

Contents

PYP 6.....	2
PYP 5.....	3
PYP 4.....	4
PYP 3.....	5
PYP 2.....	6
PYP 1.....	Error! Bookmark not defined.

Age / Grade	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Where We Are in Time and Place An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
12-13 PYP 6	<p>Title: 4 Shelf management Weeks 2-8</p> <p>Focus: FMT (Puhe, vaikuttava puhe, persuasive speech, oikeinkirjoitus)</p> <p>English (Fantasy book)</p> <p>Env.Studies (Self-management skills, PYP ATL)</p> <p>Stand alone: History (Middle Ages)</p> <p>Central Idea: By studying our self-management skills and habits, we can promote our own growth.</p> <p>An Inquiry Into:</p> <p>Key concepts: Change Responsibility</p> <p>Self management chart link: Woodleigh School</p>	<p>Title: 3 Lost in space Weeks: 46-51</p> <p>Focus: Env.Studies (Space, structure of the Earth) English (Structure of the language, paragraph, text) FMT (Fiction, sci-fi, paraphrasing, structure of the language)</p> <p>Central Idea: Navigating the cosmos and unravelling Earth’s mysteries.</p> <p>An Inquiry Into:</p> <p>Key concepts: Form Function</p>	<p>Title: 2 Becoming Me: Safety, Puberty, and the Journey of Self-Respect</p> <p>Weeks: 40-45</p> <p>Focus: Env.Studies(Diseases, puberty, habits, Tunne ja turvataidot) English (expression through poetry, rap, rhythm and rhyme) FMT (Rambo, henkilöanalyysi) History (Vikings – scurvy, dress-up runes, symbolism) Ethics(values)</p> <p>Central Idea: Embracing change and discovering identity: navigating the transformative journey of puberty and self-respect</p> <p>An Inquiry Into: Kindness Values Respecting yourself and others</p> <p>Key concepts: Causation, Change</p>	<p>Title: 1 Echoes of Influence: Power and Ecosystems Across Time</p> <p>Weeks 33-39</p> <p>Focus: Env.Studies (making an investigation: plants, earth, weather, bedrock, Finnish swamps) English (The Hobitt) History (The Middle Ages, social structures, power) Ethics(Ethical Principles as a control of</p> <p>Central Idea: Exploring the shifting forces of change and power across cultures the ages and ecosystems.</p> <p>An Inquiry Into: influencing plant growth (scientific experiments) writing expressively forms of power in the middle ages the imaginarium about the middle ages through <i>The Hobitt</i> & through the <i>Middle Kingdoms</i> project</p> <p>Key concepts: Change, Responsibility</p>	<p>Title: Hear me, here me Weeks:</p> <p>Focus:</p> <p>Stand alone:</p> <p>Central Idea:</p> <p>An Inquiry Into: Key concepts: Causation, change</p>	<p>Exhibition 6? Exploring global challenges: empowering solutions through action</p> <p>Focus: 6th grade Exhibition, making a difference.</p> <p>Central Idea: Addressing complex global challenges requires collaborative action and critical thinking</p> <p>An Inquiry Into: Understanding Global Challenges</p> <p>Innovative Solutions</p> <p>Key Concepts: Responsibility Change</p>

Age / Grade	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Where We Are in Time and Place An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
11-12 PYP 5	<p>Title: 3 Wheel of Body</p> <p>Focus: English Civics, Env. St. (human body), FMT</p> <p>Central Idea: Every body is similar, but different for everybody.</p> <p>An Inquiry Into: Body systems Reading novels Money and spending habits (Civics + math) Writing informational texts (FMT)</p> <p>Concepts: Responsibility Function</p>	<p>Title: 2 History detectives</p> <p>Focus: Finnish, History, Civics</p> <p>Central Idea: By connecting different pieces of history, we can get closer to the whole story.</p> <p>An Inquiry Into: Local history (Referencing sources) "Kirjastoreitti" - gathering information Family histories and professions Biographies Emotional and safety skills</p> <p>Concepts: Connection Perspective</p>	<p>Title: 6 Science rules</p> <p>Focus: English (Biographies of Scientists) Civics, Env. St.</p> <p>Central Idea: Scientific innovations and developments are used to improve our way of life</p> <p>An Inquiry Into: Forces Entrepreneurship Referencing sources</p> <p>Concepts: Causation Function</p>	<p>Title: 5 Sounds good</p> <p>Focus: Music, Crafts, Env. St. (English)</p> <p>Central Idea: Through innovation of forms, we can change sounds.</p> <p>An Inquiry Into: Sound as scientific phenomena Instruments</p> <p>Concepts: Form Change</p>	<p>Title: 4 My news</p> <p>Focus: Environmental studies Civics</p> <p>Central Idea: We are investigating how media literacy can help us understand the wider world from many points of view.</p> <p>An Inquiry Into: Media literacy Critical thinking Newspaper article writing Perspective writing Reading novel</p> <p>Concepts: Perspective Connection</p> <p>(Geography in SSS)</p>	<p>Title: 1 A walk in the forest</p> <p>Focus: Languages SSS, Civics, PE (orienteering)</p> <p>Central Idea: Interactions within the different environments affect the world around us.</p> <p>An Inquiry Into: Communities Rights and responsibilities Forest habitats Local habitats</p> <p>Concepts: Connection Responsibility</p>

