

SANSKRITI INTERNATIONAL SCHOOL

MONTHLY

NEWSLETTER

MARCH 2026



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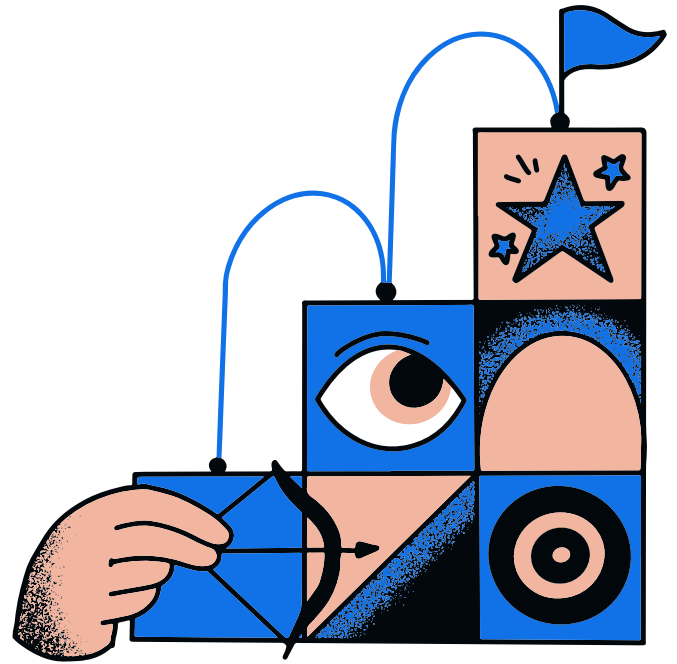
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MISSION

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.

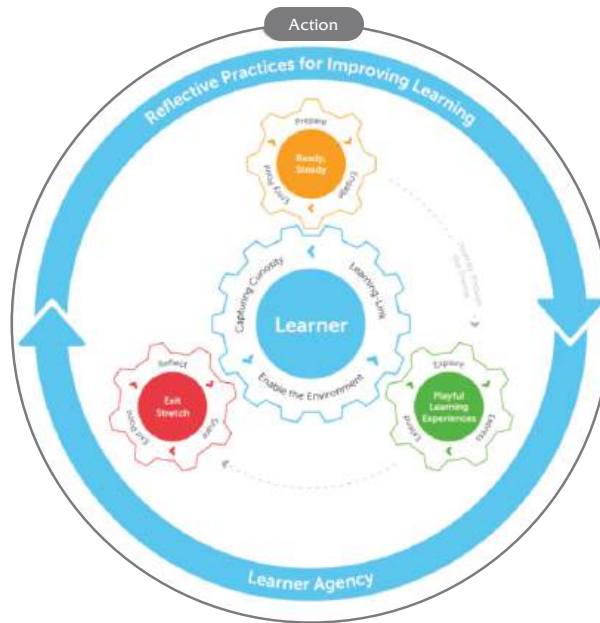


IPC GOALS



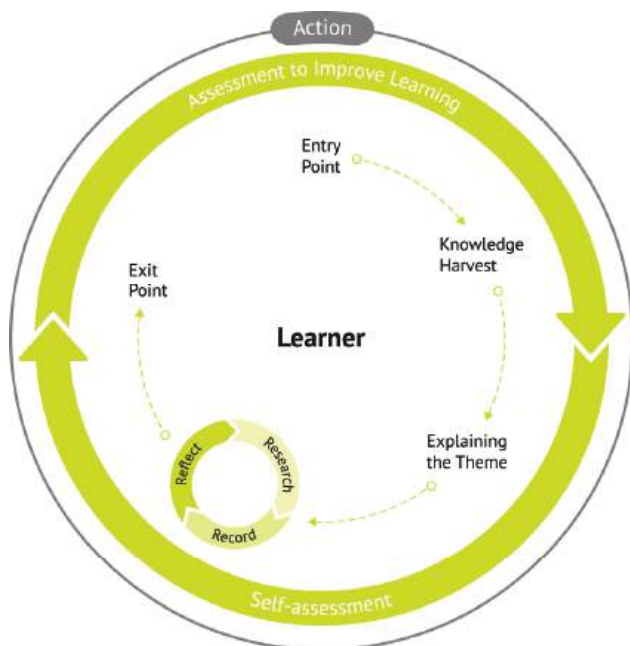
INTERNATIONAL EARLY YEARS CURRICULUM (IEYC)

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.



