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| **Oulu International School’s PYP Programme of Inquiry 2023-2024** |

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| 12-13PYP 6 | **Title: 4****Shelf management****Weeks** 2-8**Focus:** FMT (Puhe, vaikuttava puhe, persuasive speech, oikeinkirjoitus)English (Fantasy book)Env.Studies (Self-management skills, PYP ATL)**Stand alone:**History (Middle Ages)**Central Idea:** By studying our self-management skills and habits, we can promote our own growth. **An Inquiry Into:** **Key concepts:**ChangeResponsibilitySelf management chart link:[Woodleigh School](https://www.woodleigh.vic.edu.au/news/learning-to-learn) | **Title: 3****Lost in space**Weeks: 46-51**Focus:** Env.Studies (Space, structure of the Earth)English (Structure of the language, paragraph, text)FMT (Fiction, sci-fi, paraphrasing, structure of the language)**Central Idea:** Navigating the cosmos and unravelling Earth’s mysteries.**An Inquiry Into:** **Key concepts:**FormFunction | **Title: 2****Becoming Me: Safety, Puberty, and the Journey of Self-Respect**Weeks: 40-45**Focus:** Env.Studies(Diseases, puberty, emotional management, healthy habits, Tunne ja turvataidot)English (expression through poetry, rap, rhythm and rhyme)FMT (Rambo, henkilöanalyysi)History (Vikings – scurvy, dress-up runes, symbolism)Ethics(values)**Central Idea:** Embracing change and discovering identity: navigating the transformative journey of puberty and self-respect**An Inquiry Into:** KindnessValuesRespecting yourself and othersKey concepts:Causation, Change | **Title: 1****Echoes of Influence: Power and Ecosystems Across Time****Weeks 33-39****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 **Central Idea:** Exploring the shifting forces of change and power across cultures the ages and ecosystems.**An Inquiry Into:** influencing plant grwoth (scientific experiments)writing expressivelyforms of power in the middle ages the imaginarium about the middle ages through *The Hobitt &* through the *Middle Kingdoms* project**Key concepts:**Change, Responsibility | **Title:** **Hear me, here me**Weeks:**Focus:** **Stand alone:****Central Idea:****An Inquiry Into:** Key concepts: Causation, change | **Exhibition 6?**Exploring global challenges: empowering solutions through action **Focus:** 6th grade Exhibition, making a difference. **Central Idea:** Addressing complex global challenges requires collaborative action and critical thinking  **An Inquiry Into:** Understanding Global Challenges Innovative Solutions**Key Concepts:**ResponsibilityChange |

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| 11-12PYP 5 | **Title: 3**Wheel of Body**Focus:** EnglishCivics, Env. St. (human body),FMT**Central Idea:** Every body is similar, but different for everybody. **An Inquiry Into:** Body systemsReading novelsMoney and spending habits (Civics + math)Writing informational texts (FMT)**Concepts:** ResponsibilityFunction | **Title: 2**History detectives**Focus:** Finnish, History, Civics**Central Idea:** By connecting different pieces of history, we can get closer to the whole story.**An Inquiry Into:** Local history(Referencing sources)“Kirjastoreitti” - gathering informationFamily histories and professionsBiographiesEmotional and safety skills**Concepts:**ConnectionPerspective | **Title: 6**Science rules**Focus:** English (Biographies of Scientists)Civics, Env. St.**Central Idea:** Scientific innovations and developments are used to improve our way of life **An Inquiry Into:** ForcesEntrepreneurshipReferencing sources**Concepts:**CausationFunction | **Title: 5**Sounds good**Focus:** Music, Crafts, Env. St. (English)**Central Idea:** Through innovation of forms, we can change sounds.**An Inquiry Into:** Sound as scientific phenomenaInstruments**Concepts:**FormChange | **Title: 4**My news**Focus:** Environmental studiesCivics**Central Idea:**We are investigating how media literacy can help us understand the wider world from many points of view.**An Inquiry Into:** Media literacyCritical thinkingNewspaper article writingPerspective writingReading novel**Concepts:**PerspectiveConnection(Geography in SSS) | **Title: 1**A walk in the forest**Focus:** LanguagesSSS, Civics, PE (orienteering)**Central Idea:**Interactions within the different environments affect the world around us.**An Inquiry Into:** CommunitiesRights and responsibilitiesForest habitatsLocal habitats**Concepts:**ConnectionResponsibility |