Age / Grade	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Where We Are in Time and Place An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
10-11 PYP 4	<p>Title 6: (ongoing) Weeks 32-34 + 48-51 + 21 Healthy Mind in a Healthy Body</p> <p>Focus: Science, English, Finnish, Art, P.E., Music</p> <p>Central Idea: Well-being affects our growth, development and relationships.</p> <p>An Inquiry Into: Mental and physical well-being affect my growth (Causation) Changes we go through as we grow up (Change) Caring for our well-being and that of others (Responsibility)</p> <p>Concepts: Connection Change Responsibility</p> <p>Week 21 swimming week Emotional and safety skill lessons</p>	<p>Title 2: Weeks 41-42 + 44-47 Destination Nordic</p> <p>Focus: Social Studies, English, Finnish, Art, Ethics, Music</p> <p>Central Idea: Geographic location and shared seas impact the nature and cultures of the Nordic region.</p> <p>An Inquiry Into: How climate and geography affect nature and people’s lives & culture (Function, causation) Common characteristics of the Nordic and Baltic countries (Connection) Things that unite the Nordic countries (Connection)</p> <p>Concepts: Connection Function Causation</p>	<p>Title 4: Weeks 8-9 + 11-14 Making a difference</p> <p>Focus: Civics, Ethics, Religion, Art</p> <p>Central Idea: Everyone has rights and responsibilities and can influence their society.</p> <p>An Inquiry Into: The function, purpose, and values of Finnish society (Function, perspective) Understanding the basics of democratic decision-making (Function) Different ways of influencing and using media sensibly (Perspective, responsibility) Earning and using money, being responsible consumers (Responsibility)</p> <p>Concepts: Perspective Function Responsibility</p> <p>Member of parliament + their assistant, City Council members</p>	<p>Title 1: Weeks 35-40 Green Sleeves</p> <p>Focus: Science, English, Finnish, Art Social Studies, Ethics</p> <p>Central Idea: We can learn about our surroundings by researching living things and various ecosystems.</p> <p>An Inquiry Into: Ecosystems of meadows, roadsides, and forests (Causation, connection) Identifying and classifying flora and fauna (Form) Interaction of living things with each other and their environment (Connection)</p> <p>Concepts: Form Causation Connection</p> <p>Oulu Castle in September Nature school in September</p>	<p>Title 3: Weeks 2-7 Heureka!</p> <p>Focus: Science, Crafts, Art, Music</p> <p>Central Idea: Understanding scientific laws, simple machines, and how they can help us solve daily problems.</p> <p>An Inquiry Into: Familiarizing with scientific laws of the world & simple machines (Form, function) Using knowledge of these to solve everyday practical problems (Function) Using knowledge of these to observe and understand the built environment around us and how the technologies work (Causation)</p> <p>Concepts: Function Form Causation</p>	<p>Title 5: Weeks 15-20 Sustainable Communities</p> <p>Focus: Ethics, Religion Social Studies. English, Finnish, Art</p> <p>Central Idea: We can take action to build a sustainable future by learning about where our food, materials, and energy comes from.</p> <p>An Inquiry Into: Sustainable use of natural resources and food (Perspective) Learning about the consequences of our actions: smart consumerism and seasonal food (Responsibility, causation) Local food: How is it produced and where does it come from (Function)</p> <p>Concepts: Perspective Responsibility Causation</p>