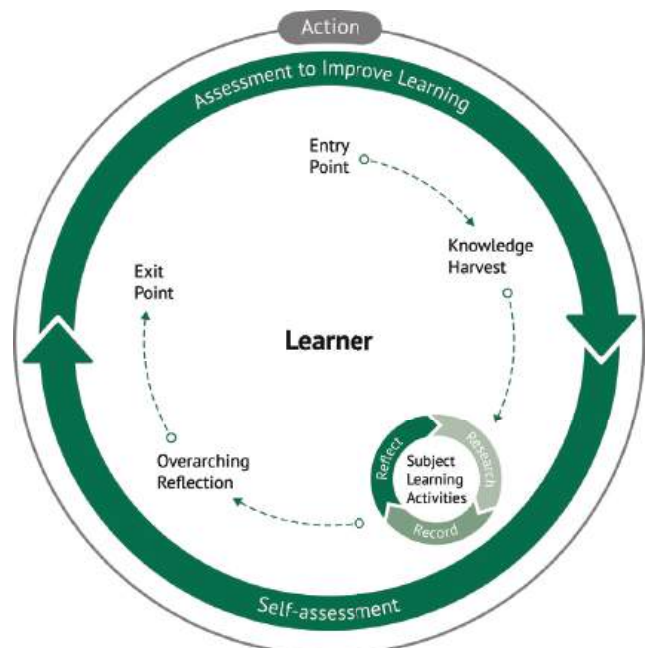
INTERNATIONAL PRIMARY CURRICULUM (IPC)

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)

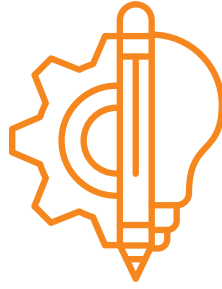
A challenging, engaging, internationally-minded, concept-focused curriculum designed specifically for the unique learning needs for 11 to 14 year olds in lower secondary.





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



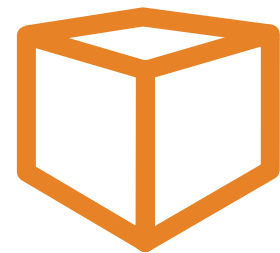
LEARNING

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



THINKER

To Reflect Thinking About Learning

विचारक



EXPLORING THE WORLD THROUGH STORIES



Grade 2 learners enthusiastically presented the Exit Point of their IPC unit, “The Stories People Tell” on March 27, 2026, showcasing their learning through creative displays and engaging performances. The unit began with an Entry Point and a Knowledge Harvest, where learners explored different types of stories—legends, myths, fables, fairy tales, and folktales—and made connections across subjects including English, History, Geography, Art, Music, Health, and Physical Education.

Highlights of the event included a lively shadow puppet show and an art exhibition inspired by Greek, Egyptian, and Aboriginal storytelling traditions. Learners created their own family stories, explored historical legends, and collaborated with an international school to deepen global awareness. Through geography projects, map skills, and travel vlogs, they connected stories to real-world journeys.

The Exit Point celebrated creativity, collaboration, and personal growth, demonstrating how stories nurture understanding, empathy, and meaningful connections with others.



GOING GLOBAL WITH THIRD GRADERS



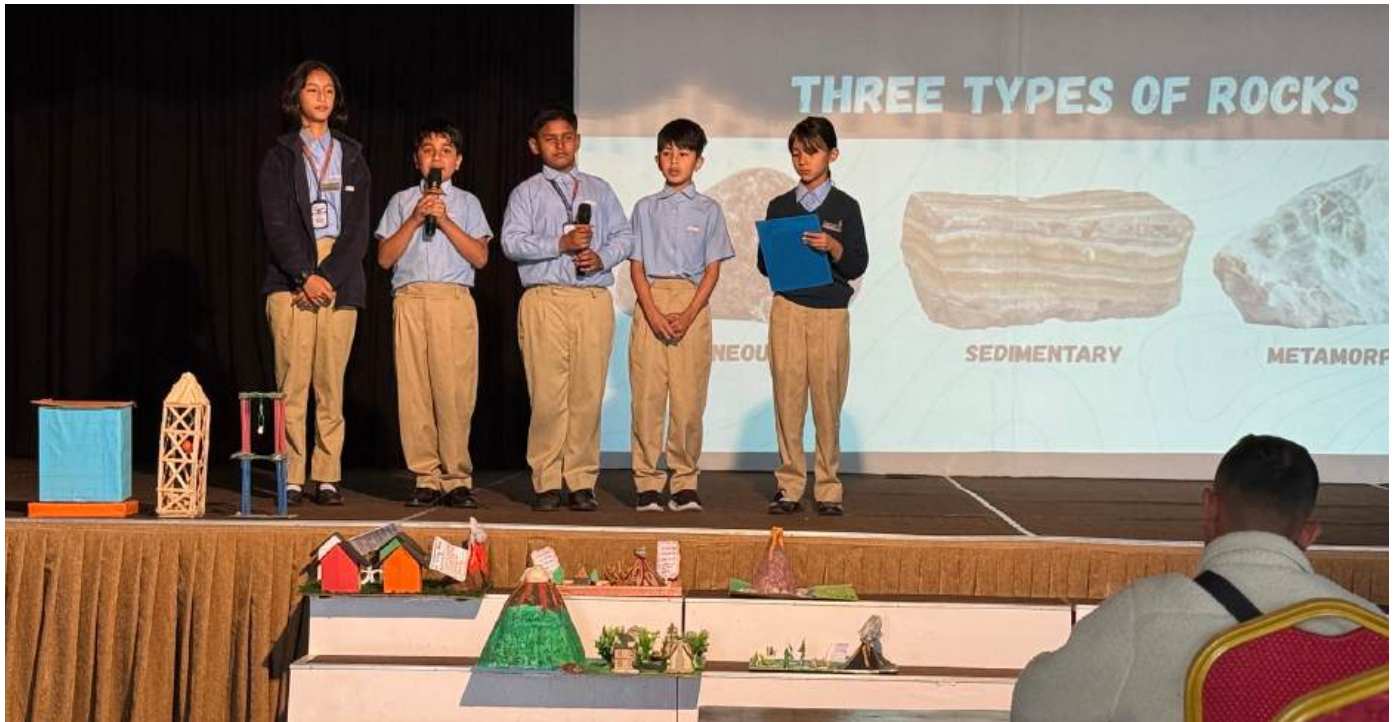
Grade 3 learners celebrated the Exit Point of their IPC unit, 'Different Places, Similar Lives' on March 26, 2026. Learners presented their learning in the auditorium, with parents there to support and encourage them.

