

SCOOP

April-May 2026



Newsletter



CAMBRIDGE
International Education

Cambridge International School



CAMBRIDGE
International Education

Cambridge Early Years Centre

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Principal's Message

Ms. G Vani Reddy Principal



Dear Parents and Students,

It gives me immense pleasure to welcome you to the new academic year 2026–27 through this edition of SCOOP.

The beginning of a new academic year always brings with it a renewed sense of enthusiasm, fresh aspirations, and exciting possibilities. While some of our students have already embarked on their new academic journey, our Cambridge examination groups are currently demonstrating their learning, perseverance, and commitment as they continue with their Board Examinations, which will conclude on 9th June.

For the grades that have commenced their new academic year, 27th April marked the beginning of a vibrant and purposeful journey. Alongside classroom learning, our students have enthusiastically participated in a range of activities and events designed to nurture collaboration, creativity, leadership and healthy competition. Our Inter-House Competitions provided wonderful opportunities for students to showcase their talents, work as teams, and experience the true spirit of sportsmanship.

As we move forward, I hope that the academic year 2026–27 will be as enriching, successful and fulfilling as the years before it. At Kanakia International School, we remain committed to providing every learner with opportunities to learn, explore, question, create and grow into confident and responsible individuals.

I would also like to emphasise the important role parents play in a child's educational journey. Regular attendance is fundamental to continuity in learning, and I urge parents to remain conscious of their ward's attendance and ensure that school is treated as a priority. Equally important is your active participation in Parent–Teacher Meetings, orientations, school programmes and other engagements whenever you are invited. Your presence, involvement and partnership with the school make a meaningful difference to your child's progress and overall development.

Let us continue to work together as a strong school–parent partnership, supporting our children not only to achieve academic success but also to become compassionate, resilient and well-rounded individuals.

Here's to another year of learning, growing, achieving and creating memorable moments together!



KANAKIA
INTERNATIONAL SCHOOL
Reach Beyond Knowing

Mission and Vision



Our Mission is to inspire young minds to meet their full potential as learners. We intend to create a supportive educational environment that produces self-motivated students and reliable future citizens.



Our Vision is to develop global leaders for tomorrow. We aspire to develop our students into lifelong learners with a sense of purpose, good moral judgement and commitment to making the world a better place for all.

School Song

GATHERED AS A FAMILY
WE STAND HERE TODAY
FAITH AND HOPE AND HONESTY
TRUTH IN WORK AND PLAY
WE SHALL BUILD TOGETHER
STRIVE FOR WHAT IS RIGHT
FAITH IN WHAT TOMORROW BRINGS
A FUTURE FAIR AND BRIGHT
WITH LOVE AND JOY IN BROTHERHOOD
WE LIVE THE GOLDEN RULE
REACH FOR THE STARS SUCCESS IS OURS
AT KANAKIA INTERNATIONAL SCHOOL

GOD OUR FATHER LOVES US
EVERY GIRL AND BOY
TEACHING IS OUR PLEASURE AND LEARNING IS JOY
HONOR FOR OUR TEACHERS
CARING FOR OUR FRIENDS
KNOWLEDGE IS THE MASTER KEY
AND LEARNING NEVER ENDS
WITH LOVE AND JOY IN BROTHERHOOD
WE LIVE THE GOLDEN RULE
REACH FOR THE STARS SUCCESS IS OURS
AT KANAKIA INTERNATIONAL SCHOOL



EDITORIAL

A World of Imagination and Possibilities

In order to communicate, we need to express the children's creative urges to blossom naturally. As the saying goes, "The mind is like a parachute works best when open". This humble initiative is to set the budding minds free, allowing them to roam free in the realm of imagination and experience to create a world of beauty in words. The school is an incarnation of self-respect, love, affection, sensibility, responsibility, and compassion, which puts the students into a "State of flow" and makes them genuinely want to learn. We recognize, appreciate, applaud, and foster the fine blend of sensibilities in a child. This school attains its eminence in the first place through the achievement of children. The magazine also espouses the school spirit which is built up within the school through the collective actions, thoughts and aspirations. All these, I believe, would spur higher growth and enterprise in children. Helen Keller rightly says that the world is moved along not only by the mighty shoves of its heroes, but also by the aggregate of the tiny pushes of each honest worker. I heartily wish all the readers my best wishes and hope this souvenir will prove itself to play a vital role in the all-round development of the children

