



City of Hyvinkää  
**BASIC EDUCATION  
CURRICULUM 2016**  
Grades 3–6

# Contents

## 14. Grades 3–6

### 14.1 Transition phase between grades 2 and 3 and the task of grades 3–6

(National basic education core curriculum, p. 154)

### 14.2 Transversal competence in grades 3–6

(National basic education core curriculum, p. 155)

### 14.3 In Hyvinkää

#### Transition phase from grade 2 to grade 3

During the spring term, the class teacher will ensure, in cooperation with a special needs teacher, if necessary, that the level of reading, writing and basics of mathematics of a child transferring to the third grade is sufficient. The class teacher will guide and support the growth of the pupil's self-confidence and the development of his or her working skills, when studying alone or in a group.

The principal is responsible for giving the guardians information on the language programme, special classes and new subjects. If necessary, guardians will be provided with the opportunity to discuss matters related to the transition phase, such as growing demands for studying and joining a new group. This can be conducted in a parents' evening or other meeting.

In the assessment discussion in the second grade, the focus will be on the assessment of skills in mother tongue, mathematics and working skills.

The principal will conduct the placement of the pupils in cooperation with the special needs teacher, school psychologist, school nurse and class teacher. Particular attention is paid to the class placement of pupils in need of support. The use of the school's special needs education resource will be agreed on in a meeting attended by the principal, school psychologist and special needs teacher, as a minimum.

Regional cooperation will be conducted in the class placement of pupils in need of support.

The class teacher will determine the child's need for intensified and special support in cooperation with the special needs teacher and principal before the transition to grade 3.

#### Transition phase from grade 6 to grade 7

The sixth grade teacher will ensure that a pupil transferring to grade 7 and his or her guardians receive sufficient information on the transition phase and an opportunity to discuss matters pertaining to the transition phase. In addition, it is the teacher's task to ensure that the pupil's knowledge and skills and the ability to take responsibility for his or her own studies are at a sufficient level.

A representative of the secondary school, grades 7–9, will invite the sixth grade class teacher and the primary school's special needs teacher to a meeting before the assignments of the new seventh-grade groups. The principle is for aspects of pupil welfare that emerged in the discussions and the pupils' own wishes are considered in class assignments.

During the spring term, representatives of the secondary school, grades 7–9, for example, the guidance counsellor and special needs teacher, will meet their new pupils in grade 6, if possible, and arrange a visit to the secondary

school.

The school will arrange an event for guardians in which transition-phase information is provided and the secondary school for grades 7–9 and its school culture will be introduced. This event will emphasise the significance of the cooperation between the homes and the school for the success of the pupils' school attendance and development as independent persons.

Information regarding a pupils' exceptional teaching arrangements will be transferred from the primary school to the secondary school. If special support has been decided on for pupils, it will be reviewed in the spring term of grade six.

Pupils will undergo an examination by the school doctor and school nurse before moving to the seventh grade.

A group assignment day will be arranged for all new seventh-graders as a multidisciplinary cooperation in the autumn term. In addition to school staff, youth services and the local church, for example, can participate in the planning and implementation of the group assignment day. The schools will additionally have their own group assignment policies that have been found to be working and will build a safe transition phase for pupils.

Grade 6 SWEDISH, B1 SYLLABUS				
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Growing into cultural diversity and language awareness</b>				
<i>T1 to help the pupil structure his or her perception of the relationships between all the languages he or she knows</i>	C1 Pupils will observe and compare the most important similarities and differences between Swedish and other languages they are already familiar with.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy	Perceiving the relationships between different languages	The pupil is able to describe the language groups to which the languages he or she knows and studies belong.
<i>T2 to familiarise the pupil with the status of Finnish and Swedish as national languages and the influence of Swedish on Finnish</i>	C1 Pupils will observe and compare the most important similarities and differences between Swedish and other languages they are already familiar with. Pupils consider how Sweden's influence or Swedish culture manifests in present-day Finland.	T2 Cultural competence, interaction and self-expression	Knowledge of the status and significance of Swedish in Finland	The pupil is able to cite reasons why Swedish is used in Finland and give examples of words borrowed from Swedish into Finnish.
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Language-learning skills</b>				
<i>T3 to guide the pupil to improve his or her communication skills in a permissive classroom atmosphere, also using ICT, to take responsibility for his or her studies, and to assess his or her competence</i>	C2 Goals will be set and activities planned together. Pupils explore where Swedish skills are needed and where they can be used. They practise finding Swedish material online and consider how television, radio, Internet and libraries, for example, can be utilised in personal learning. They learn to notice the presence of Swedish in various everyday contexts. The pupil is guided to think about his or her future and consider the benefits of developing language skills after comprehensive school.	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T5 ICT competence	Acting in a learning situation	Pupils practise their Swedish proficiency in a group, also using ICT, complete their homework and participate in the group's work in a positive manner. Pupils know how to assess the development of their Swedish proficiency quite realistically.
<i>T4 to encourage the pupil to perceive Swedish skills as an important part of lifelong learning and increasing his or her linguistic repertoire and to find and utilise Swedish-language learning environments, also outside the school</i>	C2 Pupils are guided in using social and individual working methods typical to language studies. Pupils learn to use information tools in versatile ways to understand the text.	T3 Taking care of oneself and managing daily life T5 ICT competence	Recognising areas and opportunities for using Swedish in the pupils' lives	Pupils are able to cite certain areas and opportunities for using Swedish.
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Evolving language proficiency, interaction skills</b>				
<i>T5 to guide the pupil to practise different communication situations, especially oral ones</i>	C3 Pupils will learn vocabulary and structures in connection with many types of themes, including myself, my family, school.	T4 Multiliteracy	Interacting in different situations	Level of proficiency: A1.2 Pupils are able to cope with the most common routine communication situations,

	hobbies and leisure time. Interesting topics for language use are also selected together.			still mainly relying on their communication partners.
<i>T6 to encourage the pupil to use multiple methods for delivering a message, including paralinguistic cues, and to ask his or her communication partners to repeat what he or she said and slow down if necessary</i>	C3 Pupils learn the most important phonetic symbols of Swedish that differ from those in Finnish and learn how to pronounce them naturally. They practise various interaction situations and consider how the message should be conveyed, even if their vocabulary is still rather limited.	T4 Multiliteracy	Use of communication strategies	Level of proficiency: A1.2 Pupils will rely on key vocabulary and expressions in their communication. They will need many communication aids and will be able to ask their communication partners to repeat what they said or to slow down.
<i>T7 to guide the pupil to practise different expressions of politeness</i>	C3 Pupils practise various interaction situations and attempt to use polite phrases.	T4 Multiliteracy	Suitability of communication culture	Level of proficiency: A1.2: The pupil is able to use a few of the most common expressions of politeness typical of the language in routine social contacts.
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Evolving language proficiency, text interpretation skills</b>				
<i>T8 to encourage the pupil to interpret easily predictable and age-appropriate speech or written text based on the context</i>	C3 The pupil is supported in understanding the discussed texts that deal with everyday topics and the essential content of speech in context. Develop skills to be able to identify the most important prepositions, basic numerals and other frequently recurring expressions. Texts interesting to the pupil are used as practice material for identifying and preparing interrogative clauses, negative sentences and statements.	T4 Multiliteracy	Text interpretation skills	Skills level A1.1 Pupils will understand written text and slow speech of a few words' length that have been practised and that include familiar vocabulary and expressions. Pupils will be able to recognise individual facts in a text.
<i>T9 to offer the pupil plenty of opportunities for practising age-appropriate speaking and writing on a very small scale</i>	C3 The pupil can describe the immediate environment and the essentially related topics (e.g., family, school, hobbies and leisure) The pupil is encouraged to express basic information of himself or herself and to communicate in speech with a partner on topics dealing with everyday life. Pupils write short sentences and messages concerning topics related to the most common everyday situations. Learning the essential grammatical conjugation of verbs (e.g., present tense, auxiliary verbs and infinitive) and learn to use the singular and plural forms of nouns Pupils practice declining adjectives and learn the personal pronouns.	T4 Multiliteracy	Text production skills	Skills level A1.1 Pupils are capable of very limited self-expression through spoken language, using words that have been practised and standard expressions that they have learnt. Pupils are able to pronounce certain expressions that they have practised in a comprehensible way. Pupils are able to write a few individual words and phrases.

14.4.3 MATHEMATICS

(National basic education core curriculum, p. 234)

Grade 3 MATHEMATICS			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence	Assessment objects
<b>Significance, values and attitudes</b>			
<i>T1 To support the pupil's enthusiasm for and interest in mathematics and the development of his or her positive self-image and self-confidence</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T5 ICT competence</i>	
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence	Assessment objects
<b>Working skills</b>			
<i>T2 To guide the pupil to identify connections between things learned</i>	Connection between addition and multiplication C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Connections between what the pupils have learned</i>
<i>T3 to guide the pupil to develop his or her skills in posing questions and drawing reasoned conclusions based on his or her observations</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 Information and communication technology competence</i>	<i>Posing questions and reasoning skills</i>
<i>T4 to encourage the pupil to present his or her reasoning and solutions to others through concrete tools</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence</i>	<i>Presenting solutions and conclusions</i>
<i>T5 To guide and support the pupil to develop problem solution skills</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy T5 Information and communication technology competence</i>	<i>Problem solution skills</i>
<i>T6 To guide the pupil to develop his or her skills in assessing whether the solution is reasonable and meaningful</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</i>	<i>Ability to assess the solution</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence	Assessment objects
<b>Conceptual objectives and objectives specific to the field of knowledge</b>			

<i>T7 To guide the pupil to use and understand mathematical concepts and notations</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Understanding and using mathematical concepts and notations</i>
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<i>T8 To support and guide the pupil to strengthen and expand his or her understanding of the decimal system</i>	Basic calculation C2*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Understanding the decimal system</i>
<i>T9 to support the pupil in expanding his or her understanding of the concept of numbers to positive rational numbers</i>	C2*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>The concept of numbers</i>
<i>T10 To guide the pupil to achieve fluent mental and written arithmetic skills, making use of the properties of operations</i>	Mental arithmetic C2*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship</i>	<i>Calculation skills and use of the features of basic calculations</i>
<i>T11 to guide the pupil to observe and describe the geometrical properties of objects and figures and to familiarise the pupil with geometrical concepts</i>	C4*	<i>T4 Multiliteracy T5 ICT competence</i>	<i>Concepts of geometry and observation of geometrical properties</i>
<i>T12 to guide the pupil to estimate the magnitude of a measured object, select a suitable tool and unit for the measurement and consider whether the result is reasonable</i>	Measurement C4*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship</i>	<i>Measurement</i>
<i>T13 to guide the pupil to prepare and interpret tables and diagrams</i>	C5*	<i>T4 Multiliteracy T5 ICT competence</i>	<i>Interpreting tables and diagrams</i>
<i>T14 to inspire the pupil to formulate step-by-step instructions and assess their functionality</i>	C1*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship</i>	<i>Preparing and assessing step-by-step instructions</i>

## Contents

### C1\* Thinking skills

#### T1–T7, T14

- mathematical reasoning
- mental arithmetic skills

### C2\* numbers and operations

#### T1–10

- Numbers 0–10,000
- multiplication tables 2–10 (6–9 as new tables)
- division, remainder
- order of operations, addition, subtraction, multiplication and division as operations
- paper and pencil calculation, addition, subtraction and multiplication (borrowing from a larger number)
- fractional numbers, addition, subtraction and comparison with common denominator

### C3\* Algebra

#### T1–T7

- the pupils learn about the concept of the unknown

### C4\* Geometry and measuring

T1–T7, T11–T12

- geometry: classification, symmetry, parts of the circle, angles, perimeter, area
- measuring: time, length, mass

C5\* computing and software, statistics and

probability T1–T7, T13, T14

- diagrams, tables

Grade 4 MATHEMATICS			
Detailed goals of the grade	Areas of focus of the content areas and content areas related to the objectives	Transversal competence	Assessment objects
Significance, values and attitudes			
<i>T1 To support the pupil's enthusiasm for and interest in mathematics and the development of his or her positive self-image and self-confidence</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T5 Information and communication technology competence</i>	
Detailed goals of the grade	Areas of focus of the content areas and content areas related to the objectives	Transversal competence	Assessment objects
Working skills			
<i>T2 To guide the pupil to identify connections between things learned</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Connections between what the pupils have learned</i>
<i>T3 to guide the pupil to develop his or her skills in posing questions and drawing reasoned conclusions based on his or her observations</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence</i>	<i>Posing questions and reasoning skills.</i>
<i>T4 to encourage the pupil to present his or her conclusions and solutions to others through concrete tools, drawings and speech</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence</i>	<i>Presenting solutions and conclusions</i>
<i>T5 To guide and support the pupil to develop problem solution skills</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence</i>	<i>Problem solution skills</i>
<i>T6 To guide the pupil to develop his or her skills in assessing whether the solution is reasonable and meaningful</i>	Assessing the magnitude of the result C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</i>	<i>Ability to assess the solution</i>
Detailed goals of the grade	Areas of focus of the content areas and content areas related to the objectives	Transversal competence	Assessment objects
Conceptual objectives and objectives specific to the field of knowledge			
<i>T7 To guide the pupil to use and understand mathematical concepts and notations</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Understanding and using mathematical concepts and notations</i>
<i>T8 To support and guide the pupil to strengthen and expand his or her understanding of the decimal system</i>	Paper and pencil calculation C2*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Understanding the decimal system</i>

