

SANSKRITI INTERNATIONAL SCHOOL

MONTHLY

NEWSLETTER

FEBRUARY 2026



TABLE OF CONTENT

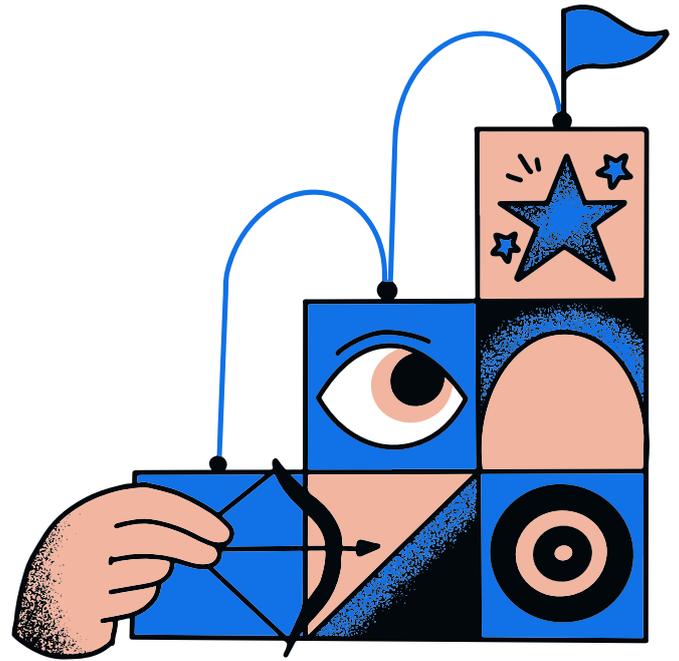
* Busy Builders Explore Swayambhunath	8
* Camp Stories with Grade 1	9
* Swords, Gorges, and Suspension Bridges	10
* Feelings on Paper	11
* Taking on the Trail at Yellow Gumba	12
* A Day at Habeli Outdoor Learning Centre, Kakani	13
* Grade 6 Keeps it Green	14
* शब्द र तर्कको मञ्च: कक्षा ७ को वादविवाद प्रतियोगिता	15
* Many Identities, One Community: Grade 8 Kicks Off IMYC Unit	16
* Ninth Graders Triumph on Jamacho Trail Hike	17
* Sanskriti Student of the Year: The Final Round	18
* Sanskriti Learners Shine at the 6th QKS Choir Showcase	19
* Sanskriti International School Celebrates 16th Founders' Day	20
* IPC in Practice: A Cross-School Exchange	21

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.

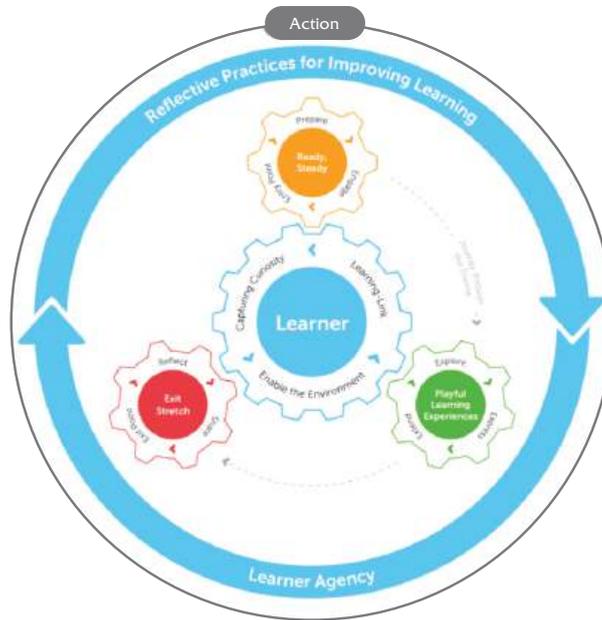


IPC GOALS



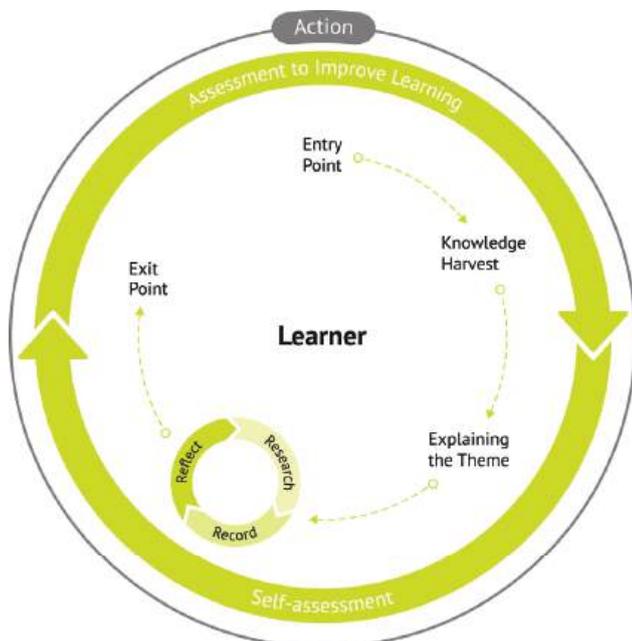
INTERNATIONAL EARLY YEARS CURRICULUM (IEYC)

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.



