

SANSKRITI INTERNATIONAL SCHOOL

MONTHLY

NEWSLETTER

JANUARY 2026



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MESSAGE FROM THE PRINCIPAL

Dear Parents,

Greetings and Namaste!

I am delighted to welcome you all back after the winter break, trusting that this time offered a chance for rest and meaningful moments with your families. During the break, our 10-day Winter Camp brought learners together in an engaging and hands-on environment, allowing them to explore, create, and discover with fun and enthusiasm. It was truly heartening to see children embrace these experiences with curiosity and energy.

Building on this momentum, the fourth semester is now underway for all grades, with a continued focus on steady support and consistency throughout this final term. For our Grade 10 learners, this phase was marked by the Pre-Send Up examinations conducted in partnership with another school. These assessments served as meaningful academic preparation, enabling learners to consolidate understanding, assess readiness, and refine strategies ahead of the Send Up and SEE examinations. Observing our Grade 10 learners navigate this phase with focus and composure has been a reassuring indicator of their academic growth.

Well done to all our learners for their enthusiastic participation in the art competition during Saraswati Puja. The true essence of the festival was reflected through their thoughtful and creative expression as learners across grades reflected their understanding of knowledge, learning, and culture. Dear learners, I was deeply moved by the care and sincerity with which you approached both the rituals and your artwork. Heartfelt congratulations to the winners from each grade!

As the final semester settles in, our classrooms remain active and learning continues steadily. This phase of the year allows us to bring our goals to completion and carry learning forward with confidence. Together, with the support of our school community, I am confident that this semester will be a time of meaningful achievements and memorable experiences.

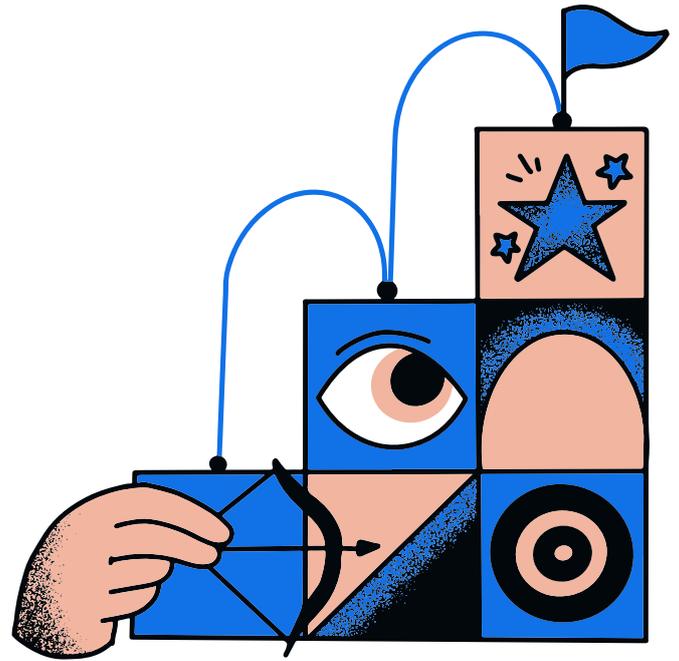
Warmest Regards,
Timila Shrestha

MISSION

To enable a growing number of individuals to achieve balanced success in learning and life by consistently delivering innovative and quality education

VISION

Our shared vision is to provide a happy, caring and stimulating learning environment where learners can achieve their fullest potential by embracing respect and international mindedness to contribute to the ever changing world.

