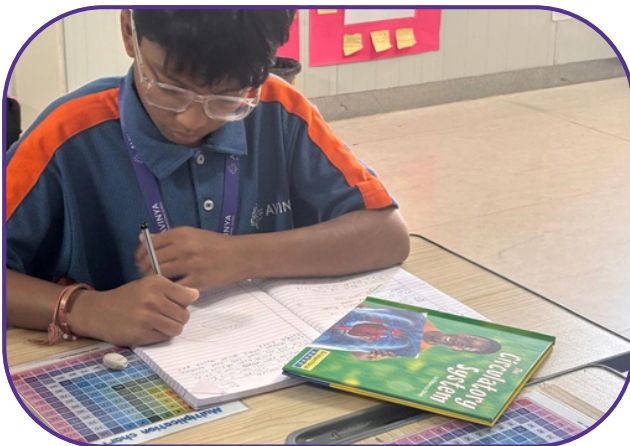
The students revisited previously learned concepts and inquired into संज्ञा (nouns) and लिंग (gender) through meaningful learning experiences, including picture discussions, sorting tasks, and collaborative activities. These experiences supported vocabulary development and helped students make connections between grammatical concepts and their use in everyday communication.

Through simple Panchatantra stories, students developed their reading comprehension, vocabulary, and understanding of moral values. Passage and picture comprehension further encouraged them to observe, communicate their ideas, and develop their critical-thinking skills.

LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING- MONTH REVIEW



LEARNING AND TEACHING - OCTOBER

TRANSDISCIPLINARY THEME

Where we are in place and time

CENTRAL IDEA

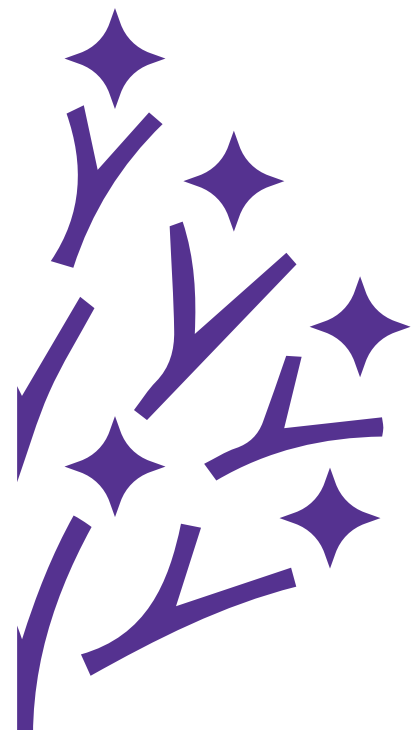
Evidence of ancient civilisations facilitates connections with present-day societies

LINES OF INQUIRY

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

SPECIFIED CONCEPTS

Function, Connection, Responsibility



LEARNING AND TEACHING - OCTOBER

UNIT OF INQUIRY

Students will continue to use Design Thinking to identify health-related problems, empathize with others, develop possible solutions, create prototypes, receive feedback, and improve their ideas. Towards the end of the unit, students presented their solutions and reflected on how responsible lifestyle choices could support the healthy functioning of the human body.

Students will explore the characteristics of ancient civilizations and societies and investigate how evidence from the past helps us understand the way people lived. They will examine different types of historical evidence, such as artifacts, inscriptions, architecture, tools, and written records, and learn how historians collect, analyze, compare, and validate evidence. Through inquiry, research, discussions, and collaborative activities, students will explore ancient civilizations and connect the past with present-day societies. They will also develop their understanding of how aspects of ancient civilizations still appear in the world today.



LEARNING AND TEACHING - OCTOBER

TRANSDISCIPLINARY MATH

Students will explore mathematical concepts through meaningful connections to ancient civilizations, maps, architecture, and historical timelines. They will work with timelines to understand chronological order, sequence historical events, calculate durations, and interpret the time between significant events. Students will also explore 2D and 3D shapes, identifying their properties, faces, edges, and vertices and making connections to the shapes and structures found in ancient architecture.

Students will develop their understanding of maps, scales, and grids by learning how to locate and describe positions, read simple maps, use coordinates, and interpret scale to understand distances. They will apply their mathematical thinking to map-based problems and explore how grids can help us represent and navigate spaces. Students will also investigate symmetry by identifying and creating symmetrical patterns and designs, making connections to patterns found in ancient art, architecture, and artifacts.

As part of their measurement learning, students will explore area and perimeter, using different strategies to calculate and compare the space and boundaries of shapes. They will apply these skills to practical contexts, such as designing floor plans, examining structures, or representing spaces from ancient civilizations. Through these activities, students will be encouraged to explain their strategies, reason mathematically, solve problems, and connect mathematics to the world around them.



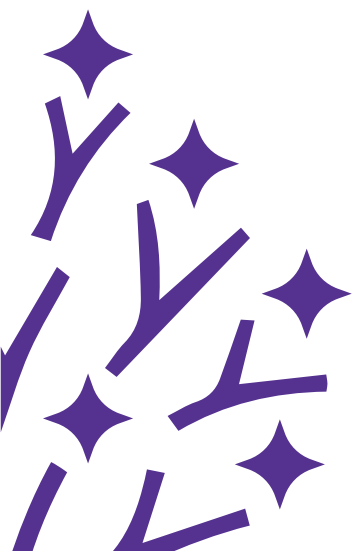
LEARNING AND TEACHING - OCTOBER

TRANSDISCIPLINARY LANGUAGE

In Language, students will develop their reading, writing, grammar, and communication skills through the context of ancient civilizations. They will explore informational texts about ancient civilizations and learn to identify key information, main ideas, supporting details, and subject-specific vocabulary. Students will practice note-taking, summarising, and organizing information in their own words. They will also learn to recognize and use the features of informational texts, such as titles, headings, subheadings, factual language, and supporting details, and will apply these features when creating their own informational writing.