Age / Grade	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Where We Are in Time and Place An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
9-10 PYP 3	<p>Title 2: Be Safe, Be Happy!</p> <p>Focus: Social Studies, PE, Crafts, Music</p> <p>Central Idea: We can keep ourselves and others safe by acting in a responsible manner.</p> <p>An Inquiry Into: Safety at home and elsewhere Being responsible for our own and others' safety Acting and helping in a serious situation.</p> <p>Concepts: Responsibility Function Connection</p> <p>Learner profiles: Knowledgeable Thinker</p> <p>Week 41-47</p>	<p>Title 3: The Land of a Thousand Lakes</p> <p>Focus: Science, Visual Arts, Mathematics (scale), Finnish</p> <p>Central Idea: Maps and other geomeia help us to understand Finland. Geomeia and informative texts help us to understand Finland.</p> <p>An Inquiry Into: Geomeia Natural environment and action of humans in relation to nature in Finland map of Finland geomeia (diagrams, maps and digital maps, pictures, video, statistics)</p> <p>Special characteristics of Finland</p> <p>Week 48-51, and week 3-4</p> <p>27.11- Concepts: Function Perspective Causation</p> <p>Learner profiles:</p> <ul style="list-style-type: none"> • Reflective ● Balanced 	<p>Ongoing unit Know Yourself</p> <p>Focus: Finnish and English, Visual Arts, Religion/Ethics, Social Studies</p> <p>Central Idea: We can make better choices when we understand our feelings.</p> <p>An Inquiry Into: Recognizing and expressing feelings Messages of body and mind (thoughts, needs, attitudes, values) What supports my own learning and wellbeing as an individual</p> <p>Concepts: Responsibility Perspective</p> <p>Learner profiles:</p> <ul style="list-style-type: none"> • Open-minded ● Balanced <p>Weeks: 33-34 Week 2, 8.1-12.1 Week 18-20, 29.4-17.5 Week 21 Swimming week</p>	<p>Title 4: Rain or Shine?</p> <p>Focus: Science, Crafts, Finnish and English</p> <p>Central Idea: Water and air work together to produce weather.</p> <p>An Inquiry Into: Water cycle and preservation of substance (water) attributes of air and measuring temperature Qualities of air</p> <p>Measuring temperature</p> <p>Concepts: Function Change</p> <p>Learner profiles: Inquirer Risk-taker</p> <p>Week 5-11 (week 10) 29.1-15.3</p>	<p>Title 1: Be Beside the Riverside</p> <p>Focus: Science, Mathematics (measurement), Visual Arts</p> <p>Central Idea: We can study animals and plants found in and around water.</p> <p>An Inquiry Into: Life forms found in and around river estuary Investigating water and coastal systems (animals and plants) Making a herbarium together</p> <p>Concepts: Form Causation</p> <p>Learner profiles: Knowledgeable communicator</p> <p>Weeks 35-40</p>	<p>Title 5: Green Gold</p> <p>Focus: Science, Finnish and English, Social Studies, Ethics/Religion</p> <p>Central Idea: We have rights and responsibilities in our use of nature.</p> <p>An Inquiry Into: The impact of local environments on our well-being Our impact on the local environment Enjoying the local environment From land of thous. Unit Maps and map symbols, points of the compass, cardinal directions</p> <p>Concepts: Connection Responsibility Change</p> <p>Learner profiles: Caring Principled</p> <p>Week 12-17 18.3-26.4</p>