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| 10-11PYP 4 | **Title 6: (ongoing)**Weeks 32-34 + 48-51 + 21**Healthy Mind in a Healthy Body****Focus:** Science, English, Finnish, Art, P.E., Music**Central Idea:** Well-being affects our growth, development and relationships. **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)**Concepts:**ConnectionChange ResponsibilityWeek 21 swimming weekEmotional and safety skill lessons | **Title 2:**Weeks 41-42 + 44-47**Destination Nordic****Focus:** Social Studies, English, Finnish, Art, Ethics, Music**Central Idea:** Geographic location and shared seas impact the nature and cultures of the Nordic region. **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)**Concepts:**ConnectionFunctionCausation | **Title 4:**Weeks 8-9 + 11-14**Making a difference****Focus:** Civics, Ethics, Religion, Art**Central Idea:** Everyone has rights and responsibilities and can influence their society.**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)**Concepts:**PerspectiveFunctionResponsibilityMember of parliament + their assistant, City Council members | **Title 1:**Weeks 35-40**Green Sleeves** **Focus:** Science, English, Finnish, ArtSocial Studies, Ethics**Central Idea:** We can learn about our surroundings by researching living things and various ecosystems.**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)**Concepts:**FormCausationConnectionOulu Castle in SeptemberNature school in September | **Title 3:**Weeks 2-7**Heureka!****Focus:** Science, Crafts, Art, Music**Central Idea:**Understanding scientific laws, simple machines, and how they can help us solve daily problems.**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)**Concepts:**FunctionFormCausation | **Title 5:**Weeks 15-20**Sustainable Communities****Focus:** Ethics, ReligionSocial Studies. English, Finnish, Art **Central Idea:** We can take action to build a sustainable future by learning about where our food, materials, and energy comes from.**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)**Concepts:**PerspectiveResponsibilityCausation |

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| 9-10PYP 3 | **Title 2:** Be Safe, Be Happy!**Focus:** Social Studies, PE, Crafts, Music**Central Idea:** We can keep ourselves and others safe by acting in a responsible manner.**An Inquiry Into:** Safety at home and elsewhereBeing responsible for our own and others’ safetyActing and helping in a serious situation.**Concepts:**ResponsibilityFunctionConnectionLearner profiles:KnowledgeableThinkerWeek 41-47 | **Title 3:** The Land of a Thousand Lakes**Focus:** Science, Visual Arts, Mathematics (scale), Finnish**Central Idea:** Maps and other geomedia help us to understand Finland.Geomedia and informative texts help us to understand Finland.**An Inquiry Into:** Geomedia Natural environment and action of humans in relation to nature in Finlandmap of Finlandgeomedia (diagrams, maps and digital maps, pictures, video, statistics)Special characteristics of FinlandWeek 48-51, and week 3-427.11-**Concepts:**FunctionPerspectiveCausationLearner profiles:* Reflective
* Balanced
 | **Ongoing unit**Know Yourself**Focus:** Finnish and English, Visual Arts, Religion/Ethics, Social Studies**Central Idea:** We can make better choices when we understand our feelings.**An Inquiry Into:**  Recognizing and expressing feelingsMessages of body and mind (thoughts, needs, attitudes, values)What supports my own learning and wellbeing as an individual**Concepts:**ResponsibilityPerspectiveLearner profiles:* Open-mindedBalanced