<i>T9 to support the pupil in expanding his or her understanding of the concept of numbers to positive rational numbers and negative integers</i>	C2*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>The concept of numbers</i>
<i>T10 To guide the pupil to achieve fluent mental and written arithmetic skills, making use of the properties of operations</i>	Verify that pupils master the multiplication tables 1–10 C2*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship</i>	<i>Calculation skills and use of the features of basic calculations</i>
<i>T11 to guide the pupil to observe and describe the geometrical properties of objects and figures and to familiarise the pupil with geometrical concepts</i>	C4*	<i>T4 Multiliteracy T5 ICT competence</i>	<i>Concepts of geometry and observation of geometrical properties</i>
<i>T12 to guide the pupil to estimate the magnitude of a measured object, select a suitable tool and unit for the measurement and consider whether the result is reasonable</i>	C4*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship</i>	<i>Measurement</i>
<i>T13 to guide the pupil to prepare and interpret tables and diagrams</i>	C5*	<i>T4 Multiliteracy T5 ICT competence</i>	<i>Interpreting tables and diagrams</i>
<i>T14 to inspire the pupil to formulate instructions in graphical programming environments</i>	C1*	<i>T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship</i>	<i>Using simple commands in a graphical programming environment</i>

## Contents

### C1\* Thinking skills

#### T1–T7, T14

- mathematical reasoning
- mental arithmetic skills

### C2\* numbers and operations

#### T1–10

- Numbers 0–100,000
- negative and positive integers
- divisions
- order of operations, brackets
- paper and pencil calculation, addition, subtraction and multiplication
- fractional numbers, mixed numbers, connection between a fractional and a decimal number
- rounding
- comparison of value

### C3\* Algebra

#### T1–T7

- the pupils learn about the concept of the unknown

### C4\* Geometry and measuring

#### T1–T7, T11–T12

- geometry: mirroring, classification, parts of the circle, coordinates (1st quadrant), perimeter, area
- measuring: length, mass, volume, time

C5\* computing and software, statistics and

probability T1–T7, T13, T14

- diagrams, tables

Grade 5 MATHEMATICS			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence	Assessment objects
<b>Significance, values and attitudes</b>			
<i>T1 To support the pupil's enthusiasm for and interest in mathematics and the development of his or her positive self-image and self-confidence</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T5 ICT competence</i>	
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence	Assessment objects
<b>Working skills</b>			
<i>T2 To guide the pupil to identify connections between things learned</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Connections between what the pupils have learned</i>
<i>T3 to guide the pupil to develop his or her skills in posing questions and drawing reasoned conclusions based on his or her observations</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence</i>	<i>Posing questions and reasoning skills</i>
<i>T4 to encourage the pupil to present his or her conclusions and solutions to others through concrete tools, drawings, speech and writing</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence</i>	<i>Presenting solutions and conclusions</i>
<i>T5 To guide and support the pupil to develop problem solution skills</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence</i>	<i>Problem solution skills</i>
<i>T6 To guide the pupil to develop his or her skills in assessing whether the solution is reasonable and meaningful</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</i>	<i>Ability to assess the solution</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence	Assessment objects
<b>Conceptual objectives and objectives specific to the field of knowledge</b>			
<i>T7 To guide the pupil to use and understand mathematical concepts and notations</i>	Percent C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Understanding and using mathematical concepts and notations</i>
<i>T8 To support and guide the pupil to strengthen and expand his or her understanding of the decimal system</i>	Decimal numbers Divisions C2*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Understanding the decimal system</i>

<i>T9 to support the pupil in expanding his or her understanding of the concept of numbers to positive rational numbers and negative integers</i>	C2*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>The concept of numbers</i>
<i>T10 To guide the pupil to achieve fluent mental and written arithmetic skills, making use of the properties of operations</i>	Mental arithmetic C2*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship</i>	<i>Calculation skills and use of the features of basic calculations</i>
<i>T11 to guide the pupil to observe and describe the geometrical properties of objects and figures and to familiarise the pupil with geometrical concepts</i>	Geometry C4*	<i>T4 Multiliteracy T5 ICT competence</i>	<i>Concepts of geometry and observation of geometrical properties</i>
<i>T12 to guide the pupil to estimate the magnitude of a measured object, select a suitable tool and unit for the measurement and consider whether the result is reasonable</i>	C4*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship</i>	<i>Measurement</i>
<i>T13 to guide the pupil to prepare and interpret tables and diagrams</i>	C5*	<i>T4 Multiliteracy T5 ICT competence</i>	<i>Preparing and interpreting simple tables and diagrams</i>
<i>T14 to guide the pupil to use a graphical programming environment</i>	C1*	<i>T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship</i>	<i>Using different commands in a graphical programming environment</i>

## Contents

### C1\* Thinking skills

#### T1–T7, T14

- mathematical reasoning
- ability to justify solutions
- mental arithmetic skills

### C2\* numbers and operations

#### T1–T10

- Numbers 0–1,000,000
- negative and positive integers
- percentage as a concept, connection with fractional and decimal numbers
- fractional numbers: addition and subtraction of mixed numbers, conversions, calculating the fraction of a number, cancelling, addition, subtraction, multiplication and divisions of fractional numbers, comparison
- decimal numbers, fractional part, rounding, addition, subtraction, multiplication and division of decimal numbers
- order of operations

### C3\* Algebra

#### T1–T7, T8, T10

- equations and

#### inequalities

### C4\* Geometry and measuring

#### T1–T7, T11–T12

- measuring: time, distance, speed, time zones
- geometry: circle, perimeter, classification, mirroring, coordinates, angles (measuring, drawing), areas
- conversions
- enlarging/reducing by scale factor
- measuring, measurement unit conversions

C5\* computing and software, statistics and

probability T1–T7, T13, T14

- diagrams, tables
- programming

Grade 6 MATHEMATICS				
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence	Assessment objects	Good competence
Significance, values and attitudes				
<i>T1 To support the pupil's enthusiasm for and interest in mathematics and the development of his or her positive self-image and self-confidence</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T5 ICT competence</i>		<i>Does not affect assessment or grade formulation. Pupils will be guided in reflecting on their experiences as a part of self-assessment.</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence	Assessment objects	Good competence
Working skills				
<i>T2 To guide the pupil to identify connections between things learned</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Connections between what the pupils have learned</i>	<i>The pupil recognises and provides examples of connections between knowledge acquired</i>
<i>T3 to guide the pupil to develop his or her skills in posing questions and drawing reasoned conclusions based on his or her observations</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence</i>	<i>Posing questions and reasoning skills</i>	<i>The pupil can pose questions and reasoning meaningful to mathematics</i>
<i>T4 to encourage the pupil to present his or her conclusions and solutions to others through concrete tools, drawings, speech and writing, also using information and communication technology</i>	Equations C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence</i>	<i>Presenting solutions and conclusions</i>	<i>The pupil presents his or her solutions and reasoning in a variety of ways.</i>
<i>T5 To guide and support the pupil to develop problem solution skills</i>	Applied tasks C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence</i>	<i>Problem solution skills</i>	<i>The pupil can use different strategies for problem solving.</i>
<i>T6 To guide the pupil to develop his or her skills in assessing whether the solution is reasonable and meaningful</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</i>	<i>Ability to assess the solution</i>	<i>The pupil can generally assess whether the solution is reasonable and meaningful.</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence	Assessment objects	Good competence
Conceptual objectives and objectives specific to the field of knowledge				

<i>T7 To guide the pupil to use and understand mathematical concepts and notations</i>	C1*, C2*, C3*, C4*, C5*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Understanding and using mathematical concepts and notations</i>	<i>The pupil generally uses the correct concepts and notation.</i>
<i>T8 To support and guide the pupil to strengthen and expand his or her understanding of the decimal system</i>	C2*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Understanding the decimal system</i>	<i>The pupil masters the principle of the decimal system, also for decimal numbers.</i>
<i>T9 to support the pupil in expanding his or her understanding of the concept of numbers to positive rational numbers and negative integers</i>	C2*	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>The concept of numbers</i>	<i>The pupil can use positive rational numbers and negative integers.</i>
<i>T10 To guide the pupil to achieve fluent mental and written arithmetic skills, making use of the properties of operations</i>	C2*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship</i>	<i>Calculation skills and use of the features of basic calculations</i>	<i>The pupil is quite fluent with mental and written arithmetic.</i>
<i>T11 to guide the pupil to observe and describe the geometrical properties of objects and figures and to familiarise the pupil with geometrical concepts</i>	C4*	<i>T4 Multiliteracy T5 ICT competence</i>	<i>Concepts of geometry and observation of geometrical properties</i>	<i>The pupil can classify and identify objects and shapes. The pupil can apply a scale factor and identify shapes symmetric with respect to a line or a point.</i>
<i>T12 to guide the pupil to estimate the magnitude of a measured object, select a suitable tool and unit for the measurement and consider whether the result is reasonable</i>	Unit conversions Scale factor C4*	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship</i>	<i>Measurement</i>	<i>The pupil can select the suitable measurement tool, perform the measurement and assess whether the result is reasonable. The pupil can calculate areas and volumes. The pupil masters the most common unit conversions.</i>
<i>T13 to guide the pupil to prepare and interpret tables and diagrams and use statistical key figures as well as to offer experiences of probability</i>	Diagrams Tables C5*	<i>T4 Multiliteracy T5 ICT competence</i>	<i>Preparing and interpreting tables and diagrams</i>	<i>The pupil can prepare a table from the material given and interpret tables and diagrams. The pupil can calculate an average and determine the mode.</i>
<i>T14 to inspire the pupil to formulate instructions in the form of computer programs in a graphical programming environment</i>	C1*	<i>T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship</i>	<i>Programming in a graphical programming environment</i>	<i>The pupil can program a functioning program in a graphical programming environment</i>

## Contents

C1\* Thinking skills

T1–T7, T14

- mathematical reasoning
- ability to justify solutions

- mental arithmetic skills

C2\* numbers and operations

T1–T10

- number ranges, billions, exponent notation and basic calculations (in versatile ways)
- fractional numbers: multiplication and division of mixed numbers, expansion
- decimal numbers: multiplication on paper, long division
- percentage: percentage value and factor, connection between a decimal number, percentage and fractional number
- using a calculator

C3\* Algebra

T1–T7, T8, T10

- equations and inequalities

C4\* Geometry and measuring

T1–T7, T11–T12

- Measuring: time, distance, speed, time zones
- geometry: angles, cross angles, adjacent angles and volume
- conversions

C5\* computing and software, statistics and

probability T1–T7, T13, T14

- diagrams, tables
- programming

#### 14.4.4 ENVIRONMENTAL STUDIES

(National basic education core curriculum, p. 239)

In Hyvinkää

Environmental studies is a subject which comprises the fields of knowledge of biology, geography, physics, chemistry and health education and includes the perspective of sustainable development. Environmental studies lays the foundation for competence in the different fields of knowledge covered by the subject. The objective of instruction is to identify their significance in nature, technology, everyday life and human activities and to promote and deepen the pupils' interest in different fields of knowledge.

In grades 3–6, the objectives of environmental studies are divided into three categories: significance, values and attitudes, research and working skills, and knowledge and understanding. The aspect of sustainable development is present in all areas of instruction in environmental studies. The studying aims to understand the significance of the pupils' actions and, more broadly, the actions of humankind to the well-being of the entire planet.

Instruction in environmental studies must emphasise the use of functional and research methods in different learning environments. Instruction emphasises posing questions, monitoring phenomena and understanding causalities.

The City of Hyvinkää's local curriculum emphasises studying the different fields of knowledge in environmental studies in connection with the pupils' own lives so that pupils can understand issues and phenomena as much as possible. In learning the fields of knowledge of natural sciences, it is meaningful to utilise the school's immediate surroundings and, on a larger scale, Hyvinkää's built environment and nature sites in versatile ways.

Grade 3 ENVIRONMENTAL STUDIES			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Significance, values and attitudes</b>			
<i>T1 to spark and maintain the pupil's interest in the environment and environmental studies and to help the pupil experience all fields of knowledge of the subject as significant for himself or herself</i>	C1–C6 Studying the various fields of environmental studies in connection with the pupils' own day-to-day lives. Studies with functional and research methods in different learning environments. The school's immediate environment is utilised in diverse ways in the studying.		Perceiving the significance of environmental studies
<i>T2 to guide and encourage the pupil to set personal study goals and to make persistent efforts to achieve them and to recognise his or her own competence of environmental studies</i>	C1–C6 C1 Me as a human being My strengths and studying skills Identifying personal strengths, planning and evaluating own learning, practising studying skills	T1 Thinking and learning to learn T7 Participation, involvement and building a sustainable future	Goal-oriented work and learning to learn skills
<i>T3 to support the development of the pupil's environmental awareness and to guide the pupil to act in his or her surroundings and community in order to promote sustainable development and to appreciate the significance of sustainable development to himself or herself and the world</i>	C1–C6 C6 Building a sustainable future Impact of personal actions on the comfort and cleanliness of the local environment - noise prevention - increasing comfort through cleanliness - storing and recycling goods	T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future	Sustainable development knowledge and skills
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Research and working skills</b>			
	C1–C6	T1 Thinking and	