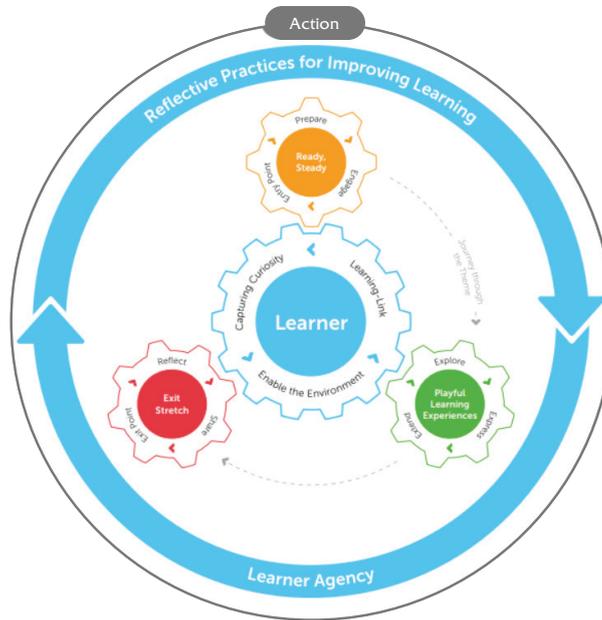


IPC GOALS



INTERNATIONAL EARLY YEARS CURRICULUM (IEYC)

The IEYC uses international best practices, holistic enquiry and play-based approaches that cover all curriculum areas including personal, social and emotional development for children aged 2 to 5 years old.

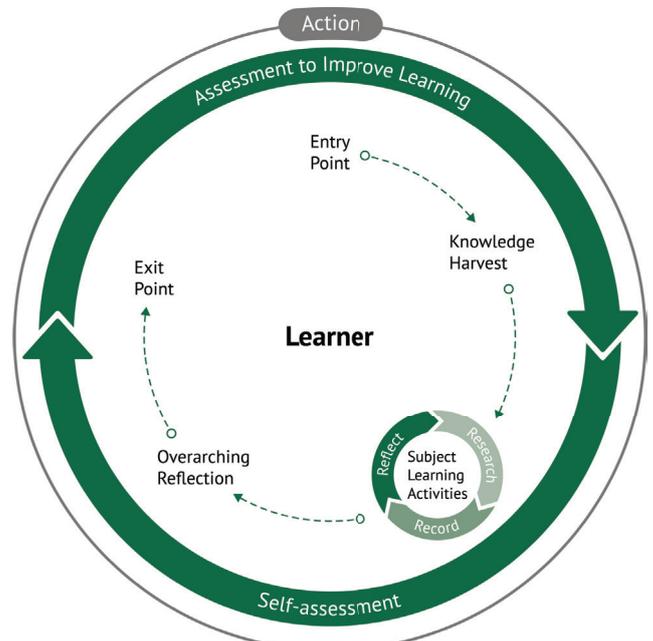
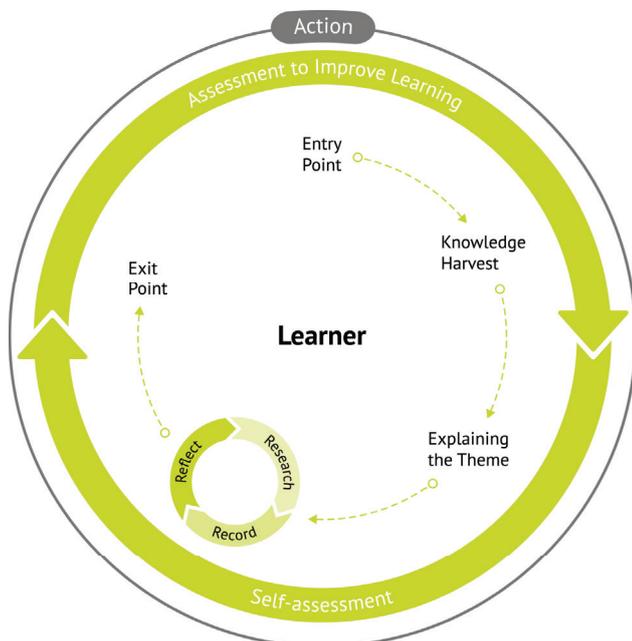


INTERNATIONAL PRIMARY CURRICULUM (IPC)

International Primary Curriculum is a comprehensive, thematic, creative curriculum for 3 to 11 year olds, with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning.

INTERNATIONAL MIDDLE YEARS CURRICULUM (IMYC)

A challenging, engaging, internationally-minded, concept-focused curriculum designed specifically for the unique learning needs for 11 to 14 year olds in lower secondary.