MS. LYNN TATE
PRIMARY CO-ORDINATOR

Teacher's Spotlight

MS. VEENA NAMBIAR

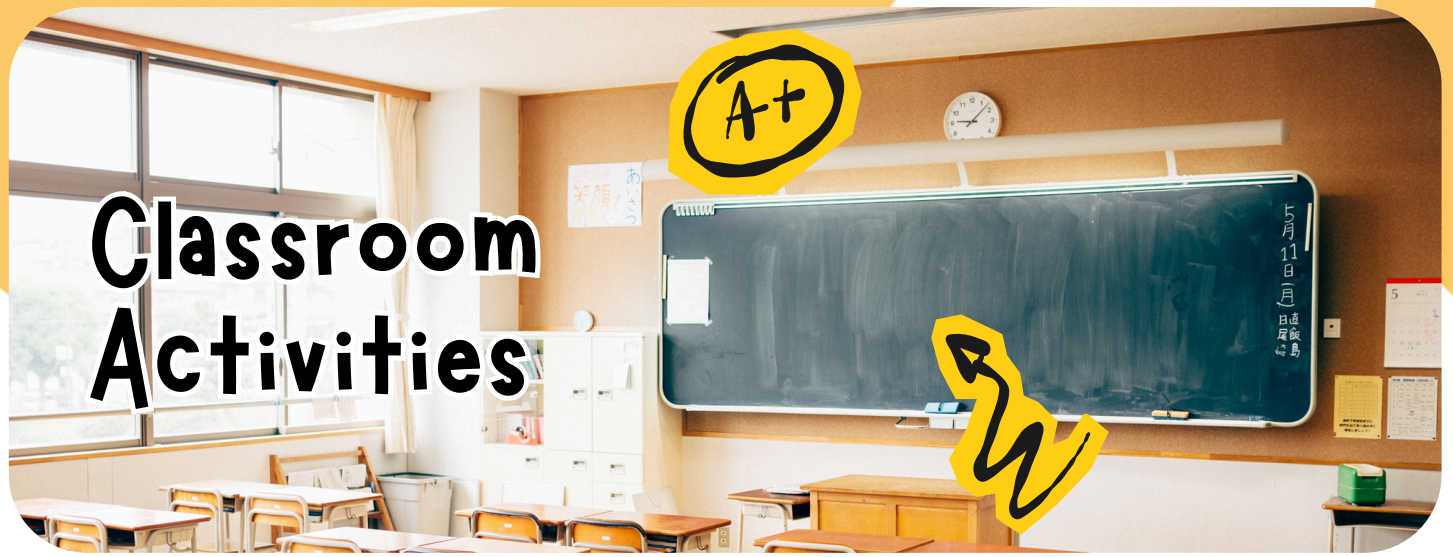


As educators, our greatest joy is watching students discover their true potential. Preparing for the Cambridge Exams is far more than a milestone of academic rigor—it is an inspiring journey of holistic growth.

Our goal is to foster a learner-oriented environment where curiosity thrives, and critical thinking leads the way. We do not measure success merely by test scores, but by the resilience, creativity, and confidence our students build every day. With patient guidance and ongoing encouragement, we turn exam prep from a stressful hurdle into an empowering learning experience.

In our classrooms, mistakes are welcomed as valuable stepping stones, and every small effort is celebrated. We balance academic excellence with unwavering emotional support so our learners feel valued, capable, and understood. Standing beside them, we aren't just preparing them to excel in Cambridge assessments—we are inspiring them to thrive as confident, lifelong learners.