Age / Grade	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Where We Are in Time and Place An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
8-9 PYP 2	Title 4: Me as a Human Focus: Social studies, Science, PE, Visual Art, Music, Languages Central Idea: The human body is an amazing machine. An inquiry into: how my organs work general growth of a Grade 2 child how this compares to younger and to older children Nutrition & healthy habits Concepts: Function Form Action: Participation (group research)	Title 3: Human Habitats Focus: Social studies, Science (sources of energy, heat, electricity), Visual Art, Craft, Mathematics (shape and measurement) Central Idea: Humans design homes according to their needs and environment. An inquiry into: Homes in the host country and around the world. The historical changes human habitats have gone through making houses strong and safe based on location, environment and resources available Yard map skills Concepts: Causation Form Change Action: Social Justice	Title 1: Sense Perception Focus: Science, Visual Art, Music, Languages, PE Central Idea: We use our senses to experience, explain, and appreciate the world around us. An Inquiry Into: The senses and knowing How people manage with the loss of a sense How the community supports people with the loss of a sense humans’ interactions with each other Concepts: Function Perspective Responsibility Action: Social Justice (sense impairments)	Ongoing unit Cycles in Nature Focus: Science, Visual Art, Mathematics, Languages Central Idea: Seasonal changes affect our way of life Inquiry into: Nature changes over time Seasons affect living things in different ways Weather patterns over time form climate Concepts: Change Causation Connection Action Lifestyle Choices (dressing for seasons)	Title 5: ECO Agents! Focus: Science, Languages, Religion/Ethics, Arts & Crafts, Music Central idea: We can care for the environment by recycling and managing our waste. Inquiry into: organizing waste reducing waste and consumption consequences of not taking action Concepts: Responsibility Perspective Connection Action: Advocacy	Title 2: The Journey of Food Focus: Science, Visual Art, Craft, Languages, Religion/Ethics Central idea: Food cycles supports living things in different ways Inquiry into: plant reproduction Food production and distribution food trails local food nutrition Concepts: Function Connection Action: Social Entrepreneurship (bake sale, recipe book)

Age / Grade	Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
7-8 1 st	<p>Title 3: My BIG feelings</p> <p>Focus: Social Studies, Language, PE, Art & Crafts, Music, Religion/Ethics</p> <p>Central idea: I can choose how to act when I have big feelings.</p> <p>An Inquiry into: Taking care of our mind and body while respecting others' Identifying feelings and thinking how to act Making mistakes and practising a growth mindset</p> <p>Concepts: Change Perspective</p> <p>Learner Profile: Caring Balanced</p> <p>Note: 4 E&S Skills lessons</p> <p>Weeks: 48-50,2-5</p>	<p>Title 2: The history of me</p> <p>Focus: Social Studies, Language, Visual Art, Mathematics (number line)</p> <p>Central Idea: Our personal history affects who we are today.</p> <p>An Inquiry Into: our family tree and cultural heritage personal histories of people close to us how have things changed over time and how are they the same</p> <p>Concepts: Connection Perspective</p> <p>Learner Profile: Inquirer Open-minded</p> <p>Note: 1 E&S Skills lesson Note: 1 E&S Skills lesson Weeks: 41-42,44-47</p>	<p>Title 1: Stop and live in the moment</p> <p>Focus: Science, Visual Art, Music, Language</p> <p>Central Idea: We use our senses to experience, explain, and appreciate the world around us.</p> <p>An Inquiry Into: the senses and sense organs How people manage with the loss of a sense How senses impact human interaction</p> <p>Concepts: Function Perspective</p> <p>Learner Profile: Communicator Reflective</p> <p>Weeks 34-36, 38-40</p>	<p>Title 5: Living Things</p> <p>Focus: Science, Language, Mathematics, Visual Art, Religion/Ethics</p> <p>Central Idea: We can learn about living things by comparing their similarities and differences.</p> <p>An Inquiry Into: most common local species of plants, mushrooms and animals characteristics of different animal groups what is needed for growth (sun, air, water)</p> <p>Concepts: Function Form</p> <p>Learner Profile: Knowledgeable Communicator</p> <p>Weeks: 14-19</p>	<p>Ongoing Unit: Safety First!</p> <p>Focus: Social Studies, Language, Religion/Ethics, P.E.</p> <p>Central idea: I can take care of myself and others by making safe choices.</p> <p>An Inquiry into: safety at school and at home traffic safety getting along with others (including physical touch) emergency situations (evacuation drill)</p> <p>Concepts: Causation Responsibility</p> <p>Learner Profile: Thinker Principled</p> <p>Note: 4 E&S Skills lessons</p> <p>Weeks: 32-33, 37(traffic safety week), 6 (media skills week), 20, 21 (swimming week)</p>	<p>Title 4: Stronger together</p> <p>Focus: Social Studies, Language, Art & Crafts, PE, Re/Ethics</p> <p>Central idea: Everyone has a role to play in a community.</p> <p>An Inquiry into: developing school habits for personal and communal well-being different roles and jobs in the community</p> <p>Concepts: Responsibility Function</p> <p>Learner Profile: Risk-taker Caring</p> <p>Weeks: 7-9,11-13</p>