<i>T4 to encourage the pupil to formulate questions on various topics</i>	C5 Structures, principles and cycles of nature Water cycle - prerequisite for life - states and properties	learning to learn T7 Participation, involvement and building a sustainable future	Formulating questions
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	- cycle principle linked to weather phenomena		
<i>T5 to guide the pupil to carry out small-scale research projects and to make observations and take measurements using different senses and research and measuring equipment</i>	C1–C6 C4 Exploring the environment Weather phenomena - observing and measuring weather - monitoring the annual cycle (strengthening concepts: the seasons, months etc.) Animate and inanimate nature (types of rock)	T1 Thinking and learning to learn T5 ICT competence	Implementing research
<i>T6 to guide the pupil to recognise causal relationships</i>	C1–C6 C4 Exploring the environment Weather phenomena C5 Structures, principles and cycles of nature Seasonal variations and the differences between night and day Lever and wheel	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T5 ICT competence	Recording the various phases of research and identifying causalities
<i>T7 to guide the pupil to understand the use, significance, and operating principles of technological applications in daily life</i>	C2–C6 C2 Acting in situations and communities of daily life Traffic safety and cycling	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T5 ICT competence	Understanding the use, significance and operating principles of technological applications in daily life
<i>T8 to encourage the pupil to promote well-being and safety in his or her actions and surroundings and to guide the pupil to act safely, appropriately and responsibly and protect himself or herself</i>	C1–C6 C1 Me as a human being Everyday health habits - hygiene, sleep, nutrition and dental care C2 Acting in situations and communities of daily life Traffic safety	T3 Taking care of oneself and managing daily life	Everyday safety and health skills
<i>T9 to guide the pupil to explore and act as well as wander around and take field trips in nature and the built environment</i>	C2–C6 C4 Exploring the environment Exploring the local environment and acting in it in different seasons Trekking skills	T3 Taking care of oneself and managing daily life	Trekking and moving skills in different environments
<i>T10 to offer the pupil opportunities to practise acting in a group in different roles and interactive situations, to inspire the pupil to express himself or herself and to listen to others as well as to support the pupil in recognising, expressing and regulating his or her emotions</i>	C1–C6 C1 Me as a human being Identify the body's and mind's messages and things that support own learning C2 Acting in situations and communities of daily life Significance of rules in different social communities	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life	Interaction skills
<i>T11 to instruct the pupil to use information and communication technology responsibly, safely and ergonomically for acquiring, processing and presenting information and as a means of interaction</i>	C1–C6 C3 Exploring a diverse world Searching for information reliably, presenting information to other students (Finland) Use of geomedia	T4 Multiliteracy T5 ICT competence	Skills in information searches
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence	Assessment objects
Knowledge and understanding			

<i>T12 to guide the pupil to perceive the environment, human activities and the related phenomena using the concepts of environmental studies and in developing his or her conceptual structures from preconceptions towards accurate use of concepts</i>	C1–C6 C6 Building a sustainable future The effect of personal actions on the local environment, for example, the home town, when travelling	T1 Thinking and learning to learn	Understanding the concepts of environmental studies
<i>T13 to guide the pupil to understand and use different models for interpreting and explain human beings, the environment and related phenomena</i>	C1–C6 C1 Me as a human being Healthy lifestyle	T1 Thinking and learning to learn T5 ICT competence	Understanding and using different models
<i>T14 to guide the pupil to obtain reliable information, express different views and interpret and critically evaluate information sources and viewpoints</i>	C1–C6 C3 Exploring a diverse world Diversity of Finnish nature and culture	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence	Searching for reliable information
<i>T15 to guide the pupil to explore nature, identify organisms and habitats and think ecologically</i>	C1, C3–C6 C4 Exploring the environment The organisms in the school playground flora, fauna, coniferous and deciduous trees	T1 Thinking and learning to learn	Examining and identifying organisms
<i>T16 to guide the pupil in geographical thinking, perceiving his or her own environment and the entire world and practising his or her skills in using maps and other geomedias</i>	C3–C6 C3 Exploring a diverse world Utilising various maps Finland Continents and oceans	T1 Thinking and learning to learn T5 ICT competence	Learning key locations Map usage skills
<i>T17 to guide the pupil to explore, describe and explain physical phenomena in daily life, nature and technology and construct an understanding of the law of conservation of energy</i>	C2, C4–C6 C4 Exploring the environment Weather phenomena, researching the weather	T1 Thinking and learning to learn	Researching and describing physical phenomena
<i>T18 to guide the pupil to explore, describe and explain chemical phenomena and the characteristics and changes of substances as well as to construct an understanding of the law of conservation of mass</i>	C2, C4–C6 C5 Structures, principles and cycles of nature States of water C6 Building a sustainable future paper and cardboard cycle	T1 Thinking and learning to learn	Understanding the properties and changes in matter
<i>T19 to guide the pupil to understand aspects of health, the significance of everyday health habits and the course of life as well as individual growth and development in children and teenagers and to encourage the pupil to practise and apply his or her health literacy and skills in daily life</i>	C1–C3, C6 C1 Me as a human being The relationship between school work and leisure and planning time use	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life	Understanding the various aspects of health

Grade 4 ENVIRONMENTAL STUDIES			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Significance, values and attitudes</b>			
<i>T1 to spark and maintain the pupil's interest in the environment and environmental studies and to help the pupil experience all fields of knowledge of the subject as significant for himself or herself</i>	C1–C6 Studying the various fields of environmental studies in connection with the pupils' own day-to-day lives Studies with functional and research methods in different learning environments. The school's immediate environment is utilised in diverse ways in the studying.		Perceiving the significance of environmental studies
<i>T2 to guide and encourage the pupil to set personal study goals and to make persistent efforts to achieve them and to recognise his or her own competence of environmental studies</i>	C1–C6 C1 Me as a human being My strengths and studying skills Identifying personal strengths, planning and evaluating own learning, practising studying skills Role as a group member KiVa School programme -> socially-sustainable future	T1 Thinking and learning to learn T7 Participation, involvement and building a sustainable future	Goal-oriented work and learning to learn skills
<i>T3 to support the development of the pupil's environmental awareness and to guide the pupil to act and become involved in his or her surroundings and community in order to promote sustainable development and to appreciate the significance of sustainable development to himself or herself and the world</i>	C1–C6 C6 Building a sustainable future Sensible consumption The effect of personal actions on the environment and well-being of animals	T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future	Sustainable development knowledge and skills
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Research and working skills</b>			
<i>T4 to encourage the pupil to formulate questions on various topics.</i>	C1–C6 C5 Structures, principles and cycles of nature Photosynthesis Plant reproduction - Cultivation experiments - Food production - Paths of food	<i>T1 Thinking and learning to learn T7 Participation, involvement and building a sustainable future</i>	<i>Formulating questions</i>
<i>T5 to guide the pupil to plan and carry out small-scale research projects and to make observations and take measurements using different senses and research and measuring equipment</i>	C1–C6 C4 Exploring the environment Measurements, for example, in connection with the cultivation experiment Habitats For example, water as a natural habitat (research into ditch water)	<i>T1 Thinking and learning to learn T5 ICT competence</i>	<i>Research skills: planning, observation and taking measurements</i>
<i>T6 to guide the pupil to recognise causal relationships, to draw conclusions on his or her results.</i>	C1–C6 C4 Exploring the environment Results of the cultivation experiment, what affects the growth (location factors, etc.)	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T5 ICT competence</i>	<i>Research skills: Drawing conclusions and presenting results.</i>

	Soil and bedrock		

<i>T7 to guide the pupil to understand the use, significance and operating principles of technological applications in daily life.</i>	C2–C6 C2 Acting in situations and communities of daily life Safety Online safety, device safety	<i>T2 Cultural competence, interaction and self-expression</i> <i>T3 Taking care of oneself and managing daily life</i> <i>T5 ICT competence</i>	<i>Understanding the use, significance and operating principles of technological applications in daily life</i>
<i>T8 to encourage the pupil to promote well-being and safety in his or her actions and surroundings and to guide the pupil to act safely, appropriately and responsibly and protect himself or herself</i>	C1–C6 C2 Acting in situations and communities of daily life Cooperation skills Peer skills, preventing bullying, responsibilities and obligations KiVa School programme or similar	<i>T3 Taking care of oneself and managing daily life</i>	<i>Skills related to well-being and safety</i>
<i>T9 to guide the pupil to explore and act as well as wander around and take field trips in nature and the built environment</i>	C2–C6 C4 Exploring the environment The significance of Hyvinkää's various environments on well-being Moving in water, water safety, freedom to roam and related obligations	<i>T3 Taking care of oneself and managing daily life</i>	<i>Researching the environment, moving and acting in water</i>
<i>T10 to offer the pupil opportunities to practise acting in a group in different roles and interactive situations, to inspire the pupil to express himself or herself and to listen to others as well as to support the pupil in recognising, expressing and regulating his or her emotions</i>	C1–C6 C1 Me as a human being C2 Acting in situations and communities of daily life Recognise own thoughts, attitudes, values and needs KiVa School programme or similar	<i>T2 Cultural competence, interaction and self-expression</i> <i>T3 Taking care of oneself and managing daily life</i>	<i>Developing interaction skills, expressing and controlling emotions</i>
<i>T11 to instruct the pupil to use information and communication technology responsibly, safely and ergonomically for acquiring, processing and presenting information and as a means of interaction</i>	C1–C6 C4 Exploring the environment Flora and fauna For example, a pet project (retrieving and presenting information) C3 Exploring a diverse world Cartography Use of geomedia	<i>T4 Multiliteracy</i> <i>T5 ICT competence</i>	<i>Use of information and communication technology</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Knowledge and understanding</b>			
<i>T12 to guide the pupil to perceive the environment, human activities and the related phenomena using the concepts of environmental studies and in developing his or her conceptual structures from preconceptions towards accurate use of concepts</i>	C1–C6 C6 Building a sustainable future Water and shore protection. Local environmental protection E.g., a bee in the school's neighbourhood	<i>T1 Thinking and learning to learn</i>	<i>Using concepts</i>
<i>T13 to guide the pupil to understand, use and construct different models for interpreting and explaining human beings, the environment and related phenomena</i>	C1–C6 C5 Structures, principles and cycles of nature Food chain Water, for example, water in human use	<i>T1 Thinking and learning to learn</i> <i>T5 ICT competence</i>	<i>Understanding, using and creating models.</i>
<i>T14 to guide the pupil to obtain reliable information, expressing and justifying different views and interpreting and critically evaluating information sources and viewpoints</i>	C1–C6 C3 Exploring a diverse world Prerequisites of life in the Nordic and Baltic Countries Information search project.	<i>T2 Cultural competence, interaction and self-expression</i> <i>T4 Multiliteracy</i> <i>T5 ICT competence</i>	<i>Critical literacy and expressing views.</i>
<i>T15 to guide the pupil to explore nature, identify organisms and habitats and think ecologically</i>	C1, C3–C6 C4 Exploring the environment The field and meadow as a habitat Field and meadow plants	<i>T1 Thinking and learning to learn</i>	<i>Examining nature, identifying organisms and habitats</i>

<i>T16 to guide the pupil in geographical thinking, perceiving his or her own environment and the entire world and practising his or her skills in using maps and other geomeia</i>	C3–C6 C3 Exploring a diverse world  Cartography Geomeia skills, using maps in trekking/orienteering.	<i>T1 Thinking and learning to learn T5 ICT competence</i>	<i>Visualising the environment through geographical thinking, cartography and other geomeia skills.</i>
<i>T17 to guide the pupil to explore, describe and explain physical phenomena in daily life, nature and technology and construct an understanding of the law of conservation of energy</i>	C2, C4–C6 C5 Structures, principles and cycles of nature Water in human use Hydroelectric power	<i>T1 Thinking and learning to learn</i>	<i>Exploring, describing and explaining physical phenomena.</i>
<i>T18 to guide the pupil to explore, describe and explain chemical phenomena and the characteristics and changes of substances as well as to construct an understanding of the law of conservation of mass</i>	C2, C4–C6 C5 Structures, principles and cycles of nature Water in human use C6 Building a sustainable future Sensible consumption and reduction of waste Waste reduction project	<i>T1 Thinking and learning to learn</i>	<i>Exploring, describing and explaining chemical phenomena.</i>
<i>T19 to guide the pupil to understand aspects of health, the significance of everyday health habits and the course of life as well as individual growth and development in children and teenagers and to encourage the pupil to practise and apply his or her health literacy and skills in daily life</i>	C1–C3, C6 C1 Me as a human being Healthy lifestyle Healthy lifestyle	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</i>	<i>Knowing the aspects of health and health in everyday life, reflecting on their meaning.</i>

ENVIRONMENTAL STUDIES Grade 5			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Significance, values and attitudes</b>			
<i>T1 to spark and maintain the pupil's interest in the environment and environmental studies and to help the pupil experience all fields of knowledge of the subject as significant for himself or herself</i>	C1–C6 Studying the various fields of knowledge of environmental studies in connection with the pupils' own day-to-day life Studied through activities and research in various learning environments The school's immediate environment will be utilised in diverse ways in the studying		Perceiving the significance of environmental studies
<i>T2 to guide and encourage the pupil to set personal study goals and to make persistent efforts to achieve them and to recognise his or her own competence of environmental studies</i>	C1–C6 C1 Me as a human being My strengths and studying skills Identifying personal strengths, planning and evaluating own learning, practising studying skills.	T1 Thinking and learning to learn T7 Participation, involvement and building a sustainable future	Goal-oriented work and learning to learn skills
<i>T3 to support the development of the pupil's environmental awareness and to guide the pupil to act and become involved in his or her surroundings and community in order to promote sustainable development and to appreciate the significance of sustainable development to himself or herself and the world</i>	C6 Building a sustainable future Sustainable lifestyle => Diversity of nature and the multi-cultural world	T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future	Sustainable development knowledge and skills
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Research and working skills</b>			
<i>T4 to encourage the pupil to formulate questions on various topics and to use them as the basis for research</i>	C1–C6 C5 Structures, principles and cycles of nature Photosynthesis	T1 Thinking and learning to learn T7 Participation, involvement and building a sustainable future	Formulating questions
<i>T5 to guide the pupil to plan and carry out small-scale research projects and to make observations and take measurements in versatile learning environments using different senses and research and measuring equipment</i>	C1–C6 C1 Me as a human being The structure of human beings, key vital functions, stages of growth and development C4 Exploring the environment Motion and power Friction, balance, kinetic energy	T1 Thinking and learning to learn T5 ICT competence	Research skills: planning, observation and measurements
<i>T6 to guide the pupil to recognise causal relationships, to draw conclusions on his or her results and to present the results and research in different ways</i>	C1–C6 C5 Structures, principles and cycles of nature Combustion	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T5 ICT competence	Research skills: drawing conclusions and presenting results
<i>T7 to guide the pupil to understand the use, significance and operating principles of technological applications in daily life and to inspire the pupils to experiment, invent and be creative together</i>	C2–C6 C3 Exploring a diverse world Life outside of Europe, use of map services	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T5 ICT competence	Technological competence and cooperation in technological problem-solving