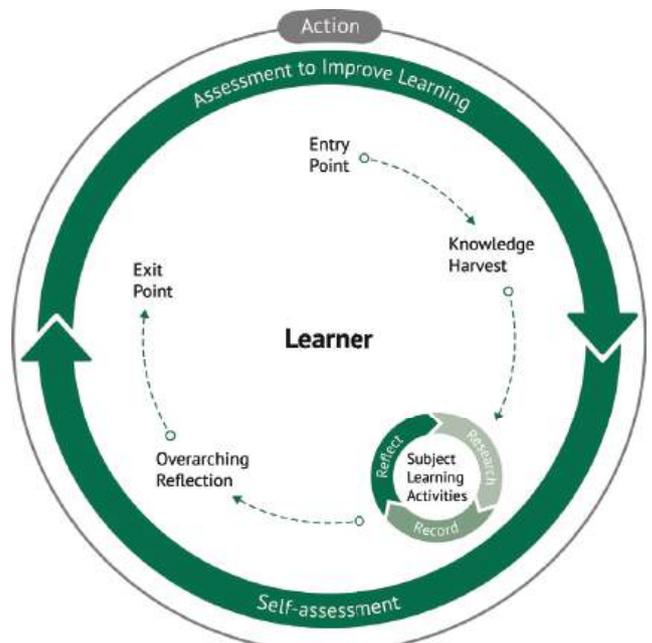
INTERNATIONAL PRIMARY CURRICULUM (IPC)

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



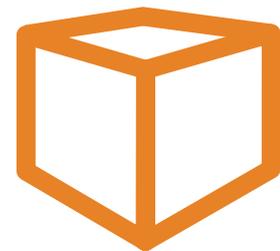
LEARNING

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.

BUSY BUILDERS EXPLORE SWAYAMBHUNATH



As part of the Busy Builders unit, the pre-school learners stepped outside the classroom on February 5, 2026, to explore Swayambhunath, one of Kathmandu's most iconic historical landmarks — connecting learning to the world around them.

The towering stupa sparked instant curiosity. Learners eagerly questioned its grand structure, including the significance of the two large eyes painted on it. Connecting the visit to their unit, they explored the shape, size, and materials of the stupa, discussing how builders plan and construct structures that stand strong for centuries and serve communities.

Beyond the stupa, learners observed the vibrant surroundings — from visitors representing different countries to shopkeepers at nearby stalls — reinforcing the idea that everyone, in their own way, is a busy builder.

The trip fostered curiosity, observation, and real-world thinking, making it a joyful and enriching experience that extended learning well beyond the classroom.



SWORDS, GORGES, AND SUSPENSION BRIDGES



On February 5, 2026, Grade 2 learners visited Manjushree Park and Chobhar Gorge as part of their IPC history unit, "The Stories People Tell."

The trip centered around the legend of Manjushree, whose sword is said to have carved the famous Chobhar cliff. Teachers retold the story on-site, giving learners the opportunity to connect historical storytelling with the actual landscape around them, something a classroom simply cannot offer.

The suspension bridge was a highlight, with learners crossing it to breathtaking views of the gorge below. The day rounded off with the children exploring the park, playing together, and sharing a homemade lunch before heading back to school, a fitting end to a day that was equal parts adventure and discovery.

FEELINGS ON PAPER



On February 9, 2026, Grade 3 learners took part in a Life Skills activity centered around a simple but meaningful exercise, keeping an Emotion Diary.

Over the course of the week, learners recorded moments when they felt happy, sad, excited, worried, or angry, and reflected on how their bodies responded to each emotion. A faster heartbeat when nervous, a warm feeling when happy, a low and subdued feeling when sad. Small observations that, when written down, begin to build genuine self-awareness.

The exercise encouraged learners to pause before reacting, identifying what they were feeling and why. Over time, that kind of reflection translates into better communication, stronger empathy, and the ability to navigate difficult moments with a clearer head.

For eight and nine year olds, these are early but important steps toward understanding themselves and the people around them.

GRADE 6 KEEPS IT GREEN



On February 6, 2026, Grade 6 learners took part in their fortnightly Green School activity, returning to the school garden to care for the plants they have been nurturing over time.

The session involved more than watering where learners observed the condition of each plant, checked the soil, and handled everything with care. Over successive visits, what started as a structured activity has quietly become something the learners take genuine ownership of.

Gardening at this age teaches things that are difficult to deliver in a classroom – patience, attentiveness, and the understanding that consistent small efforts produce real results. For Grade 6, the school garden has become a space where those lessons take root naturally.