Working in groups, learners shared a range of projects. They presented maps of their homes and schools, compared them with Google Maps and Google Earth, and explained different types of maps. They also shared a week-long weather report along with their predictions.

Other groups presented germination experiments, compared food and cash crops from South Africa and the Maldives, and explored global issues, trade, and international organizations. Learners also spoke about famous personalities, professions, and transportation systems, including transport designs they created.

We thank our learners for their effort and enthusiasm, and our parents for taking the time to attend and support the event.

VOLCANOES, MAPS, AND EVERYTHING IN BETWEEN



On March 26, 2026, Grade 4 learners shared their learning from the IPC unit, 'Active Planet' through a thoughtful and engaging Exit Point. Through their presentations, they demonstrated a strong understanding of earth processes, volcanoes, natural phenomena, and the relationship between people and the environment.

Working both independently and in groups, the learners drew connections across subjects, including Nepali and Samajik, while also linking their work to the SDGs and the Leader in Me habits. They showed growing confidence as thinkers, communicators, and collaborators, explaining their ideas with clarity and purpose.

The presentations offered parents a meaningful glimpse into the learners' progress, as students reflected on their work and shared what they had understood, questioned, and created over the course of the unit.

EVIDENCE, STORIES, AND A ROOM FULL OF HISTORIANS



On March 18, Grade 5 brought their unit, 'Being a Historian' to a memorable close with a confident and celebratory Exit Point. Presenting to an audience, learners articulated their learning with clarity and poise – a true reflection of how much they had grown.

Throughout the unit, learners explored history as a living conversation shaped by evidence, perspective, and context. They investigated calendars across civilizations, researched figures like Prithvi Narayan Shah, and crafted personal timelines and family trees that connected them to their own place in history. A visit to a Habeli brought these discoveries to life beyond the classroom.

Learners also drew meaningful links to SDG 11, reflecting on how understanding the past can help shape more sustainable futures.

We are incredibly proud of Grade 5 for the curiosity and enthusiasm they brought to every step of this journey.



CREATIVITY: A CLASSROOM PERSPECTIVE



On March 20, 2026, Grade 6 learners presented their Exit Point on the IMYC unit, 'Creativity', and it was a showcase well worth celebrating. The room was filled with energy as learners walked their audience through projects they had worked hard to bring to life.

Across subjects, learners had been exploring what creativity really means – not just in art, but in the way we approach problems, combine ideas, and communicate thinking. Their presentations reflected this beautifully. Designs were explained, processes were unpacked, and ideas were defended with real confidence and clarity.

It was particularly rewarding to see how learners had taken ownership of their learning – arriving at the Exit Point not just with finished products, but with a clear understanding of the thinking behind them. Grade 6 demonstrated that when curiosity leads the way, the results speak for themselves. We look forward to seeing how they carry this creative spirit in their future aspirations.

IT'S ALL CONNECTED!



On March 20, 2026, Grade 7 learners presented their Exit Point on the IMYC unit, 'Relationships', exploring the big idea that 'every individual thing is affected by other things.' It was an engaging and interactive afternoon that brought their learning to life in the best possible way.

Learners shared their understanding through a range of creative methods – charts, models, and specially designed games that invited their audience to think alongside them. One highlight was a game built around Personal Goals, where participants matched scenarios to the eight goals, while another explored LIM Habits through real-life leadership situations. Parents joined as active participants, making the event feel genuinely collaborative and celebratory rather than simply a presentation.

The unit 'Relationships' proved to be a rich and rewarding lens through which learners explored how nothing exists in isolation – a lesson that extended well beyond any single subject.

OPEN DAYS AT SANSKRITI



On March 17 and 19, our Grades 1 to 4 learners lit up the auditorium during Open Day, sharing their learning and creativity with parents. The event brought together Grades 1-2 and 3-4 in vibrant, energetic performances that had everyone smiling and cheering.

Learners showcased their talents through dance, drama, and song, performing with confidence and joy. Beyond the stage, they reflected on Leader in Me habits and Personal Learning Goals, discovering how these skills help them in everyday life through creative expression.

Open Day offered a meaningful platform for learners to collaborate, build confidence, and celebrate their progress. It was a day full of laughter, learning, and pride, leaving both students and parents inspired and uplifted.



THANK YOU

and hope you enjoyed reading



For More Information

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