<i>T8 to encourage the pupil to promote well-being and safety in his or her actions and surroundings and to guide the pupil to act safely, appropriately and responsibly and protect himself or herself</i>	C1–C6 C2 Acting in situations and communities of daily life Fire and electrical safety, first aid skills	T3 Taking care of oneself and managing daily life	Promoting safety and safety skills
<i>T9 to guide the pupil to explore and act as well as wander around and take field trips in nature and the built environment</i>	C2–C6 C4 Exploring the environment The urban environment, built environment (visual arts, grade 3)	T3 Taking care of oneself and managing daily life	Acting and exploring in the environment
<i>T10 to offer the pupil opportunities to practise acting in a group in different roles and interactive situations, to inspire the pupil to express himself or herself and to listen to others as well as to support the pupil in recognising, expressing and regulating his or her emotions</i>	C1–C6 C1 Me as a human being Preventing illnesses, self-care skills, me as a developing person C2 Acting in situations and communities of daily life Participation and involvement	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life	Developing interaction skills and recognising and regulating emotions
<i>T11 to instruct the pupil to use information and communication technology responsibly, safely and ergonomically for acquiring, processing and presenting information and as a means of interaction</i>	C1–C6 C3 Exploring a diverse world Geomedia skills Europe project C1 Me as a human being Ergonomics	T4 Multiliteracy T5 ICT competence	Using information and communication technology
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Knowledge and understanding</b>			
<i>T12 to guide the pupil to perceive the environment, human activities and the related phenomena using the concepts of environmental studies and in developing his or her conceptual structures from preconceptions towards accurate use of concepts</i>	C1–C6 C6 Building a sustainable future Significance of personal choices to the environment Preserving the diversity of nature and sustainable use of natural resources	T1 Thinking and learning to learn	Using concepts
<i>T13 to guide the pupil to understand, use and construct different models for interpreting and explaining human beings, the environment and related phenomena</i>	C1–C6 C4 Exploring the environment The atmosphere and climate change	T1 Thinking and learning to learn T5 ICT competence	Using models
<i>T14 to guide the pupil to obtain reliable information, expressing and justifying different views and interpreting and critically evaluating information sources and viewpoints</i>	C1–C6 C3 Exploring a diverse world Life in America (history, grade 6)	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence	Critical literacy and expressing views
<i>T15 to guide the pupil to explore nature, identify organisms and habitats and think ecologically as well as to guide the pupil to understand the structure, vital functions and development of humans</i>	C1, C3–C6 C1 Me as a human being The structure of human beings, key vital functions, stages of growth and development C4 Exploring the environment Basic skills in making a herbarium Spring in the garden	T1 Thinking and learning to learn	Field of knowledge of biology: Exploring nature, identifying organisms and habitats and the structure, vital functions and development of humans
<i>T16 to guide the pupil in geographical thinking, perceiving his or her own environment and the entire world and practising his or her skills in using maps and other geomedia</i>	C3–C6 C3 Exploring a diverse world Map use and geomedia skills	T1 Thinking and learning to learn T5 ICT competence	Field of knowledge of geography: Perceiving the globe and skills in working with maps and other geomedia

<i>T17 to guide the pupil to explore, describe and explain physical phenomena in daily life, nature and technology and construct an understanding of the law of conservation of energy</i>	C2, C4–C6 C5 Structures, principles and cycles of nature Motion and power Machinery as work aids Sound and light	T1 Thinking and learning to learn	Field of knowledge of physics: Exploring, describing and explaining physical phenomena
<i>T18 to guide the pupil to explore, describe and explain chemical phenomena and the characteristics and changes of substances as well as to construct an understanding of the law of conservation of mass</i>	C2, C4–C6 C5 Structures, principles and cycles of nature Combustion C6 Building a sustainable future Reusing material	T1 Thinking and learning to learn	Field of knowledge of chemistry: Exploring, describing and explaining chemical phenomena
<i>T19 to guide the pupil to understand aspects of health, the significance of everyday health habits and the course of life as well as individual growth and development in children and teenagers and to encourage the pupil to practise and apply his or her health literacy and skills in daily life</i>	C1–C3, C6 C1 Me as a human being The structure of human beings, key vital functions, stages of growth and development Sexual development and reproduction	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life	Field of knowledge of health education: Knowledge of aspects of health and everyday health habits and reflecting on their significance, recognising and describing growth and development typical of the pupils' age

Grade 6 ENVIRONMENTAL STUDIES				
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Significance, values and attitudes</b>				
<i>T1 to spark and maintain the pupil's interest in the environment and environmental studies and to help the pupil experience all fields of knowledge of the subject as significant for himself or herself</i>	C1–C6 Studying the various fields of knowledge of environmental studies in connection with the pupils' own day-to-day life Studied through activities and research in various learning environments The school's immediate environment is utilised in diverse ways in the studying.		<i>Perceiving the significance of environmental studies</i>	<i>The pupil can give examples of the significance of the fields of knowledge in environmental studies</i>
<i>T2 to guide and encourage the pupil to set personal study goals and to make persistent efforts to achieve them and to recognise his or her own competence of environmental studies</i>	C1–C6 C1 Me as a human being Initiative, enterprise and working life skills. Identifying personal strengths, planning and evaluating own learning, practising studying skills.	<i>T1 Thinking and learning to learn</i> <i>T7 Participation, involvement and building a sustainable future</i>	<i>Goal-oriented work and learning to learn skills</i>	<i>The pupil can set goals for small wholes and work toward attaining shared goals.</i>
<i>T3 to support the development of the pupil's environmental awareness and to guide the pupil to act and become involved in his or her surroundings and community in order to promote sustainable development and to appreciate the significance of sustainable development to himself or herself and the world</i>	C1–C6 C6 Building a sustainable future Joint project for promoting sustainable development at the local or global level, e.g., developing the comfort of the local environment	<i>T3 Taking care of oneself and managing daily life</i> <i>T7 Participation, involvement and building a sustainable future</i>	<i>Sustainable development knowledge and skills</i>	<i>The pupil is able to describe factors that support and threaten the building of a sustainable future using examples.</i> <i>The pupil is able to describe different methods of protecting and developing his or her surroundings and communities and influencing them and to act in a joint involvement project with guidance.</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Research and working skills</b>				
<i>T4 to encourage the pupil to formulate questions on various topics and to use them as the basis for research and other activities</i>	C1–C6 C4 Exploring the environment Researching forests and marshes C5 Structures, principles and cycles of nature Utilising and renewing forests Energy-related research: heat, electricity	<i>T1 Thinking and learning to learn</i> <i>T7 Participation, involvement and building a sustainable future</i>	<i>Formulating questions</i>	<i>The pupil is able to formulate relevant questions that can be developed together to be used as the basis of research and other activities.</i>
<i>T5 to guide the pupil to plan and carry out small-scale research projects and to make observations and take measurements in versatile learning environments using different senses and research and measuring equipment</i>	C1–C6 C4 Exploring the environment Researching forests and marshes C5 Structures, principles and cycles of nature Energy-related research: heat, electricity	<i>T1 Thinking and learning to learn</i> <i>T5 ICT competence</i>	<i>Research skills: planning, observation and measurements</i>	<i>The pupil is able to act, observe, take measurements and document the results according to instructions.</i> <i>The pupil is able to plan small research projects both independently and together with others.</i>

<i>T6 to guide the pupil to recognise causal relationships, to draw conclusions on his or her results and to present the results and research in different ways</i>	C1–C6 C5 Structures, principles and cycles of nature Water cycle and properties, purification of water Carbon cycle	<i>T1 Thinking and learning to learn</i> <i>T2 Cultural competence, interaction and self-expression</i> <i>T5 ICT competence</i>	<i>Research skills: drawing conclusions and presenting results</i>	<i>The pupil practises identifying causal relationships with guidance and is able to draw simple conclusions from the results. The pupil is able to present his or her results clearly.</i>
<i>T7 to guide the pupil to understand the use, significance and operating principles of technological applications in daily life and to inspire the pupils to experiment, invent and be creative together</i>	C2–C6 C2 Acting in situations and communities of daily life Presenting an everyday technological application significant to the pupil	<i>T2 Cultural competence, interaction and self-expression</i> <i>T3 Taking care of oneself and managing daily life</i> <i>T5 ICT competence</i>	<i>Technological competence and cooperation in technological problem-solving</i>	<i>The pupil is able to describe the operating principles of certain technological applications of daily life and give examples of their significance. The pupil is able to participate in experiments and be inventive together with others.</i>
<i>T8 to encourage the pupil to promote well-being and safety in his or her actions and surroundings and to guide the pupil to act safely, appropriately and responsibly and protect himself or herself</i>	C1–C6 C2 Acting in situations and communities of daily life Poisoning and intoxicants, product safety Intoxicant prevention at Silta Youth House	<i>T3 Taking care of oneself and managing daily life</i>	<i>Promoting safety and safety skills</i>	<i>The pupil is able to describe key concepts associated with well-being and safety using examples. The pupil is able to describe safety instructions and necessary measures in various risk and threat situations and situations requiring first aid, is able to apply them in learning situations and practises justifying them relying on the various fields of knowledge of environmental studies.</i>
<i>T9 to guide the pupil to explore and act as well as wander around and take field trips in nature and the built environment</i>	C2–C6 C4 Exploring the environment Marsh flora and organisms	<i>T3 Taking care of oneself and managing daily life</i>	<i>Acting and exploring in the environment</i>	<i>The pupil is able to act, wander around and take field trips in natural and built environments according to instructions. The pupil is able to carry out research in the environment with guidance, independently and as a group member.</i>
<i>T10 to offer the pupil opportunities to practise acting in a group in different roles and interactive situations, to inspire the pupil to express himself or herself and to listen to others as well as to support the pupil in recognising, expressing and regulating his or her emotions</i>	C1–C6 C1 Me as a human being Expressing and controlling personal emotions C2 Acting in situations and communities of daily life personal relations	<i>T2 Cultural competence, interaction and self-expression</i> <i>T3 Taking care of oneself and managing daily life</i>	<i>Developing interaction skills and recognising and regulating emotions</i>	<i>The pupil is able to describe the different practices related to, for example, acting in a group, polite behaviour and expressing and regulating emotions, and practises their application in different roles.</i>
<i>T11 to instruct the pupil to use information and communication technology responsibly, safely and ergonomically for acquiring, processing</i>	C1–C6 C3 Exploring a diverse world Geomedia skills Africa, Asia, Australia	<i>T4 Multiliteracy</i> <i>T5 ICT competence</i>	<i>Using information and communication technology</i>	<i>The pupil knows how to use ICT in different stages of a research process and as an instrument of interaction. The pupil is able to describe responsible, safe and ergonomic ICT use.</i>

<i>and presenting information and as a means of interaction</i>				
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Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Knowledge and understanding</b>				
<i>T12 to guide the pupil to perceive the environment, human activities and the related phenomena using the concepts of environmental studies and in developing his or her conceptual structures from preconceptions towards accurate use of concepts</i>	C1–C6 C6 Building a sustainable future Responsible production and use of energy, mankind's global well-being now and in the future, endangered plants and animals	<i>T1 Thinking and learning to learn</i>	<i>Using concepts</i>	<i>The pupil is able to describe the environment, human activities and related phenomena using key concepts of the fields of knowledge of environmental studies as well as in his or her own words. The pupil is able to associate concepts logically.</i>
<i>T13 to guide the pupil to understand, use and construct different models for interpreting and explaining human beings, the environment and related phenomena</i>	C1–C6 C1 Me as a human being Emotions and mental well-being C4 Exploring the environment The solar system	<i>T1 Thinking and learning to learn T5 ICT competence</i>	<i>Using models</i>	<i>The pupil knows how to read and interpret different concrete models. The pupil practises using abstract models.</i>
<i>T14 to guide the pupil to obtain reliable information, expressing and justifying different views and interpreting and critically evaluating information sources and viewpoints</i>	C1–C6 C6 Building a sustainable future Nurturing Finnish cultural heritage Living in a multi-cultural world	<i>T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence</i>	<i>Critical literacy and expressing views</i>	<i>The pupil is able to search for information from different sources and select some reliable sources of information. The pupil practises justifying various views and is able to name dissimilarities in different viewpoints.</i>
<i>T15 to guide the pupil to explore nature, identify organisms and habitats and think ecologically as well as to guide the pupil to understand the structure, vital functions and development of humans</i>	C1, C3–C6 C4 Exploring the environment Studying marsh plants or organisms Basic skills in making a herbarium	<i>T1 Thinking and learning to learn</i>	<i>Field of knowledge of biology: Exploring nature, identifying organisms and habitats and the structure, vital functions and development of humans</i>	<i>The pupil is able to observe nature and identify the most common plant species and their characteristic habitats. The pupil compiles a small herbarium with guidance and is able to study the growth of plants by experimenting independently and together with others and to describe the structure, vital functions and development of humans in broad terms.</i>
<i>T16 to guide the pupil in geographical thinking, perceiving his or her own environment and the entire world and practising his or her skills in using maps and other geomeidia</i>	C3–C6 C3 Exploring a diverse world Africa, Australia and Asia Travelling Maps and other geomeidia skills	<i>T1 Thinking and learning to learn T5 ICT competence</i>	<i>Field of knowledge of geography: Perceiving the globe and skills in working with maps and other geomeidia</i>	<i>The pupil recognises the different hierarchical levels of regions, structures his or her surroundings, is able to perceive the studied areas and the whole world on the map and knows how to describe regional diversity on the globe. The pupil is able to use maps and other geomeidia sources to search and present information.</i>