KNOWLEDGE

Facts, information and skills acquired through experience or education. Information or awareness gained through experience or education. Information gathering.



SKILLS

Actions that we are able to do or perform. Skills can be developed over time.



UNDERSTANDING

Interpretation or view of a particular thing.

Having that knowledge and being able to think about the application of the knowledge



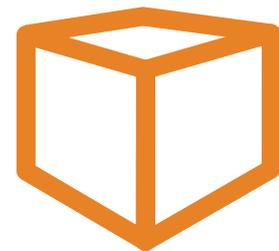
LEARNING

Learning is an ongoing process of acquiring knowledge, information and experience and transferring it into skills, understanding and attitude to apply in our daily life.



INTERNATIONAL MINDEDNESS

Learners in Sanskriti International School respect and accept ourselves and others by embracing diversity and respecting cultures around the world to become a truly globalized 21st century citizens of the intercon-nected world.



MULTIPLE PERSPECTIVES

Multiple Perspectives is when learners view an idea with different opinions and are able to look at the same theme in different ways to bring integration among the subjects so that their understanding is deepened.

8 PERSONAL GOALS



GOAL OF THE MONTH



RESPECTFUL
To Treat others as I want to be treated

आदर गर्ने



YOUNG EYES ON THE NATURAL WORLD



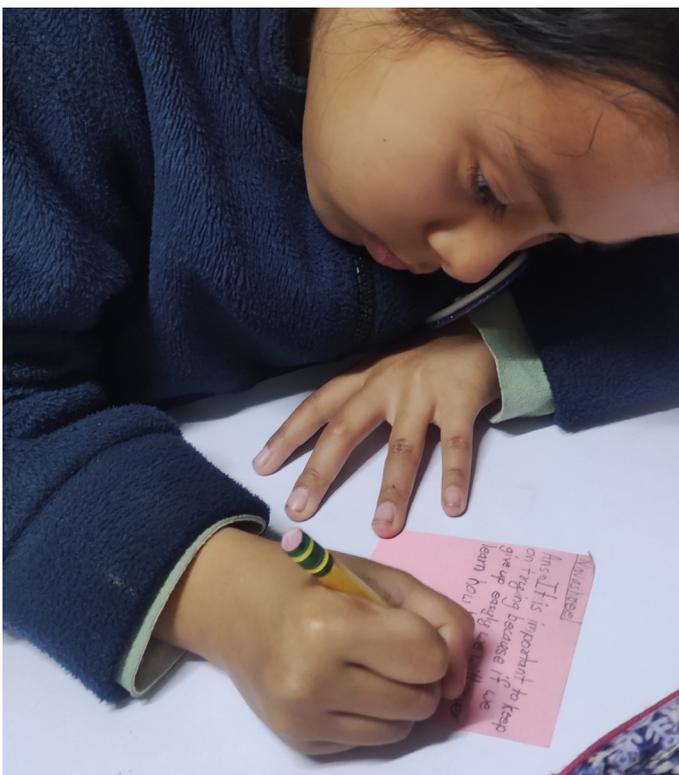
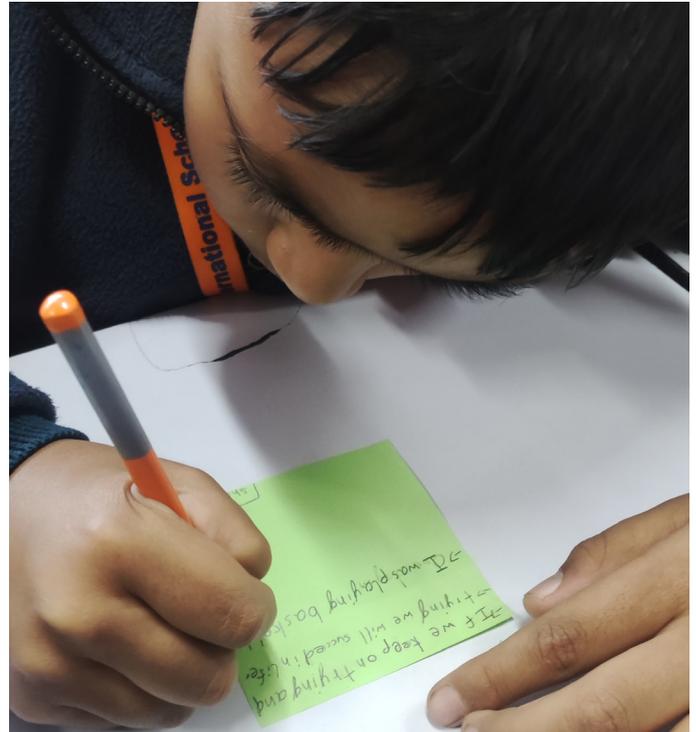
From January 20-27, Grade 1 learners spent time observing and learning about the natural world around them. They explored the school grounds to notice signs of animals, discovering bird feathers, seeds, and ant homes. They also created simple maps to mark where they found each clue, developing careful observation and mapping skills.

