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

Contents

[PYP 6 2](#_Toc131444942)

[PYP 5 3](#_Toc131444943)

[PYP 4 4](#_Toc131444944)

[PYP 3 5](#_Toc131444945)

[PYP 2 6](#_Toc131444946)

[PYP 1 7](#_Toc131444947)

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| 12-13 PYP 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:**  Change  Responsibility  Self 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:**  Form  Function | **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:**  Kindness  Values  Respecting yourself and others  Key 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 expressively  forms 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:**  Responsibility  Change |

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| 11-12 PYP 5 | **Title: 3**  Wheel of Body  **Focus:**  English  Civics, Env. St. (human body),  FMT  **Central Idea:**  Every body is similar, but different for everybody.  **An Inquiry Into:**  Body systems  Reading novels  Money and spending habits (Civics + math)  Writing informational texts (FMT)  **Concepts:**  Responsibility  Function | **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 information  Family histories and professions  Biographies  Emotional and safety skills  **Concepts:**  Connection  Perspective | **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:**  Forces  Entrepreneurship  Referencing sources  **Concepts:**  Causation  Function | **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 phenomena  Instruments  **Concepts:**  Form  Change | **Title: 4**  My news  **Focus:**  Environmental studies  Civics  **Central Idea:**  We are investigating how media literacy can help us understand the wider world from many points of view.  **An Inquiry Into:**  Media literacy  Critical thinking  Newspaper article writing  Perspective writing  Reading novel  **Concepts:**  Perspective  Connection  (Geography in SSS) | **Title: 1**  A walk in the forest  **Focus:**  Languages  SSS, Civics, PE (orienteering)  **Central Idea:**  Interactions within the different environments affect the world around us.  **An Inquiry Into:**  Communities  Rights and responsibilities  Forest habitats  Local habitats  **Concepts:**  Connection  Responsibility |

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| 10-11 PYP 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:**  Connection  Change  Responsibility  Week 21 swimming week  Emotional 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:**  Connection  Function  Causation | **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:**  Perspective  Function  Responsibility  Member of parliament + their assistant, City Council members | **Title 1:**  Weeks 35-40  **Green Sleeves**  **Focus:**  Science, English, Finnish, Art  Social 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:**  Form  Causation  Connection  Oulu Castle in September  Nature 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:**  Function  Form  Causation | **Title 5:**  Weeks 15-20  **Sustainable Communities**  **Focus:**  Ethics, Religion  Social 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:**  Perspective  Responsibility  Causation |

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| 9-10 PYP 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 elsewhere  Being responsible for our own and others’ safety  Acting and helping in a serious situation.  **Concepts:**  Responsibility  Function  Connection  Learner profiles:  Knowledgeable Thinker  Week 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 Finland  map of Finland  geomedia (diagrams, maps and digital maps, pictures, video, statistics)  Special characteristics of Finland  Week 48-51, and week 3-4  27.11-  **Concepts:**  Function  Perspective  Causation  Learner 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 feelings  Messages of body and mind (thoughts, needs, attitudes, values)  What supports my own learning and wellbeing as an individual  **Concepts:**  Responsibility  Perspective  Learner profiles:   * Open-minded Balanced   Weeks: 33-34  Week 2, 8.1-12.1  Week 18-20, 29.4-17.5  Week 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 temperature  Qualities of air  Measuring temperature  **Concepts:**  Function  Change  Learner profiles:  Inquirer Risk-taker  Week 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:**  Form  Causation  Learner profiles:  Knowledgeable  communicator  Weeks 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-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  **Concepts:**  Connection  Responsibility  Change  Learner profiles: Caring Principled  Week 12-17  18.3-26.4 |

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| 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)** |

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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 act  Making 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 heritage  personal histories of people close to us  how 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 organs  How people manage with the loss of a sense  How senses impact human interaction    **Concepts:**  Function  Perspective  **Learner Profile:**  Communicator  Reflective     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:**  Function  Form  **Learner Profile:**  Knowledgeable  Communicator    **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 home  traffic 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-taker  Caring    **Weeks:** 7-9,11-13 |