<p><i>T17 to guide the pupil to explore, describe and explain physical phenomena in daily life, nature and technology and construct an understanding of the law of conservation of energy</i></p>	<p>C2, C4–C6 C5 Structures, principles and cycles of nature Near space structure of the Earth, transformation of energy types</p>	<p><i>T1 Thinking and learning to learn</i></p>	<p><i>Field of knowledge of physics: Exploring, describing and explaining physical phenomena</i></p>	<p><i>The pupil is able to observe and describe simple physical phenomena in daily life, nature and technology and practises explaining them. The pupil is able to use the concepts of energy, force and motion in everyday situations and give examples that illustrate the law of conservation of energy.</i></p>
<p><i>T18 to guide the pupil to explore, describe and explain chemical phenomena and the characteristics and changes of substances as well as to construct an understanding of the law of conservation of mass</i></p>	<p>C2, C4–C6 C5 Structures, principles and cycles of nature water cycle, carbon cycle, everyday chemistry, e.g., yeast and baking powder C6 Building a sustainable future sustainable use of natural resources, recycling</p>	<p><i>T1 Thinking and learning to learn</i></p>	<p><i>Field of knowledge of chemistry: Exploring, describing and explaining chemical phenomena</i></p>	<p><i>The pupil is able to observe and describe the states of matter and the properties of familiar substances and practises explaining them. Using the law of conservation of mass, the pupil is able to explain, for example, the water cycle or recycling.</i></p>
<p><i>T19 to guide the pupil to understand aspects of health, the significance of everyday health habits and the course of life as well as individual growth and development in children and teenagers and to encourage the pupil to practise and apply his or her health literacy and skills in daily life</i></p>	<p>C1–C3, C6 C1 Me as a human being Everyday health habits, preventing illness and self-care skills, mental health skills, sexual development</p>	<p><i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</i></p>	<p><i>Field of knowledge of health education: Knowledge of aspects of health and everyday health habits and reflecting on their significance, recognising and describing growth and development typical of the pupils' age</i></p>	<p><i>The pupil is able to describe aspects of health and give examples of how he or she can promote good health in his or her daily life. The pupil is able to describe the different life course stages and explain key characteristics of growth and development in puberty and their individual variations.</i></p>

## 15.4.6 RELIGION

(National basic education core curriculum, p. 246)

### THE EVANGELICAL-LUTHERAN RELIGION

(National basic education core curriculum, p. 250)

Grade 3 THE EVANGELICAL-LUTHERAN RELIGION		
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence
T1 To guide the pupil to become familiar with the holy books and legends of the studied religion and its concept of God	C1 The Bible as a collection of holy books in Christianity The concept of God Life and the teachings of Jesus and their significance in Christianity Related biblical stories Biblical stories suitable for pupils' everyday lives and experiences	T1 Thinking and learning to learn
<i>T2 to guide the pupil to familiarise himself or herself with the rituals and customs of the studied religion and its sacred sites and buildings</i>	C1 Church service Local congregation activity The ecclesiastic year and Christian rituals related to the cycle of life and the related diverse customs Church buildings in Hyvinkää (visual arts) Hymns and religious music	T1 Thinking and learning to learn T2 Cultural competence, interaction and expression
T3 To help the pupil to become aware of the special features and symbolic nature of religious language	C1 Examining biblical stories and, in particular, the teachings of Jesus from the perspective of metaphors	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy
T4 to guide the pupil to acquire information on religions from various sources	C1, C2, C3 News and communication regarding religion in different media	T4 Multiliteracy T5 ICT competence, e.g., newspaper week T6 Working life competence and entrepreneurship
T6 To encourage the pupil to become acquainted with Judaism, Christianity and Islam	C1, C2 Judaism and Islam generally The prophets, holy sites and stories connecting Judaism, Christianity and Islam and the position of Jesus in these religions.	T2 Cultural competence, interaction and self-expression
<i>T7 to encourage the pupil to respect what he or she and others consider sacred and to behave appropriately in different religious ceremonies and situations</i>	C1, C2, C3 The concept of holiness in the studied religions Behaviour in the religious situations of the studied religions	T2 Cultural competence, interaction and self-expression T5 ICT competence T6 Working life competence and entrepreneurship
T8 To encourage the pupil to learn about the ethical teachings of the religion studied	C3 Ethical rules in Christianity: the Golden Rule, the Great Commandment Important life questions, emotions and values through selected Old and New Testament stories The Golden Rule in the studied religions	T7 Participation, involvement and building a sustainable future
T10 To encourage the pupil to assess the choices the pupil has made and to reflect on the values behind the actions.	C2, C3 Ethical questions arising from everyday life	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship
T11 to create opportunities for the pupil to discuss ethical questions, to express his or her thoughts and emotions constructively	C1, C2, C3 Ethical questions arising from everyday life	T1 Thinking and learning to learn T4 Multiliteracy T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future

T12 To help and support the pupil's self-esteem and confidence in life.	C3 Life skills, self-knowledge, emotional skills and holistic well-being	T1 Thinking and learning to learn
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## Grade 4 THE EVANGELICAL-LUTHERAN RELIGION

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence
<i>T1 to guide the pupil to become acquainted with the holy books and legends of the studied religion and its key dogmas</i>	C1 The interaction of the key stories of the Bible with the arts, science and culture	T1 Thinking and learning to learn
T2 To guide the pupil to familiarise himself or herself with the sacred sites and buildings of the studied religion	C1 Church music	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression
<i>T3 to help the pupil to recognise the special features and symbolic nature of religious language</i>	C1 The Lord's Prayer Different prayers	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy
T4 To guide the pupil to acquire and evaluate information on religions from various sources	C1, C2, C3 News coverage regarding religion Religious media, such as the church website	T4 Multiliteracy T5 Information and communication technology competence T6 Working life competence and entrepreneurship
<i>T7 to encourage the pupil to respect what he or she and others consider sacred and to behave appropriately in different religious ceremonies and situations</i>	C1, C2, C3 Behaviour in religious situations and respecting other people	T2 Cultural competence, interaction and self-expression T5 ICT competence T6 Working life competence and entrepreneurship
<i>T8 to guide the pupil to become acquainted with the ethical teachings of the studied religion and the common ethical principles of different religions</i>	C1, C2, C3 Ethical rules of Christianity The Ten Commandments Ethical teachings of biblical stories	T7 Participation, involvement and building a sustainable future
T9 to guide the pupil to understand the UN Convention on the Rights of the Child from the perspective of the individual and the community	C2, C3 The UN Convention on the Rights of the Child Religious freedom	T2 Cultural competence, interaction and self-expression
T10 To encourage the pupil to assess the choices the pupil has made and to reflect on the actions in light of sustainable development	C2, C3 Ethical questions arising from everyday life Respecting life Nurturing nature	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship
<i>T11 to create opportunities for the pupil to discuss ethical questions, to express his or her thoughts and emotions constructively and to practise justifying his or her views</i>	C1, C2, C3 Ethical questions arising from everyday life	T1 Thinking and learning to learn T4 Multiliteracy T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future
T12 To support the pupil's self-confidence and strengthen a positive worldview and trust in life	C3 Life skills, self-knowledge, emotional skills and holistic well-being	T1 Thinking and learning to learn

Grade 5 THE EVANGELICAL-LUTHERAN RELIGION		
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence
T1 to guide the pupil to learn more about the holy books of the studied religion and its key dogmas	C1 Structure and use of the Bible Biblical stories related to the pupil's everyday life and experiences	T1 Thinking and learning to learn T2 Cultural competence
T3 To help the pupil understand the symbolic nature of religious language	C1 Examining the symbolic nature of biblical stories	T2 Cultural competence, interaction and self-expression T3 Multiliteracy; the pupil fathoms the differences between religious and non-religious texts and recognises that the texts of the Bible represent different styles
T4 To guide the pupil to acquire, evaluate, and use information on religions from various sources	C1,C2,C3 Religion in popular culture (e.g., film)	T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship
T5 to guide the pupil to learn about the roots and current status of religions in Finland and Europe	C1, C2 Church history: Significance of Paul the Apostle and early Christianity on the development of Christianity into a world religion Luther and Agricola as representatives of religion Protestantism as part of Christianity The diversity of Christianity: church denominations The Lutheran doctrine and sacraments (History)	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression
<i>T7 to encourage the pupil to respect what he or she and others consider sacred and to behave appropriately in different religious ceremonies and situations</i>	C1, C2, C3 Behaviour in religious situations	T2 Cultural competence, interaction and self-expression T5 ICT competence T6 Working life competence and entrepreneurship
T8 To guide the pupil to learn more about the ethical teachings of the studied religion and their impact	C2, C3 The Christian view of humanity and its impact on human rights thinking	T7 Participation, involvement and building a sustainable future
T9 to guide the pupil to understand the inherent values of human rights and, in particular, the UN Convention on the Rights of the Child from the perspective of the individual and the community	C2, C3 Human rights ethics: The UN Convention on the Rights of the Child, human dignity Known human rights activists (History)	T2 Cultural competence, interaction and self-expression
T10 To encourage the pupil to evaluate the choices he or she makes and to reflect on the values underlying his or her actions from the perspective of ethical principles and a sustainable future	C2, C3 Respecting life and nurturing nature: questions arising from the everyday life and experiences of pupils	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship
T11 To encourage the pupil to observe and actively discuss ethical questions that apply to him or her and to constructively express his or her thoughts and feelings.	C1, C2, C3 Ethical questions arising from the everyday lives and experiences of the pupils	T1 Thinking and learning to learn T4 Multiliteracy T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future
<i>T12 to help and support the pupil in building and reinforcing a positive</i>	C3 Life skills, self-knowledge, emotional skills and holistic well-being	T1 Thinking and learning to learn

<i>worldview as well as his or her self-esteem and trust in life</i>		
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Grade 6 THE EVANGELICAL-LUTHERAN RELIGION				
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects	Good competence
<i>T1 to guide the pupil to become acquainted with the holy books and legends of the studied religion and its key dogmas</i>	C1 Concept of God: the doctrine of trinity Biblical stories related to the pupil's everyday life and experiences	T1 Thinking and learning to learn	Mastering information regarding religion, religious multiliteracy	<i>The pupil is able to name sources and texts of the studied religion and describe their key contents.</i>
<i>T2 to guide the pupil to familiarise himself or herself with the rituals and customs of the studied religion and its sacred sites and buildings</i>	C1 Church as a religious building, church architecture and symbolism	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression	Mastering information regarding religion, religious multiliteracy	<i>Using examples, the pupil is able to describe the essential rituals, customs and holy sites of the studied religion and explain their significance.</i>
<i>T3 to help the pupil to recognise the special features and symbolic nature of religious language</i>	C1, C3 Styles, special characteristics and metaphors of the books of the Bible The nature of religious language	T2 Cultural competence and interaction T3 Taking care of oneself and managing daily life T4 Multiliteracy	Analysing religious language and symbols	<i>The pupil is able to give examples of religious language and its symbolism</i>
<i>T4 to guide the pupil to acquire, evaluate and use information on religions from various sources</i>	C1, C2 News coverage regarding religion in different media, art and popular culture	T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship	Learning-to-learn skills in religious studies	<i>The pupil is able to search for information from a number of sources. The pupil practises evaluating the reliability and objectivity of the information he or she has found.</i>
<i>T5 to guide the pupil to familiarise himself or herself with the roots and current status of religions and worldviews in Finland and Europe</i>	C1, C2 Finnish religious history from ancient religions to the present day The current state and background of religion and world views of Finland and Europe: Irreligiousness Ecumenicism Religious dialogue Secularisation Religious freedom	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression	Knowledge of religion and culture	<i>The pupil recognises the significance of religions in the development of societies, in culture and in the media and is able to give examples of them. He or she is able to describe in general terms the roots of the practice of religion in Finland and Europe.</i>
<i>T6 to guide the pupil to become familiar with Judaism, Christianity and Islam as well as their influence and history in Europe</i>	C1, C2, C3 Religious communities in the school's local environment, Christian denominations and other communities, as well as irreligiousness Islam and Judaism	T2 Cultural competence, interaction and self-expression	Knowledge of religion and culture	<i>The pupil is able to describe the main features of Judaism, Christianity and Islam as well as their mutual relationships.</i>
<i>T7 to encourage the pupil to respect what he or she and others consider sacred and to behave appropriately in different religious ceremonies and situations</i>	C1, C2, C3 The concept of holiness in different religions Behavioural norms in different religions	T2 Cultural competence, interaction and self-expression T5 ICT competence T6 Working life competence and entrepreneurship	Multiliteracy related to religion	<i>The pupil knows how to act and strives to behave appropriately and respectfully in different religious situations and locations.</i>
<i>T8 to guide the pupil to become acquainted with the ethical teachings of the studied religion and the common ethical</i>	C2, C3 Ethical concepts of the religions and groups studied The Golden Rule in Christianity and different religions (history) Christian ethics in everyday	T7 Participation, involvement and building sustainable development	Knowledge of ethics	<i>The pupil recognises and is able to name ethical teachings of the studied religion and the common ethical principles of</i>

<i>principles of different religions</i>	choices			<i>religions and worldviews.</i>
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<i>T10 to guide the pupil to evaluate the choices he or she makes and to reflect on the values underlying his or her actions from the perspective of ethical principles and a sustainable future</i>	C2, C3 Ethical questions arising from everyday life Respecting life Nurturing nature	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship	Ethical reflection	<i>The pupil is able to give everyday examples of building a sustainable future. The pupil is able to apply the ethical principles of the studied religion to his or her personal reflection.</i>
<i>T11 to create opportunities for the pupil to discuss ethical questions, to express his or her thoughts and emotions constructively and to practise justifying his or her views</i>	C1, C2, C3 Ethical questions arising from the everyday lives and experiences of the pupils	T1 Thinking and learning to learn T4 Multiliteracy T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	Thinking and interaction skills	<i>The pupil participates in joint discussions and is able to listen to others and express himself or herself.</i>
<i>T12 to help and support the pupil in building and reinforcing a positive worldview as well as his or her self-esteem and trust in life</i>	C3 Life skills, self-knowledge, emotional skills and holistic well-being	T1 Thinking and learning to learn		<i>Does not affect grade formulation. The pupil is guided to reflect on his or her experiences as a part of self-assessment.</i>

### 14.4.7 ETHICS

(National basic education core curriculum, p. 253)