Learners also investigated how plants grow by planting rajma beans in cotton, watering them, and recording the stages of germination. This hands-on experience gave them a clear understanding of plant growth while encouraging care for living things.

These activities offered learners a chance to engage directly with nature, observe changes over time, and approach learning thoughtfully. Curiosity, focus, and a sense of connection to the natural world were at the heart of their experience.



LESSONS FROM PAX: LEARNING TO KEEP GOING



On January 22, Grade 2 learners revisited the 8 Personal Learning Goals and reflected on what each goal means in their own lives, with a special focus on being 'resilient.' Through a read-aloud and the story 'Pax' by Sara Packer, learners explored challenges, emotions, and the importance of not giving up.

Guided discussions encouraged students to share why it is important to keep trying when things feel difficult. They connected the story to their own experiences, such as reading tricky words, solving math problems, and learning new skills.

Learners confidently expressed their feelings, listened respectfully to one another, and shared thoughtful examples of perseverance. This reflection helped them understand that being resilient means trying again, asking for help when needed, and believing in themselves.

DISCOVERING SIMILAR LIVES ACROSS COUNTRIES



On January 23, 2026, as part of the IPC unit 'Different People, Similar Lives,' Grade 3 learners began their learning journey with an exciting mystery bag activity. Curiosity filled the classroom as students explored everyday items and discussed whether children around the world use similar things in their school lives.

Learners then compared their own routines with those of students in their adopted countries, Maldives and South Africa. Through thoughtful discussions, they discovered that while cultures, surroundings, and daily routines may differ, however, many experiences such as going to school, learning, playing, and spending time with family are shared across the world.

The activity sparked excitement, empathy, and curiosity. Learners enjoyed discovering connections with children in other countries and proudly shared their own lives. This experience helped build global awareness, respect for diversity, and an appreciation of our shared human experiences.

INSIDE GRADE 4'S FIRST DAY BACK



Grade 4 learners returned to school on January 20, 2026, after the Winter Break, starting the term with a positive and engaging day of learning.

The morning began with a thoughtful discussion on being a buddy, not a bully. Learners explored the importance of kindness, empathy, and respect in creating a safe and supportive classroom environment. To reinforce this, they took part in a kindness awareness activity, sketching acts of kindness they had performed. This encouraged self-reflection and helped students understand the impact of small, thoughtful actions.

The class then focused on the Personal Goal of the Month: Resilience. In small groups, learners shared challenges they had faced, listened to their peers, and discussed strategies for overcoming difficulties. Through these activities, students developed social awareness, communication skills, confidence, and resilience laying a strong foundation for a positive term ahead.