As part of their literature study, students will read the novel *Mummies in the Morning* and explore the characters, setting, events, and key ideas through comprehension discussions and written responses. They will develop their ability to make connections, infer meaning, and support their ideas with evidence from the text.

In Grammar, students will revisit and apply their understanding of different tenses and learn how tense choice helps communicate when an event happened. They will explore comparative and superlative adjectives to compare people, places, objects, and features. Students will also work with prepositions to describe position, place, and relationships between objects, and conjunctions to connect ideas and create more meaningful and varied sentences. Through regular reading, writing, speaking, and grammar activities, students will work towards expressing their ideas with greater clarity, accuracy, and confidence.



LEARNING AND TEACHING - OCTOBER

HINDI

The students will revisit previously learned concepts and inquire into लिंग (gender), वचन (singular and plural), and संज्ञा (nouns) through meaningful and engaging learning experiences. They will strengthen their vocabulary and grammar skills while developing confidence in reading, writing, and speaking Hindi.

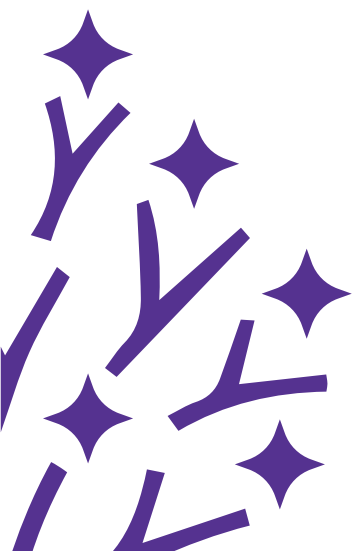
Through Panchatantra stories and बाल कहानियाँ, students will explore characters, events, and moral values. They will also engage in passage and picture comprehension to develop their observation, communication, and critical-thinking skills.

SPANISH

In the month of October 2026, students will learn about animals, fruits, and vegetables, the "AR" concept, and some irregular verbs in sentences. They will continue practicing grammar, such as the AR concept, with pronouns and adjectives used to describe places in Spanish. They will use thinking skills and communicative skills to express themselves and others in Spanish.

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.



LEARNING AND TEACHING - OCTOBER

MUSIC

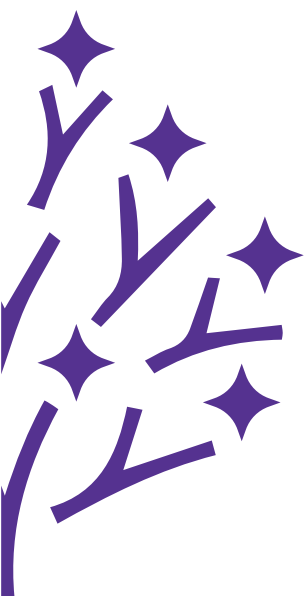
The students will learn different folk songs and explore cultural music from various communities and traditions. They will develop their understanding of cultural expression through singing, listening, and interactive musical activities.

DRAMA

The students will explore the structure of a play by interpreting the text. Students will first explore exposition, establishing, and conflict through rising action. Then students will explore the climax, falling action, and resolution. Students will apply the structure of a play when they devise a one-act play.

ART

The students will further develop their understanding of perspective in drawing. They will practice accurately proportioning the human figure, organizing 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.



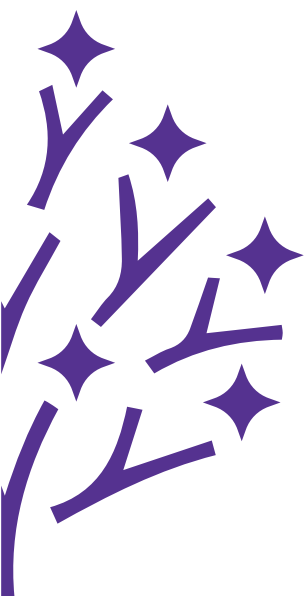
LEARNING AND TEACHING - OCTOBER

PHYSICAL EDUCATION

Students will inquire into field events, focusing on the Long jump and shot put. They will learn and practice the basic techniques, body positioning, coordination, balance, and safety measures required for each event. Additionally, students will complete a task sheet and assessment on middle- and long-distance events to reinforce and demonstrate their understanding of the skills, techniques, and movement patterns learned.

SOCIAL AND EMOTIONAL LEARNING (SEL)

Students will explore Self-Efficacy and develop the understanding that they can learn, try, solve problems, and overcome challenges. Through stories, games, role-play, hands-on challenges, and reflection activities, they will recognize their strengths, practice trying new things, learn from mistakes, and develop persistence when tasks feel difficult. They will also learn that asking for help is a positive strategy and that progress can happen through practice and effort. Through activities such as "I Can!", strength exploration, problem-solving challenges, and a personal Confidence Toolkit, the students will build greater confidence in their abilities and develop strategies they can use independently in everyday learning and life situations.



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>

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