Grade 3 ETHICS			
Detailed goals of the grade	Content areas related to the objective and areas of focus of the content area	Transversal competence	Assessment objects
<i>T1 To create preconditions for the development of the pupil's skills in ethical thinking and to encourage the pupil to apply his or her ethical principles to daily life situations</i>	C1, C2, C3, C4 Pupils learn about the basic concepts of ethics and how ethics are related to the lives of people: good/evil, right/wrong, truth/lie	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future</i>	<i>Mastering and applying concepts</i>
<i>T2 To create an opportunity for the pupil to practise structuring and justifying personal views.</i>	C1, C2, C3, C4 Expressing own views on different topics and listening to others	<i>T1 Thinking and learning to learn T4 Multiliteracy T5 Information and communication technology competence</i>	<i>Recognising and evaluating arguments and justifications</i>
T3 To practise and train reasoning skills and identifying causalities	C1, C2, C3 Practising thinking skills with the key themes of different content areas.	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>	<i>Reasoning skills</i>
<i>T4 to guide the pupil to take responsibility for himself or herself as well as for other people and the environment</i>	C1, C2, C3 Studying personal identity, basics of living together and tolerance of others	<i>T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future</i>	<i>Knowing responsible actions</i>
T6 To support the pupil to learn about different views of life and the world, particularly those prevalent at the school and close to it.	C1, C2, C3, C4	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression</i>	<i>Mastering knowledge and concepts</i>
<i>T7 To guide the pupil to plan and assess his or her learning related to worldviews.</i>	C1, C2, C3, C4	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T5 ICT competence</i>	<i>Learning to learn skills</i>
<i>T8 To encourage the pupil to express his or her view.</i>	C1, C2, C3	T2 Cultural competence, interaction and self-expression T7 Participation, involvement and building a sustainable future	Interaction skills and acting in a group
<i>To support the pupil to examine different environments and everyday choices for the benefit of nature. To encourage the pupil to act responsibly and to take initiatives in his or her surroundings.</i>	C1–C4 Learn about different environments (in particular the environment close to the child). Learn about different everyday choices for the benefit of nature.	T5 ICT competence T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	Knowledge of different means of involvement

Grade 4 ETHICS			
Detailed goals of the grade	Content areas related to the objective and areas of focus of the content area	Transversal competence	Assessment objects
T1 To support the pupil's deeper familiarisation with the concepts of ethics and worldview in everyday situations.	C1, C2, C3, C4 Practising ethical thinking skills with the key themes of different content areas.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future	<i>Mastering and applying concepts</i>
T2 To create an opportunity for the pupil to practise structuring and justifying personal views.	C1, C2, C3, C4 Expressing own views on different topics and listening to others	T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence	<i>Recognising and evaluating arguments and justifications</i>
T3 To promote the pupil's practising of reasoning skills and recognition of causalities	C1, C2, C3 Practising thinking skills with the key themes of different content areas. Identifying fallacies.	T1 Thinking and learning to learn T4 Multiliteracy	<i>Reasoning skills</i>
T4 to guide the pupil to take responsibility for himself or herself as well as for other people and the environment. To encourage the pupil to be tolerant.	C1, C2, C3 Practising the assessment and development of personal actions in relation to taking care of oneself, society and environment.	T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future	<i>Knowing responsible actions</i>
T5 To guide the pupil to become acquainted with the cultural heritage of Finland, Europe and the world and to perceive cultural diversity as a phenomenon	C2, C3, C4 Phenomena related to culture in Finnish and European cultural traditions, emphasis on the cultures, phenomena and community prevalent in the pupil's local environment.	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence	<i>Mastering knowledge and concepts</i>
T6 To support the pupil to learn about different views of life and the world prevalent at the school and close to it	C1, C2, C3, C4 Worldviews and different communities of the local area	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression	<i>Mastering knowledge and concepts</i>
T7 To guide the pupil to become aware of learning his or her worldview.	C1, C2, C3, C4	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T5 ICT competence	<i>Learning to learn skills</i>
T8 To encourage the pupil to express his or her view. To promote the pupil's interaction skills and valuation of different views.	C1, C2, C3	T2 Cultural competence, interaction and self-expression T7 Participation, involvement and building a sustainable future	<i>Interaction skills and acting in a group</i>
T9 To guide the pupil to learn about human rights ethics based on the UN's Universal Declaration of Human Rights, and in particular the rights of the child.	C3 Learning about various treaties, agreements and rules. The UN Universal Declaration of Human Rights, particularly the rights of the child	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life	<i>Human rights ethics</i>

<p>T10 To support the pupil to examine different environments and make everyday choices for the benefit of nature.</p>	<p>C1, C2, C3, C4 Learn about different environments in Hyvinkää and Finland. Learning about sustainable development, nature conservation, taking care of domestic animals and protecting wildlife.</p>	<p>T5 ICT competence T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</p>	<p><i>Knowledge of different means of involvement</i></p>
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Grade 5 ETHICS			
Detailed goals of the grade	Content areas related to the objective and areas of focus of the content area	Transversal competence	Assessment objects
<i>T1 to create preconditions for the development of the pupil's skills in ethical thinking and to encourage the pupil to apply his or her ethical principles to daily life situations</i>	C1, C2, C3, C4 Practising ethical thinking skills with the key themes of different content areas.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future	<i>Mastering and applying concepts</i>
<i>T2 to guide the pupil to recognise and assess arguments and their justifications</i>	C1, C2, C3, C4 Expressing own views on different topics and listening to others	T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence	<i>Recognising and evaluating arguments and justifications</i>
<i>T3 to promote the pupil's ability to perceive relationships between issues and to develop his or her thinking</i>	C1, C2, C3 Practising thinking skills with the key themes of different content areas. Identifying fallacies.	T1 Thinking and learning to learn T4 Multiliteracy	<i>Reasoning skills</i>
<i>T4 to guide the pupil to take responsibility for himself or herself as well as for other people and the environment</i>	C1, C2, C3, C4 Practising the assessment and development of personal actions in relation to taking care of oneself, society and environment.	T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future	<i>Knowing responsible actions</i>
<i>T6 to support the pupil in building his or her general knowledge and ability related to worldviews and cultures</i>	C1, C2, C3, C4 Pupils are familiarised with the foundations of communal life by reflecting on, for example, the meanings of peace and democracy, both in different everyday situations and environments in the pupils' lives and in a wider sense.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression	Mastering knowledge and concepts
<i>T7 to guide the pupil to plan and assess his or her learning related to worldviews</i>	C1, C2, C3, C4	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T5 ICT competence	Learning to learn skills

<p><i>T8 to encourage the pupil to express his or her worldview and to listen to other people's worldview-related opinions</i></p>	<p>C1, C2, C3</p>	<p>T2 Cultural competence, interaction and self-expression T7 Participation, involvement and building a sustainable future</p>	<p>Interaction skills and acting in a group</p>
<p><i>T9 to guide the pupil to learn to know human rights ethics based on the UN's Universal Declaration of Human Rights, and in particular the rights of the child</i></p>	<p>C3 Pupils learn about various global treaties and rules, democracy, equality, racism and peace—examine how they are realised in Finland and elsewhere. The UN Universal Declaration of Human Rights, particularly the rights of the child</p>	<p>T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life</p>	<p>Human rights ethics</p>
<p><i>T10 to encourage the pupil to act responsibly and with initiative in his or her surroundings</i></p>	<p>C1, C2, C3, C4 Learning more about the principle of sustainable development and shared responsibility for nature and the environment, emphasis on recycling and consumption. Learn about Finland's nature conservation areas and significant local nature sites.</p>	<p>T5 ICT competence T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</p>	<p>Knowledge of different means of involvement</p>

Grade 6 ETHICS				
Detailed goals of the grade	Content areas related to the objective and areas of focus of the content area	Transversal competence	Assessment objects	Good competence
<i>T1 to create preconditions for the development of the pupil's skills in ethical thinking and to encourage the pupil to apply his or her ethical principles to daily life situations</i>	C1, C2, C3, C4	T1 Thinking and learning to learn	<i>Mastering and applying concepts</i>	<i>The pupil is able to explain a few key concepts of ethics and apply them to analysing some ethical situations he or she has encountered.</i>
<i>T2 to guide the pupil to recognise and assess arguments and their justifications</i>	C1, C2, C3, C4	T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence	<i>Recognising and evaluating arguments and justifications</i>	<i>The pupil is able to recognise arguments and their justifications in a discussion and to reflect on the validity of the justifications</i>
<i>T3 to promote the pupil's ability to perceive relationships between issues and to develop his or her thinking</i>	C1, C2, C3	T1 Thinking and learning to learn T4 Multiliteracy	<i>Reasoning skills</i>	<i>The pupil is able to recognise fallacies and to correct his or her own thinking accordingly</i>
<i>T4 to guide the pupil to take responsibility for himself or herself as well as for other people and the environment</i>	C1, C2, C3, S	T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future	<i>Knowing responsible actions</i>	<i>The pupil is able to describe what taking responsibility for oneself, for other people and for the nature means and to explain what it means in his or her own actions</i>
<i>T5 to guide the pupil to become acquainted with the cultural heritage of Finland, Europe and the world and to perceive cultural diversity as a phenomenon</i>	C2, C3, C4 Pupils familiarise themselves with different conceptions of time and different ways of explaining the world and reflect on their impact on people's lives as well as different conceptions of knowledge associated with them. For example, cyclical and linear time conceptions, and, for example, Northern European, Asian and African time conceptions.	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence	<i>Mastering knowledge and concepts</i>	<i>The pupil is able to name and explain some cultural phenomena related to the cultural heritage of Finland, Europe and the world. The pupil is able to give examples of the cultural diversity of a community or society</i>
<i>T6 to support the pupil in building his or her general knowledge and ability related to worldviews and cultures</i>	C1, C2, C3, C4 Learn about different worldviews and cultures (major religions, atheism, humanism)	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression	<i>Mastering knowledge and concepts</i>	<i>The pupil is able to name some key features of worldviews and cultures.</i>

<i>T7 to guide the pupil to plan and assess his or her learning related to worldviews</i>	C1, C2, C3, C4	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T5 ICT competence	<i>Learning to learn skills</i>	<i>The pupil is able to set study-related goals and strives to achieve them as well as assesses their achievement both independently and in a group.</i>
<i>T8 to encourage the pupil to express his or her worldview and to listen to other people's worldview-related opinions</i>	C1, C2, C3	T2 Cultural competence, interaction and self-expression T7 Participation, involvement and building a sustainable future	<i>Interaction skills and acting in a group</i>	<i>The pupil expresses his or her worldview-related thinking constructively and is able to listen to the views and positions of others.</i>
<i>T9 to guide the pupil to learn to know human rights ethics based on the UN's Universal Declaration of Human Rights, and in particular the rights of the child</i>	C3 Pupils learn about the rights of the child and reflect on their realisation both near and far, for example, online materials from the UN and UNICEF	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life	<i>Human rights ethics</i>	<i>The pupil knows the key contents of the UN Universal Declaration of Human Rights and is able to cite examples of the rights of the child.</i>
<i>T10 to encourage the pupil to act responsibly and with initiative in his or her surroundings</i>	C1, C2, C3, C4 Sustainable lifestyle and the related moral choices, environmental ethics, world heritage sites and shared responsibility, for example, with respect to personal choices and the choices of businesses (religion, ethics, biology, Me & MyCity)	T5 ICT competence T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	<i>Knowledge of different means of involvement</i>	<i>The pupil is able to find and describe some means of responsible involvement.</i>

## 14.4.8 HISTORY

(National basic education core curriculum, p. 257)

### Grade 5 HISTORY

Pupils learn about the history of the pupil's family and the stages of Hyvinkää's development. The pupils learn about the dawn of democracy in Greece and the Roman society. The era is also examined from the perspective of the settlement of the Nordic countries and Hyvinkää. (C2) Pupils study the medieval worldview as well as cultural similarities and differences in the East and West and their impact on different groups of people. The transition of Finland to the historical era and Swedish rule and how the era affected the development of Hyvinkää are discussed. (C3)

Issues are discussed through the following historical events, for example: The prosperity of antique Greece and Rome, the birth of the estate society, crusades, renaissance, autocracy, Swedish rule, Kalmar Union, Cudgel War, Reform

Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects
<b>Significance, values and attitudes</b>			
<i>T1 to guide the pupil to become interested in history as a field of knowledge and a subject that builds his or her identity</i>	C1–C5 The impact of history on the pupils' families E.g., history of the pupil's family or relatives Prehistory of Hyvinkää (e.g., the development of the Baltic Ice Lake into the Baltic Sea, prehistoric excavations, birth of settlements in Hyvinkää) Games, films, literature, visual arts	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects
<b>Acquiring information about the past</b>			
<i>T2 to guide the pupil to recognise different sources of history</i>	C1 Find information from a variety of sources and think about the reliability of the source together.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence T7 Participation, involvement and building a sustainable future	<i>Recognising historical information sources</i>
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects
<b>Understanding historical phenomena</b>			

T4 to help the pupil to learn about different ways of dividing history into eras and to find historical concepts related to them	C1–C5 The prehistoric era and the historic era The ages and turning points of the historic era (e.g., by building a timeline)	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life	<i>Understanding chronology</i>
T5 to guide the pupil to recognise the motives of human activity	C1–C2 The pupils reflect on the significance of the quantity and quality of information about human activities. Pupils find motives together that affect the formation of a worldview.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	<i>Historical empathy</i>
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects
<b>Applying historical knowledge</b>			
T7 to help the pupil to identify changes in the history of his or her family and to understand how the same changes may have meant different things to different people	C2–C2 Pupils reflect on how changes have affected the people close to the pupil or the pupil's relatives and their courses of life.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	<i>Perceiving change</i>
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects
<b>Applying historical knowledge</b>			
<i>T9 to guide the pupil to find reasons for changes</i>	C1–C2 Reflect on, for example, how geography and the climate and worldview have affected the history of individual people and societies.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy	<i>Describing causal relationships</i>