SKETCHING THE JOURNEY: KALUPANDE DANDA REFLECTIONS



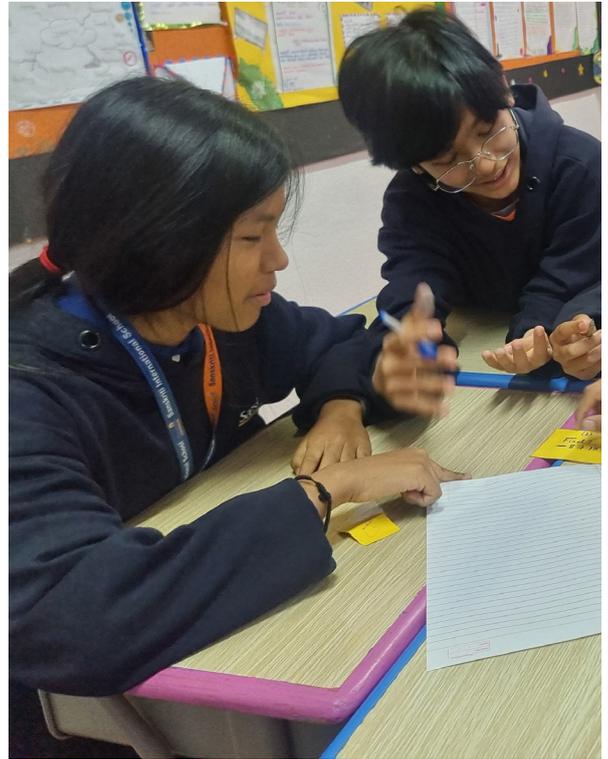
On January 29, Grade 6 learners hiked to Kalupande Danda, following the trail from Switzerland Park. Surrounded by hills, open skies, and greenery, they engaged directly with the natural environment.

Along the trail, learners paused to observe carefully and take part in a sketching activity. They drew trees, landscapes, pathways, and patterns, connecting their work to the IMYC Unit, Creativity and exploring ideas through visual expression.

The hike also offered a moment for reflection, as learners considered their personal learning goals and how the outdoor experience linked to classroom learning.

The day combined observation, creativity, and self-reflection, giving learners a thoughtful, hands-on experience. Kalupande Danda became a space where learning and exploration came together naturally, leaving students with insight and a quiet sense of accomplishment.

SPEED, STRATEGY, AND TEAMWORK IN GRADE 7 MATH



To kick off their Mathematics lesson on January 21, Grade 7 learners took part in a lively treasure hunt that got them thinking, talking, and solving together right away. Animal chits were used to create mixed-ability groups, promoting flexible teamwork and new peer connections.

Each team tackled a series of one-minute math challenges. Students shared strategies, checked each other's thinking, and made quick decisions to reach accurate solutions. Points for correct answers added excitement and focus, keeping energy high while maintaining clear learning goals.

Beyond strengthening mathematical skills, the activity highlighted how students learn together, explaining ideas, listening to different approaches, and staying engaged when problems felt challenging. The session showed how active, collaborative learning can make mathematics both rigorous and enjoyable.



STARTING THE TERM WITH KINDNESS



On January 20, 2026, Grade 8 learners returned from the winter holidays to a warm and engaging start, centered on kindness and connection. The day began with the ice-breaker "Snowball of Smiles," where students wrote anonymous notes about kind acts they had experienced. These "snowballs" were exchanged and read aloud, sparking reflection, empathy, and a sense of emotional connection among peers.

The session continued with "Kindness Changes the Sentence," a language activity where learners transformed unkind statements into polite, respectful ones. This exercise highlighted the impact of thoughtful communication in everyday interactions.

Through these activities, Grade 8 learners embraced positivity, empathy, and respect, setting a meaningful tone for the term ahead and reminding everyone that even small acts of kindness can foster a supportive and connected classroom community.

A RACE THAT CHANGED PERSPECTIVE



Our Grade 9 learners explored the Big idea of their IMYC Unit, 'Justice' in a hands-on activity during their Entry Point on January 29, 2026. In the activity, two teams faced an unexpected twist with one starting with fewer cones whilst the other team with more cones, creating an unequal challenge.

As the race unfolded, learners noticed frustration, empathy, and reflection arise naturally. Guided discussions encouraged them to consider: What does fairness really mean? How do we respond to injustice? How can we support equity in our community?