Classroom Activities

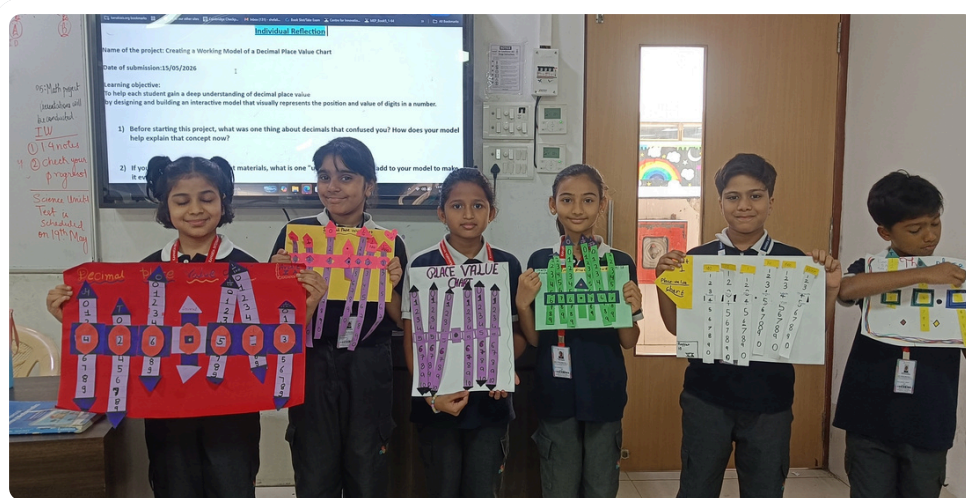
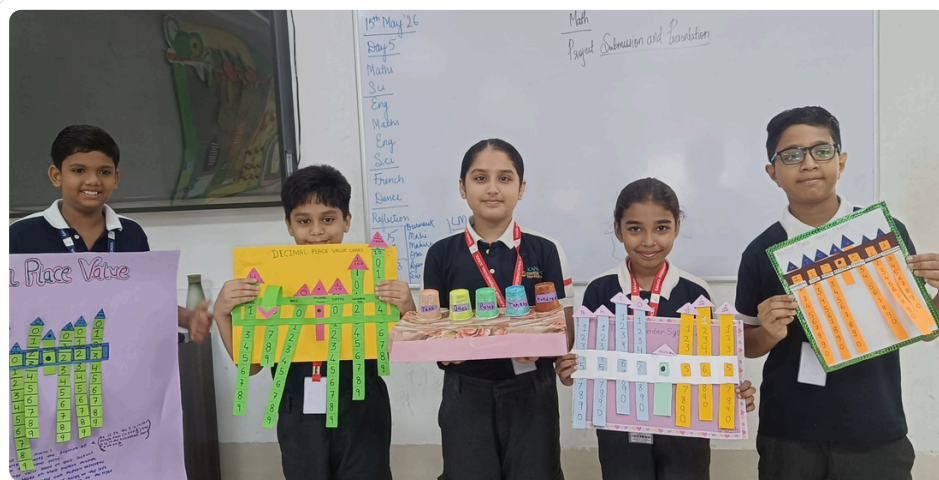


Grade 4- 🌸 From Seed to Bloom: Exploring the Life Cycle of a Flowering Plant

Grade 4 learners enthusiastically participated in the planning and preparation of a Role Play Activity on the "Life Cycle of a Flowering Plant." Learners creatively discussed and organized different stages of plant growth through dialogues, actions, and presentations. The activity encouraged teamwork, creativity, communication skills, and a deeper understanding of the topic in a fun and interactive manner.

Classroom Activities

A+



Grade V-Decimal Place Value Models

Math took on a new dimension as our Grade 5 students built interactive decimal place value models! Each learner designed a functional, hands-on tool to visualize whole numbers and decimal places, clearly demonstrating how values shift as digits change positions. This creative project beautifully blended collaboration with deep conceptual learning, making abstract decimal concepts tangible and fun.

Student Achievements

Janhvi Baheti – Grade IV secured 2nd and 3rd place, respectively, in the 9- and 12-age-group rapid chess tournament in Kandivali.



UPCOMING EVENTS



SCHOOL
REOPEN

JULY
13

JUN
05

WORLD ENVIRONMENT
DAY

JUL
20

WORLD CHESS
DAY

GLOBAL TIGER
DAY

JUL
29

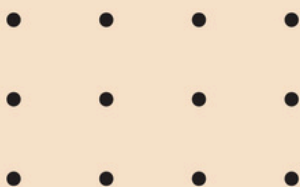


JUL
30

WHISTLING WOODS
WORKSHOP

HARRY POTTERS
DAY

JUL
31



PARENT INFORMATION SHEET

QUESTIONS TO ASK YOUR CHILD WHEN READING AT HOME.

BEFORE READING THE BOOK

- CAN YOU POINT TO THE TITLE? OR WHAT IS THIS? (POINTING TO THE TITLE)
- WHAT DO YOU THINK THIS STORY WILL BE ABOUT?
- WHAT MIGHT HAPPEN IN THE STORY?
- WHAT DO WE CALL THE WRITING ON THE BACK OF THE BOOK? (BLURB)
- WHAT DOES THE BLURB TELL US?