<p>T11 to guide the pupil to observe the actions of humans in different eras</p>	<p>C1–C2  Pupils reflect on the reasons for the decisions humans have made in relation to the worldview and the person’s own situation in life as well as competence and skills levels.  What if time travel was possible?  How would you like to try and change the course of history and what could be the consequences?</p>	<p>T1 Thinking and learning to learn  T2 Cultural competence, interaction and self-expression  T3 Taking care of oneself and managing daily life  T4 Multiliteracy  T6 Working life competence and entrepreneurship  T7 Participation, involvement and building a sustainable future</p>	<p><i>Explaining human activity</i></p>
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## Grade 6 HISTORY

The Middle Ages (C3); the revolution of modern times (C4); Finland as a part of Sweden (C5)

Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects	Good competence
<b>Significance, values and attitudes</b>				
<i>T1 to guide the pupil to become interested in history as a field of knowledge and a subject that builds his or her identity</i>	C3, C4, C5 The manifestation of history in, for example, advertising, computer games, films, music, visual arts and literature  Stories from history The story of Hopeavuori	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future		The development of the pupil's motivation is not used as a basis for grade formulation. Pupils will be guided in reflecting on their experiences as a part of self-assessment.
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects	Good competence
<b>Acquiring information about the past</b>				
<i>T2 to guide the pupil to recognise different sources of history</i>	C3–C5 Pupils practise recognising and using reliable historical sources (e.g., authentic sources, historiography, maps, images, the web).			
<i>T3 to guide the pupil to notice that historical information can be interpreted in different ways</i>	C3–C5 Impact of aspect, time and purpose on the research and interpretation of history	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	Perceiving the interpretative nature of historical knowledge	The pupil is able to distinguish facts from interpretations.
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects	Good competence
<b>Understanding historical phenomena</b>				

<i>T4 to help the pupil to understand different ways of dividing history into eras and using the related historical concepts</i>	C3–C5 Bases for dividing history into eras and the related factors Understanding concepts related to eras (e.g., exploratory expeditions, reform, superpowers, autocracy, estates)	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life	Understanding chronology	The pupil recognises the main ways of structuring time in history and is able to give examples of typical features of societies in different ages and different eras.
<i>T5 to guide the pupil to understand the motives of human activity</i>	C3–C5 The pupils reflect on the significance of the quantity and quality of information about human activities. Pupils discuss what factors contribute to the formation of a worldview and how the worldview affects actions.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	Historical empathy	The pupil is able to put himself or herself in the position of a person from the past and to describe the motivations of the person's actions.
<i>T6 to help the pupil to perceive different reasons for historical events and phenomena and their consequences</i>	C3–C5 Using examples that are interesting to pupils, studying the causes of historical events and phenomena and the resulting consequences.	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T7 Participation, involvement and building a sustainable future	Understanding causal relationships in history	The pupil recognises and is able to give examples of causal relationships of historical phenomena.
<i>T7 to help the pupil identify changes in the history of his or her family or community and to understand how the same changes may have meant different things to different people</i>	C1–C5 Pupils prepare a short biographic description of an imaginary or real person from the perspective of historical changes.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	Perceiving change	The pupil is able to describe changes and explain why change does not equal progress. Using some examples, the pupil is able to describe how the same change has had a different meaning for different people and groups.
<i>T8 to teach the pupil to perceive continuities in history</i>	C1–C5 Develop the pupil's concept of time and the ability to read history based on the concept.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T7 Participation, involvement and building a sustainable future	Recognising continuity	The pupil is able to give examples of the continuity of phenomena from one era to another.
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects	Good competence
Applying historical knowledge				

<p><i>T9 to guide the pupil to find reasons for changes</i></p>	<p>C3–C5 Pupils reflect on, for example, how natural phenomena, worldviews and political power struggles have affected the history of individual people and societies.</p>	<p>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy</p>	<p>Describing causal relationships</p>	<p>The pupil is able to describe the main features of the causal relationships of certain historical phenomena.</p>
<p><i>T10 to guide the pupil to explain how interpretations may change as a consequence of new sources or new ways of examining them</i></p>	<p>C3–C5 Compare information from different sources and practise source criticism.</p>	<p>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</p>	<p>Explaining interpretations</p>	<p>Using certain examples, the pupil is able to explain why the same event or phenomenon may be interpreted in different ways.</p>
<p><i>T11 to guide the pupil to observe the actions of humans in different eras</i></p>	<p>C3–C5 Pupils find reasons for the decisions humans have made in relation to the worldview and the person's own situation in life as well as competence and skills levels. What if time travel was possible? How would you like to try and change the course of history and what could be the consequences?</p>	<p>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</p>	<p>Explaining human activity</p>	<p>The pupil is able to describe the studied event or a phenomenon from the point of view of different players.</p>

#### 14.4.9 SOCIAL STUDIES

(National basic education core curriculum, p. 260)

Grade 4 SOCIAL STUDIES			
Detailed goals of the grade	Content areas related to the objective and areas of focus of the content area	Transversal competence	Assessment objects
<b>Significance, values and attitudes</b>			
<i>T1 to guide the pupil to become interested in the surrounding society and social studies as a field of knowledge</i>	C1 Pupils reflect on how each person can affect the safety and comfort of the local environment by their actions. Learn about responsible actions as a member of a community.		
<i>T2 to support the pupil in practising his or her ethical evaluation skills related to different human, societal and economic questions</i>	C2 Reflect on the rights and obligations of a member of a family or school community.		
Detailed goals of the grade	Content areas related to the objective and areas of focus of the content area	Transversal competence	Assessment objects
<b>Adopting knowledge and skills needed in society and societal understanding</b>			
T3 to guide the pupil to perceive himself or herself as an individual and member of different communities	C2 Practise joint decision-making and cooperation skills. Pupils learn about democratic actions through the family and the school community. Learn to take minorities and cultural diversity into account in personal actions.	<i>T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T7 Participation, involvement and building a sustainable future</i>	<i>Examination of common rules and the principles of equality</i>
T4 to guide the pupil to reflect on the role and significance of the media in his or her everyday life	C1 Reflect on the impact of social media in personal daily life. Learn about responsibility and ethical behaviour in social media.	<i>T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence</i>	<i>Examining the role of the media</i>
Detailed goals of the grade	Content areas related to the objective and areas of focus of the content area	Transversal competence	Assessment objects
<b>Using and applying societal knowledge</b>			
T7 to encourage the pupil to learn about the basic skills of democratic involvement and to practise discussion skills	C1, C2 Learn to resolve conflicts through democracy and to understand that there are different opinions.	<i>T2 Cultural competence, interaction and self-expression T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</i>	<i>Applying in practice the basic knowledge and skills related to democratic involvement and acting together</i>
T8 to support the pupil to understand personal money use	C1 Learn about the use of the pupil's own money, its significance and responsible consumption	<i>T3 Taking care of oneself and managing daily life</i>	<i>Applying the basics of managing personal finances and making consumer choices</i>

<p><i>T9 to encourage the pupil to learn about how different communities work and practise the use of media in a safe way.</i></p>	<p>C1, C3 Practise responsibility and ethical behaviour in social media. Learn about different media and assess their reliability.</p>	<p><i>T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence T7 Participation, involvement and building a sustainable future</i></p>	<p><i>Media skills</i></p>
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Grade 5 SOCIAL STUDIES				
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects	Good competence
<b>Significance, values and attitudes</b>				
<i>T1 to guide the pupil to become interested in the surrounding society and social studies as a field of knowledge</i>	C1–C4 Learn about the way society and communities work, their rules and laws.	C1 Daily life and personal life management C2 Democratic society C3 Active citizenship and involvement C4 Economic activity		<i>The development of the pupil's motivation is not used as a basis for grade formulation. Pupils will be guided in reflecting on their experiences as a part of self-assessment.</i>
<i>T2 to support the pupil in practising his or her ethical evaluation skills related to different human, societal and economic questions</i>	C4 Learn to work as an involved member of the pupils' own community and society	C1 Daily life and personal life management C2 Democratic society C3 Active citizenship and involvement C4 Economic activity		<i>Skills in ethical evaluation are not used as a basis for grade formulation. Pupils will be guided in reflecting on their experiences as a part of self-assessment.</i>
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects	Good competence
<b>Adopting knowledge and skills needed in society and societal understanding</b>				
<i>T3 to guide the pupil to understand the significance of human rights and equality and to perceive the legal principles of society</i>	C2 Examine the values and principles of democratic activities C3 Reflect on the significance of human rights and equality. Learn about minorities.	<i>T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T7 Participation, involvement and building a sustainable future</i>	<i>Examination of common rules and the principles of equality</i>	<i>The pupil is able to explain the significance of common rules and act in accordance with them. The pupil is able to argue why human rights are important and explain what the judicial system is needed for.</i>
<i>T4 to guide the pupil to reflect on the role and significance of the media in his or her everyday life and in the society</i>	C3 Practise the skills of working in society Learn about responsibility and ethical behaviour in social media	<i>T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence</i>	<i>Examining the role of the media</i>	<i>The pupil is able to describe what the significance of the media is in his or her life and how different media can be used as tools for involvement.</i>
<i>T5 to guide the pupil to perceive the importance of working and entrepreneurship in his or her local community</i>	C1 Significance of work to the individual, families and society C4 Through practical situations, learn about the activities of the local economy (e.g., a Me & MyCity visit in the 6th grade)	<i>T3 Taking care of oneself and managing daily life T4 Multiliteracy T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</i>	<i>Examining the importance of working and entrepreneurship</i>	<i>The pupil is able to give examples of the significance of working and entrepreneurship as a source of livelihood for a family and as the basis of a functional society.</i>
<i>T6 to guide the pupil to independent thinking and source criticism.</i>	C2–C3 Learn about different media and assess their reliability.	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy</i>	<i>Perceiving different values, perspectives, and motives</i>	<i>Using examples, the pupil is able to explain how societal information produced by different players is affected by different values,</i>

				<i>perspectives and motives.</i>

Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects	Good competence
<b>Using and applying societal knowledge</b>				
<i>T7 to encourage the pupil to practise the basic skills of democratic involvement and to discuss different views constructively</i>	C2 Learn about the concepts and structures of a democratic society C3 Practise working as an active citizen and as a member of a community and society. Learn the procedures and rules of a democratic society.	T2 Cultural competence, interaction and self-expression T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	<i>Applying in practice the basic knowledge and skills related to democratic involvement and acting together</i>	<i>The pupil is able to apply the principles and skills of acting in a democratic community, including listening, commenting, adapting to majority decisions and involvement in his or her local community.</i>
<i>T8 to support the pupil in understanding the basics of managing his or her personal finances and consumer choices as well as in practising the related skills</i>	C4 Learn about responsible use of money and means of earning, saving and spending money sustainably (e.g., a visit to a company)	T3 Taking care of oneself and managing daily life	<i>Applying the basics of managing personal finances and making consumer choices</i>	<i>The pupil is able to justify decisions related to his or her personal finances and able to describe the impact his or her decisions as a consumer have on other people and the environment.</i>
<i>T9 to encourage the pupil to participate in the activities of different communities and to practise using the media safely and with societal awareness</i>	C1, C3 Learn responsibility and ethical behaviour in social media.  Reflecting on how each person can affect the safety and comfort of the local environment.	T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence T7 Participation, involvement and building a sustainable future	<i>Media skills</i>	<i>The pupil is able to use the media as an instrument of societal thinking and action and reflect on safety aspects related to its use.</i>

14.4.10 MUSIC

(National basic education core curriculum, p. 263)

Grade 3 MUSIC			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Participation</b>			
<i>T1 to encourage the pupil to participate in playing music together and building togetherness</i>	<p><i>C1 When making music, attention is paid to acting as a member of a music-making group.</i> Hyvinkää:</p> <ul style="list-style-type: none"> <li>group formation through music</li> <li>also emphasising the solidarity of the local school community</li> <li>encourage pupils to perform</li> </ul>	<p>T2 Cultural competence, interaction and self-expression T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</p>	<i>Musical cooperation skills</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Musical knowledge and skills and creative production</b>			
<i>T2 to guide the pupil in the use of natural voice and singing and to develop his or her skills in using body percussion and rhythm, melody and chord instruments as a member of a music-making group</i>	<p><i>C1 Pupils practise the use of natural voice and singing, moving and basic techniques with body percussion and rhythm, melody, and chord instruments while playing together.</i> Hyvinkää:</p> <ul style="list-style-type: none"> <li>guidance in voice use at an age-appropriate level, paying attention from the beginning to the singing posture, for example</li> <li>playing together using familiar and new melodic, chord and rhythm instruments, such as the recorder, kantele and percussion instruments</li> </ul>	T2 Cultural competence, interaction and self-expression	<i>Singing and playing in a group</i>
<i>T3 to encourage the pupil to express music, images, stories, and emotions through movement using his or her whole body</i>	<i>C1 Natural movement and body percussion techniques are practised while playing together. The development of diverse expressive skills and imagination is essential in teaching.</i>	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression	<i>Moving to music</i>
<i>T4 to offer the pupil opportunities for experiential listening of the soundscape and music and to guide the pupil to analyse and describe what he or she has heard</i>	<p>C2-C4 Hyvinkää:</p> <ul style="list-style-type: none"> <li>experiential listening, for example, with fairytales</li> <li>a wide variety of music of different cultures is included in the listening repertoire, in particular</li> </ul>	T2 Cultural competence, interaction and self-expression	<i>Listening to music</i>
<i>T5 to encourage the pupil to improvise as well as to plan and implement small-scale compositions or multidisciplinary art projects using different tools and information and communication technology</i>	<p><i>C1 The development of diverse expressive skills and imagination is essential in teaching.</i> <i>C4 The pupils' creative productions and compositions created while making music together also form part of the repertoire.</i> Hyvinkää:</p> <ul style="list-style-type: none"> <li>e.g., improvisation and small-scale compositions as group work</li> </ul>	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T5 ICT competence T6 Working life competence and entrepreneurship	<i>Expressing creative musical thinking using different means</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Cultural understanding and multiliteracy</b>			
<i>T6 to guide the pupil to explore his or her musical experiences and</i>	<i>C3 In addition to musical knowledge and skills, teaching and learning music includes the pupils' experiences and observations of music and making music in different environments both</i>	T2 Cultural competence,	<i>Perceiving the</i>