Through this activity, learners connected rules to real-life experiences, practiced collaboration and cooperation, empathy, and developed social awareness. They moved from noticing inequality to understanding its impact and imagining ways to create fairness.

This experience allowed students to feel justice in action, building both insight and emotional awareness. Their reflections showed growth, curiosity, and a readiness to engage thoughtfully with the world around them.



ART IN CELEBRATION OF SARASWATI PUJA



On January 29, learners from Grades 1 to 9 took part in an Art Competition held on the occasion of 'Saraswati Puja.' The activity invited students to explore themes connected to the day and express them through drawing and colour.

Grade-wise topics provided direction while allowing space for individual choices. The artworks showed a wide range of interpretations, including cultural symbols, classroom connections, and personal reflections on learning and creativity.

Through this process, students engaged with the festival by translating its ideas into visual form. The competition supported focus, interpretation, and artistic decision-making, while helping learners connect cultural tradition with their own experiences in school and learning.

VISION-DRIVEN TEACHING & CLASSROOM MANAGEMENT

During the month of January, teachers participated in a two-part Professional Development series to bring the school's vision into daily classroom practice. The first session, "Living Our Vision Through Daily Classroom Activity," explored programs like Leader in Me, SEL, UnMath, Karkhana, and IPC, emphasizing the importance of making learning intentional and visible.

The second session focused on Classroom Management, using real classroom scenarios to reflect on preventing disruptions, responding thoughtfully, and fostering engagement. Teachers discussed strategies such as non-verbal cues, private versus public correction, and avoiding unnecessary power struggles.

These sessions highlighted that teaching is not about control but about creating conditions where programs, practices, and care come together to nurture confident, capable, and compassionate learners.



THIRD SEMESTER SLPTC: REFLECTIONS ON LEARNING AND GROWTH



On January 31, 2026, Sanskriti held its third semester Student-Led Parent-Teacher Conferences for the 2025-26 academic year.

Students guided conversations about their learning trajectories, examining how their understanding has deepened across subjects and where they've encountered meaningful challenges. The discussions centered on intellectual development—how students engage with ideas, approach problem-solving, and navigate academic demands.

Teachers contributed observations about each learner's evolving capabilities and thinking processes, while parents explored how their children are developing as learners beyond performance metrics. Together, they discussed strategies to sustain momentum and address areas needing attention.

The conferences fulfilled their core purpose: facilitating substantive dialogue about student growth, fostering self-awareness about the learning process, and aligning support around each individual's educational journey.

Thank you to all learners, parents, and teachers who engaged thoughtfully in these conversations.

संस्कृति स्कूल र निसर्ग बाटिकाको संयुक्त पूर्व-एसईई परीक्षा सम्पन्न



संस्कृति स्कूल र निसर्ग बाटिकाका विद्यार्थीहरूको संयुक्त पूर्व-एसईई परीक्षा माघ १२ देखि माघ २१, २०८२ सम्म सफलतापूर्वक सम्पन्न भएको छ। यस वर्षको विशेषता: संस्कृतिका विद्यार्थीहरूले निसर्ग बाटिकामा र निसर्गका विद्यार्थीहरूले संस्कृति स्कूलमा गएर परीक्षा दिएका थिए।

यो परीक्षा विद्यार्थीहरूलाई एसईई परीक्षाका लागि तयारी गराउन र परीक्षा वातावरणसँग परिचित गराउन आयोजना गरिएको थियो। सहभागी विद्यार्थीहरूले आफ्नो विद्यालय बाहिर गएर परीक्षा दिने क्रममा आत्मविश्वास बढेको अनुभव व्यक्त गरे।

संयुक्त परीक्षा कार्यक्रमले विद्यार्थीहरूलाई विविध वातावरणमा सिकाइ र अभ्यास गर्ने अवसर प्रदान गरेको साथै आत्मनिर्भरता र सामाजिक अन्तरक्रिया विकास गर्न मद्दत पुर्याएको आयोजकहरूले बताएका छन्।

THANK YOU

and hope you enjoyed reading



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