DURING THE READING OF THE BOOK

- WHAT IS HAPPENING IN THE PICTURES?
- WHAT HAS HAPPENED SO FAR?
- IS IT WHAT YOU EXPECTED TO HAPPEN?
- WHAT MIGHT HAPPEN NEXT? HOW DO YOU THINK THE STORY MIGHT END?
- WHAT SORT OF CHARACTER IS....?
- IS HE/SHE FRIENDLY/ MEAN/NICE...?

AFTER READING THE BOOK

- DID YOU LIKE THIS BOOK?
- WHY? (ENCOURAGE CHILDREN TO DEVELOP THEIR OPINION ABOUT BOOKS BY ENCOURAGING THEM TO EXPLAIN THEIR REASONS)
- WHAT WAS YOUR FAVOURITE PART?
- WHY? WHAT WAS THE MOST INTERESTING/ EXCITING PART OF THE BOOK? CAN YOU FIND IT?
- WHICH CHARACTER WAS YOUR FAVOURITE....?
- WHY DID THAT CHARACTER DO ...[GIVE A SITUATION/ EVENT FROM THE STORY]?
- WHAT HAPPENED IN THE STORY?



Good
English
Brighter
Future!

Explore · Learn · Grow with English!

Small
Steps
Big
Progress!

Fun Websites to Improve Your English Skills



Ages 4 - 6

Start Your English Adventure!

Starfall

www.starfall.com
Phonics, early reading
and fun games



duolingo abc

www.duolingo.com/abc
Reading, phonics
and spelling games



**PBS
KIDS**

www.pbskids.org
Educational games,
videos and activities

Read
Play
Learn
Repeat!

Ages 6 - 8

Learn Through Stories and Games!

**BRITISH
COUNCIL**
LearnEnglish Kids

learnenglishkids.britishcouncil.org
Stories, songs, games
and fun activities

**Teach Your
MONSTER
to Read**

www.teachyourmonstertoread.com
Phonics and early reading
through fun games

Starfall

www.starfall.com
Reading, phonics
and interactive activities



Ages 8 - 10

Build Your Skills!

**BRITISH
COUNCIL**
LearnEnglish Kids

learnenglishkids.britishcouncil.org
Vocabulary, grammar,
stories and games

**Oxford
OWL**

home.oxfordowl.co.uk
Children's books and
reading activities

**Fun English
Games**

www.funenglishgames.com
Vocabulary, grammar,
spelling and more!



Ages 10 - 12

Take Your English to the Next Level!

**BRITISH
COUNCIL**
LearnEnglish Kids

learnenglishkids.britishcouncil.org
All-round English practice

**BBC
LEARNING ENGLISH**

www.bbc.co.uk/learningenglish
Videos, listening, vocabulary
and real-life English



News in Levels

www.newsinlevels.com
Read the same news
at different levels



Bonus for Everyone!

Storyline Online

www.storylineonline.net
Actors read children's books aloud
(great for listening and pronunciation)

Quizlet

www.quizlet.com
Learn and practise new vocabulary
with fun quizzes and flashcards



KEEP
LEARNING
KEEP
GROWING!



Explore these websites, have fun and become a confident English learner!



SPOTLIGHT EVENTS

World Numeracy day

“ World Numeracy Day: 20th May, 2026 ”

On May 20th, 2026, our campus buzzed with mathematical excitement as students from Grades 1 to 8 celebrated World Numeracy Day! Learners dove into a variety of interactive, hands-on math activities carefully designed to sharpen their logical thinking and boost their core numerical skills in a fun, collaborative environment.



Parent Testimonial



Ms. Neha Khan



The energy and enthusiasm at Kanakia International School (IGCSE) are truly infectious! It is inspiring to see how the school seamlessly balances academic rigor with active, hands-on learning. Every event, project, and everyday lesson encourages children to step out of their comfort zone.

Since joining, my child has grown significantly in confidence, communication, and social awareness. The school's nurturing environment fosters essential leadership qualities—teaching young minds to take initiative, think critically, and collaborate with empathy. Kanakia doesn't just impart knowledge; it genuinely grooms future leaders with care and dedication!

Ms. Neha Khan

**Parent of Mst.Zohan Khan,
Grade I-C**

A Thought from Our Students!

Ms. Trisha Kanhaiya Lal
Grade V

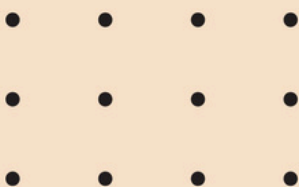
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Exams often bring a lingering question: "Am I ready?" However, as we prepare for the Cambridge Primary Checkpoints, our school reminds us that these assessments are not meant to stress us out—they are a chance to show how much we have grown.