A commendable effort from the learners, and a reminder that environmental responsibility is best built early and by hand.

शब्द र तर्कको मञ्च: कक्षा ७ को वादविवाद प्रतियोगिता



२०८२ माघ २० गते कक्षा ७ का विद्यार्थीहरूले ने पाली र अगजी दुवै विषयमा वादविवाद प्रतियोगिता सम्पन्न गरे। नेपालीतर्फ "सैद्धान्तिक शिक्षाभन्दा व्यवहारिक शिक्षा उचित र अग्रेजीतर्फ "Social media connects more than it disconnects" विषयमा विद्यार्थीहरूले आफ्ना विचार आत्मविश्वासका साथ प्रस्तुत गरे।

दुवै विषय समसामयिक र विचारोत्तेजक थिए। सामाजिक सञ्जालले सम्बन्ध जोड्छ कि तोड्छ भन्ने बहसदेखि व्यवहारिक शिक्षाको महत्वसम्म, विद्यार्थीहरूले आफ्ना तर्कलाई तथ्य र अनुभवका आधारमा प्रभावकारी ढङ्गले राखे।

यो प्रतियोगिता IMYC को Relationship unit सँग जोडिएको थियो, जसले संवाद र तर्कका माध्यमबाट सम्बन्धको महत्व बुझ्न सहयोग गर्छ। साथै, Leader in :भकोसार्तौं बानी "Sharpen the Saw" लाई व्यवहारमा उताउँदै विद्यार्थीहरूले आफ्नो बौद्धिक क्षमतालाई थप निखार्ने अवसर पाए।

आफ्ना विचारलाई स्पष्ट र दृढताका साथ राख्ने यस अभ्यासले विद्यार्थीहरूको आत्मविश्वास र आलोचनात्मक सोचमा सकारात्मक प्रभाव पारेको छ। सबै सहभागी विद्यार्थीहरूलाई बधाइ।

MANY IDENTITIES, ONE COMMUNITY: GRADE 8 KICKS OFF IMYC UNIT



Grade 8 learners launched their IMYC unit, Community on February 6, 2026, with an entry point lesson that wasted no time getting to the heart of the matter like identity, belonging, and the assumptions we make about each other.

Learners arrived in cultural attire representing their own backgrounds and were asked to silently observe one another before recording their first impressions. What followed was an honest, at times uncomfortable, conversation about what we see and what we miss when we look at a person.

Working in mixed groups, learners discussed traditions, misconceptions, and what it actually takes for a community to hold together across differences. By the end, they were negotiating shared values, a task harder than it sounds, and one that set a strong foundation for the unit ahead.

NINTH GRADERS TRIUMPH ON JAMACHO TRAIL HIKE



Blending physical well-being with academic growth, our resilient ninth graders conquered the challenging trail to Jamacho in Nagarjuna on February 20, 2026. What began as endless steps transformed into a profound journey of determination and triumph. Pushing through fatigue and steep inclines, learners embodied perseverance, fostering teamwork and mental grit essential for classroom success.

At the summit, they were rewarded with a breathtaking panoramic view of the Kathmandu Valley, turning the tough climb into an unforgettable celebration of resilience. "This hike taught our learners that we can achieve anything," shared one student. A perfect fusion of adventure and learning!



SANSKRITI STUDENT OF THE YEAR: THE FINAL ROUND



On February 11, 2026, eleven Grade 10 finalists took the stage for the Final Round of the Sanskriti Student of the Year competition, each presenting a Service Project Proposal they had researched, developed, and were now ready to defend before a judging panel.

The proposals tackled a wide range of causes, orphanage support, waste management, tree plantation drives, reading culture initiatives, and more, each reflecting a student who had looked beyond their immediate surroundings and asked what they could realistically do about it.

Presenting under pressure, fielding questions, and making a case for why your idea matters is no small thing. The finalists handled it with a composure that reflected months of work. The judging panel had a difficult task, and by the end, what separated the finalists was the conviction and clarity they brought to the stage. Congratulations to all eleven!

IPC IN PRACTICE: A CROSS-SCHOOL EXCHANGE



On February 23, 2026, Sanskriti International School hosted 25 teachers from The British School for an IPC professional exchange. The visit opened with a student-led school tour by Grade 5 learners, with each class teacher sharing how their current IPC units connect to community projects and the Sustainable Development Goals.

A presentation by Head of Elementary Ms Dikshya Lamichhane gave visitors a clear picture of how year group planning, IPC themes, and the SDGs are woven together within the school's broader vision.

The visit closed with focused meetings between teachers from both schools, covering IPC unit planning, shared approaches, and potential areas for future collaboration.

The exchange gave educators from both schools a useful opportunity to reflect on their practice and explore what working together might look like going forward.



THANK YOU

and hope you enjoyed reading



For More Information

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