Weeks: 33-34Week 2, 8.1-12.1Week 18-20, 29.4-17.5Week 21 Swimming week | **Title 4:** Rain or Shine?**Focus:** Science, Crafts, Finnish and English**Central Idea:** Water and air work together to produce weather.**An Inquiry Into:** Water cycle and preservation of substance (water)attributes of air and measuring temperatureQualities of air Measuring temperature**Concepts:**FunctionChangeLearner profiles:InquirerRisk-takerWeek 5-11 (week 10)  29.1-15.3 | **Title 1:** Be Beside the Riverside**Focus:** Science, Mathematics (measurement), Visual Arts**Central Idea:** We can study animals and plants found in and around water. **An Inquiry Into:** Life forms found in and around river estuary Investigating water and coastal systems (animals and plants) Making a herbarium together **Concepts:**FormCausationLearner profiles:KnowledgeablecommunicatorWeeks 35-40 | **Title 5:** Green Gold**Focus:** Science, Finnish and English, Social Studies, Ethics/Religion**Central Idea:** We have rights and responsibilities in our use of nature.**An Inquiry Into:** The impact of local environments on our well-beingOur impact on the local environmentEnjoying the local environmentFrom land of thous. Unit Maps and map symbols, points of the compass, cardinal directions**Concepts:**ConnectionResponsibilityChangeLearner profiles:CaringPrincipled Week 12-1718.3-26.4 |

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| 8-9PYP 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 workgeneral growth of a Grade 2 childhow this compares to younger and to older childrenNutrition & healthy habits**Concepts:**FunctionForm**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 availableYard map skills**Concepts:**CausationFormChange**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 knowingHow people manage with the loss of a sense How the community supports people with the loss of a sensehumans’ interactions with each other**Concepts:**FunctionPerspectiveResponsibility**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 timeSeasons affect living things in different waysWeather patterns over time form climate**Concepts:**ChangeCausationConnection**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 wastereducing waste and consumptionconsequences of not taking action**Concepts:**ResponsibilityPerspectiveConnection**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 reproductionFood production and distributionfood trailslocal food nutrition**Concepts:**FunctionConnection**Action:****Social Entrepreneurship (bake sale, recipe book)** |

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| 7-8   **1st**  | **Title 3:** My BIG feelings **Focus:** Social Studies, Language, PE, Art & Crafts, Music, Religion/Ethics  **Central idea:** I can choose how to act when I have big feelings.   **An Inquiry into:** Taking care of our mind and body while respecting others’   Identifying feelings and thinking how to actMaking mistakes and practising a growth mindset   **Concepts:** Change Perspective**Learner Profile:** Caring Balanced **Note:** 4 E&S Skills lessons **Weeks:** 48-50,2-5 | **Title 2:** The history of me  **Focus:** Social Studies, Language, Visual Art, Mathematics (number line)  **Central Idea:** Our personal history affects who we are today.  **An Inquiry Into:** our family tree and cultural heritagepersonal histories of people close to ushow have things changed over time and how are they the same  **Concepts:** Connection Perspective **Learner Profile:** Inquirer Open-minded  **Note:** 1 E&S Skills lesson**Note: 1 E&S Skills lesson****Weeks:** 41-42,44-47   | **Title 1:**  Stop and live in the moment  **Focus:**  Science, Visual Art, Music, Language    **Central Idea:**  We use our senses to experience, explain, and appreciate the world around us.    **An Inquiry Into:** the senses and sense organsHow people manage with the loss of a senseHow senses impact human interaction  **Concepts:**  Function  Perspective**Learner Profile:**CommunicatorReflective   Weeks 34-36, 38-40 | **Title 5:**Living Things  **Focus:** Science, Language, Mathematics, Visual Art, Religion/Ethics  **Central Idea:** We can learn about living things by comparing their similarities and differences. **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) **Concepts:** FunctionForm **Learner Profile:** KnowledgeableCommunicator **Weeks**: 14-19 | **Ongoing Unit:** Safety First! **Focus:** Social Studies, Language, Religion/Ethics, P.E. **Central idea:** I can take care of myself and others by making safe choices.**An Inquiry into:**  safety at school and at hometraffic safety getting along with others (including physical touch)emergency situations (evacuation drill)**Concepts:** Causation  Responsibility  **Learner Profile:** Thinker Principled **Note:** 4 E&S Skills lessons **Weeks:** 32-33, 37(traffic safety week), 6 (media skills week), 20, 21 (swimming week)  | **Title 4:** Stronger together  **Focus:** Social Studies, Language, Art & Crafts, PE, Re/Ethics **Central idea:** Everyone has a role to play in a community.  **An Inquiry into:** developing school habits for personal and communal well-being different roles and jobs in the community  **Concepts:** Responsibility Function  **Learner Profile:** Risk-takerCaring **Weeks:** 7-9,11-13 |