Preparation here goes beyond memorizing formulas and grammar rules. Our teachers make complex concepts in English, Math, and Science easy to understand through patient guidance and past paper practice. More importantly, they foster a culture of positive reinforcement. Making a mistake isn't seen as a failure; it's treated as a helpful stepping stone toward learning.

From reassuring words before a quiz to high-fives from classmates after group study, the constant encouragement turns our anxiety into confidence. Supported by our teachers and friends, we are not facing the Checkpoint exams with fear. We are meeting them with pride, preparedness, and gratitude for a school that truly believes in us.



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Thinking critically in a digital world

Why building resilience to online misinformation, conspiracy theories, and fake news is essential preparation for the future.

Alongside the benefits they bring, the rapid expansion of technologies that underpin artificial intelligence (AI) and social media platforms has also accelerated the spread of misinformation and fake news.

At Cambridge we are seeing the impacts first-hand. Fake exam scams are becoming more frequent and more convincing during exam season in some countries. Some students under pressure during exams are exploited by scammers who spread misinformation rapidly across social media with accounts claiming to sell papers. These materials are usually completely fake, recycled from old exams with changed dates and text, nothing more. Students also encounter misinformation in the form of AI-generated images and news, and misleading statistics that can appear authoritative without careful scrutiny. Such examples underline why digital literacy must go beyond knowing how to use technology. As Beverly Clarke MBE, consultant and author of the revised Cambridge Primary and Lower Secondary Digital Literacy curricula, puts it: "It is essential that educators across all subject areas support young learners to think deeply and critically about AI and their relationship to it."

Empowering learners with future-facing curricula

One of the ways Cambridge is responding to this challenge is by shifting the focus of the Cambridge Primary and Lower Secondary Digital Literacy curricula from one of mastering individual tools to one that builds adaptable, transferable skills that empower learners not only to navigate misinformation and online harms, but also to actively shape the very technologies that influence their education and their futures

The updated curricula support schools to engage learners with AI in a positive, proactive and informed way, while at the same time strengthening skills in media literacy and reinforcing students' ownership and understanding of their work. They also include ideas on how to embed the curriculum into other subjects, such as English, mathematics and wellbeing, so that learners have many opportunities to develop these skills throughout the curriculum, not alongside it.

Building cognitive resistance to misinformation

This approach was echoed at a recent convocation we convened together with the University of Cambridge and Cambridge Zero, where invited experts exchanged knowledge on the future-ready skills students need.

During a panel discussion on citizenship skills, Sander van der Linden, Professor of Social Psychology at the University of Cambridge and Director of the Cambridge Social Decision-Making Lab, spoke about the urgent need to empower students to think critically about the information they receive online so they become, “citizens who can make decisions free from manipulation”. Central to his argument is the concept of ‘prebunking’: equipping students with the skills to interrogate the messages they receive and the motivations behind them. Rather than waiting for students to encounter misinformation, prebunking exposes them in advance to the kinds of manipulation tactics they are likely to meet such as climate misinformation, vaccine misinformation and so on, and then challenges them to dismantle these falsehoods. The aim is to build resilience before it is needed. One tool that does exactly this is the Misinformation Susceptibility Test, an app developed by the University of Cambridge to assess individual variation in how well students, and adults, can detect manipulation. “Hundreds of thousands of people have taken this test, and one of the things we find consistently in almost every country is that young people do the worst,” says Professor van der Linden.

When testing students in a school in Cambridge recently, Professor van der Linden says it was striking that most secondary students were getting their news from social media – TikTok or Instagram, rather than verified sources – increasing their vulnerability. The misinformation test is often used in conjunction with ‘Bad News’, a free game for ages 14 and over that increases cognitive resistance against common forms of manipulation. Students are taken through a simulation and encouraged to experiment with propaganda tactics in a safe space. They are tested before and after the game to see if they are doing better at spotting misinformation. “It’s very much learning by doing, because we found that when you deliver a lecture on media literacy, most students tune out.” The researchers also train teachers on how to use the tools and how to explain fake news techniques. “It’s important to develop materials to help teachers deal with conspiracy theories and misinformation in class, not just for the students, but also for the teachers themselves,” he says. “It’s really important that we prepare kids.” Preparing young people to navigate online information critically and confidently is becoming a defining educational responsibility of our time.