<p><i>the aesthetic, cultural and historical diversity of music</i></p>	<p><i>inside and outside of school.</i>  <i>Connections are built in the teaching to other subjects and the pupils' own communities.</i>  <i>C4 When planning the repertoire, attention is paid to the pupils' own cultures, appreciation of their cultural heritage and broadening their cultural understanding.</i></p>	<p>interaction and self-expression</p>	<p><i>meaning of music</i></p>
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	<i>A versatile selection of, for example, children's music, music from different cultures, art and popular music, as well as folk music, is incorporated into the repertoire.</i>		
<i>T7 to guide the pupil to understand musical concepts and the principles of music notation in connection with making music</i>	<i>C2 When making music, attention is not only paid to basic concepts but also to the development of the ability to understand the musical concepts of rhythm, melody, harmony, form, tone and dynamics.</i> Hyvinkää: <ul style="list-style-type: none"> <li>the above musical terms are applied when giving instruction in playing together</li> </ul>	T4 Multiliteracy	<i>Understanding musical notation</i>
<b>Detailed goals of the grade</b>	<b>Areas of focus of the content area and content areas related to the objective</b>	<b>Transversal competence</b>	<b>Assessment objects</b>
<b>Safety and well-being in music</b>			
<i>T8 to guide the pupil to recognise the impact of music on well-being and to ensure the safety of the music-making and soundscape</i>	<i>C1 Natural voice use and singing are practised while playing together</i> <i>C2 Attention is also paid to interpretation and means of musical expression in musical activities.</i> <i>C3 Pupils reflect on and critically evaluate the meanings of music in different life situations in different ages and eras.</i> Hyvinkää: <ul style="list-style-type: none"> <li>working with a personal instrument (e.g., recorder) while considering the safety of the soundscape</li> </ul>	T3 Taking care of oneself and managing daily life	<i>Safe use of musical equipment</i>

Grade 4 MUSIC			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Participation</b>			
<i>T1 to encourage the pupil to participate in playing music together and building togetherness</i>	<i>C1 When making music, attention is paid to acting as a member of a music-making group.</i>	T2 Cultural competence, interaction and self-expression T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	<i>Musical cooperation skills</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	<b>Transversal competence</b>	Assessment objects
<b>Musical knowledge and skills and creative production</b>			
<i>T2 to guide the pupil in the use of natural voice and singing and to develop his or her skills in using body percussion and rhythm, melody and chord instruments as a member of a music-making group</i>	<i>C1 Pupils practise the use of natural voice and singing, moving and basic techniques with body percussion and rhythm, melody, and chord instruments while playing together.</i> Hyvinkää: <ul style="list-style-type: none"> <li>considering the age level when giving instruction on voice use, for example, the singing posture</li> <li>learning about part singing, e.g., canons</li> <li>playing together using familiar and new melodic, chord and rhythm instruments, such as the recorder, ukulele and percussion instruments</li> <li>learning about drum beats, for example, through body percussion</li> </ul>	T2 Cultural competence, interaction and self-expression	<i>Singing and playing in a group</i>
<i>T3 to encourage the pupil to express music, images, stories and emotions through movement using the whole body</i>	<i>C1 Natural movement and body percussion techniques are practised while playing together. The development of diverse expressive skills and imagination is essential in teaching.</i> Hyvinkää: <ul style="list-style-type: none"> <li>moving to music is integrated into the City's Independence Day ball</li> </ul>	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression	<i>Moving to music</i>
<i>T4 to offer the pupil opportunities for experiential listening of the soundscape and music and to guide the pupil to analyse and describe what he or she has heard</i>	<i>C2-C4</i> Hyvinkää: <ul style="list-style-type: none"> <li>experiential listening, for example, with traditional music</li> <li>the listening repertoire contains a wide variety of music from Finnish music culture</li> </ul>	T2 Cultural competence, interaction and self-expression	<i>Listening to music</i>
<i>T5 to encourage the pupil to improvise as well as to plan and implement small-scale compositions or multidisciplinary art projects using different tools and information and communication technology</i>	<i>C1 The development of diverse expressive skills and imagination is essential in teaching.</i> <i>C2 Attention is also paid to interpretation and means of musical expression in musical activities.</i> <i>C4 The pupils' creative productions and compositions created while making music together also form part of the repertoire.</i> Hyvinkää: <ul style="list-style-type: none"> <li>e.g., improvisation with triads and small-scale compositions as a group</li> <li>e.g., song dramatisation</li> </ul>	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T5 ICT competence T6 Working life competence and entrepreneurship	<i>Expressing creative musical thinking using different means</i>
Detailed goals of the grade	Detailed goals of the grade	Detailed goals of the grade	Detailed goals of the grade
<b>Cultural understanding and multiliteracy</b>			

<i>T6 to guide the pupil to explore his or her musical experiences and the aesthetic, cultural and historical diversity of music</i>	<i>C3 In addition to musical knowledge and skills, teaching and learning music includes the pupils' experiences and observations of music and making music in different environments both inside and outside of school. Connections are built in the teaching to other subjects and the pupils' own communities.</i> <i>C4 When planning the repertoire, attention is paid to the pupils' own cultures, appreciation of their cultural heritage and broadening their cultural understanding. A versatile selection of, for example, children's music, music from different cultures, art and popular music, as well as folk music, is incorporated into the repertoire.</i> Hyvinkää: <ul style="list-style-type: none"> <li>the listening repertoire contains a wide variety of music from different music cultures</li> <li>a premise for planning the repertoire is the pupils' own cultures and cultural heritage</li> </ul>	T2 Cultural competence, interaction and self-expression	<i>Perceiving the meaning of music</i>
<i>T7 to guide the pupil to understand musical concepts and the principles of music notation in connection with making music</i>	<i>C2 When making music, attention is not only paid to basic concepts but also to the development of the ability to understand the musical concepts of rhythm, melody, harmony, form, tone and dynamics. As the pupils' knowledge and skills develop, the concepts are named, and established or self-created symbols are used to describe musical phenomena.</i> Hyvinkää: <ul style="list-style-type: none"> <li>the fundamentals of musical concepts and notation while playing music</li> </ul>	T4 Multiliteracy	<i>Understanding musical notation</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Safety and well-being in music</b>			
<i>T8 to guide the pupil to recognise the impact of music on well-being and to ensure the safety of the music-making and soundscape</i>	<i>C1–C3</i> Hyvinkää: <ul style="list-style-type: none"> <li>encouraging performance and becoming encouraged</li> </ul>	T3 Taking care of oneself and managing daily life	<i>Safe use of musical equipment</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Learning-to-learn skills in music</b>			
<i>T9 to guide the pupil to develop his or her musical skills by practising, to participate in setting goals for his or her learning and to assess his or her progress in relation to the goals</i>	<i>C1–C4</i> Hyvinkää: <ul style="list-style-type: none"> <li>practising playing the pupils' instrument (e.g., the recorder, kantele, ukulele, mallet instruments, bass and/or drums)</li> </ul>	T1 Thinking and learning to learn	<i>Learning to learn and working skills</i>

Grade 5 MUSIC			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Participation</b>			
<i>T1 to encourage the pupil to participate in playing music together and building togetherness</i>	<p><i>C1 When making music, attention is paid to acting as a member of a music-making group.</i></p> <p>Hyvinkää:</p> <ul style="list-style-type: none"> <li>• sustaining a positive team spirit</li> <li>• participating in playing as a group</li> <li>• learning about instruments in diverse ways</li> </ul>	<p>T2 Cultural competence, interaction and self-expression</p> <p>T6 Working life competence and entrepreneurship</p> <p>T7 Participation, involvement and building a sustainable future</p>	<i>Musical cooperation skills</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	<b>Transversal competence</b>	Assessment objects
<b>Musical knowledge and skills and creative production</b>			
<i>T2 to guide the pupil in the use of natural voice and singing and to develop his or her skills in using body percussion and rhythm, melody and chord instruments as a member of a music-making group</i>	<p><i>C1 Pupils practise the use of natural voice and singing, moving and basic techniques with body percussion and rhythm, melody, and chord instruments while playing together.</i></p> <p>Hyvinkää:</p> <ul style="list-style-type: none"> <li>• practising part singing, e.g., canons</li> <li>• playing together using familiar and new melodic, chord and rhythm instruments, such as mallet and keyboard instruments, bass and drums</li> </ul>	T2 Cultural competence, interaction and self-expression	<i>Singing and playing in a group</i>
<i>T3 to encourage the pupil to express music, images, stories and emotions through movement using the whole body</i>	<p><i>C1 Natural movement and body percussion techniques are practised while playing together. The development of diverse expressive skills and imagination is essential in teaching.</i></p>	<p>T1 Thinking and learning to learn</p> <p>T2 Cultural competence, interaction and self-expression</p>	<i>Moving to music</i>
<i>T4 to offer the pupil opportunities for experiential listening of the soundscape and music and to guide the pupil to analyse and describe what he or she has heard</i>	<p>C2-C4</p> <p>Hyvinkää:</p> <ul style="list-style-type: none"> <li>• distinguishing musical details and recognising the structure of the music being listened to</li> <li>• historical and cultural aspects are taken into account during listening instruction</li> </ul>	T2 Cultural competence, interaction and self-expression	<i>Listening to music</i>
<i>T5 to encourage the pupil to improvise as well as to plan and implement small-scale compositions or multidisciplinary art projects using different tools.</i>	<p><i>C1 The development of diverse expressive skills and imagination is essential in teaching.</i></p> <p><i>C2 Attention is also paid to interpretation and means of musical expression in musical activities.</i></p> <p><i>C4 The pupils' creative productions and compositions created while making music together also form part of the repertoire.</i></p> <p>Hyvinkää:</p> <ul style="list-style-type: none"> <li>• multidisciplinary art projects, e.g., combining drama with music</li> <li>• improvisation and own musical compositions, for example, using the pentatonic scale</li> </ul>	<p>T1 Thinking and learning to learn</p> <p>T2 Cultural competence, interaction and self-expression</p> <p>T5 ICT competence</p> <p>T6 Working life competence and entrepreneurship</p>	<i>Expressing creative musical thinking using different means</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Cultural understanding and multiliteracy</b>			

<i>T6 to guide the pupil to explore his or her musical experiences and the aesthetic, cultural and historical diversity of music</i>	C3–C4 Hyvinkää: <ul style="list-style-type: none"> <li>when choosing the listening repertoire, the concurrent progress of studies in history is taken into account with respect to western musical history</li> </ul>	T2 Cultural competence, interaction and self-expression	<i>Perceiving the meaning of music</i>
<i>T7 to guide the pupil to understand musical concepts and the principles of music notation in connection with making music</i>	<i>C2 When making music, attention is not only paid to basic concepts but also to the development of the ability to understand the musical concepts of rhythm, melody, harmony, form, tone and dynamics. As the pupils' knowledge and skills develop, the concepts are named, and established or self-created symbols are used to describe musical phenomena.</i> Hyvinkää: <ul style="list-style-type: none"> <li>utilising musical concepts and notation in the activities</li> <li>teaching the basics of music in connection with creating music</li> </ul>	T4 Multiliteracy	<i>Understanding musical notation</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Safety and well-being in music</b>			
<i>T8 to guide the pupil to recognise the impact of music on well-being and to ensure the safety of the music-making and soundscape</i>	<i>C1 When making music, attention is paid to acting as a member of a music-making group.</i> <i>C2 Attention is paid to interpretation and means of musical expression in musical activities.</i> <i>C3 Teaching and learning music includes the pupils' experiences and observations of music and making music in different environments both inside and outside of school.</i> Hyvinkää: <ul style="list-style-type: none"> <li>taking care of instruments, valuing personal and shared property</li> <li>taking care of hearing</li> </ul>	T3 Taking care of oneself and managing daily life	<i>Safe use of musical equipment</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Learning-to-learn skills in music</b>			
<i>T9 to guide the pupil to develop his or her musical skills by practising, to participate in setting goals for his or her learning and to assess his or her progress in relation to the goals</i>	C1–C4 Hyvinkää: <ul style="list-style-type: none"> <li>long-term practice of pieces for performance, setting personal goals and assessing them</li> </ul>	T1 Thinking and learning to learn	<i>Learning to learn and working skills</i>

Grade 6 MUSIC				
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Participation</b>				
<i>T1 to encourage the pupil to participate in playing music together and building togetherness</i>	<p><i>C1 When making music, attention is paid to acting as a member of a music-making group.</i> Hyvinkää:</p> <ul style="list-style-type: none"> <li>participating in playing as a group in interaction with the pupil's own group</li> <li>Pupils practise giving constructive feedback and encouraging others</li> </ul>	<p><i>T2 Cultural competence, interaction and self-expression</i> <i>T6 Working life competence and entrepreneurship</i> <i>T7 Participation, involvement and building a sustainable future</i></p>	<i>Musical cooperation skills</i>	<i>Pupils take the other group members into consideration when making music together.</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Musical knowledge and skills and creative production</b>				
<i>T2 to guide the pupil in the use of natural voice and singing and to develop his or her skills in using body percussion and rhythm, melody and chord instruments as a member of a music-making group</i>	<p><i>C1 Pupils practise the use of natural voice and singing, moving and basic techniques with body percussion and rhythm, melody, and chord instruments while playing together.</i> <i>C2 Attention is also paid to interpretation and means of musical expression in musical activities.</i> Hyvinkää:</p> <ul style="list-style-type: none"> <li>pubertal voice mutation is taken into account when teaching voice use</li> <li>practising part singing</li> <li>when playing together, pupils learn about a string instrument (e.g., the guitar) and are given an opportunity to concentrate on an instrument of their choice</li> <li>playing together using familiar and new melodic, chord and rhythm instruments, such as mallet and keyboard instruments, bass and drums</li> </ul>	<i>T2 Cultural competence, interaction and self-expression</i>	<i>Singing and playing in a group</i>	<i>The pupil takes part in singing and playing together and strives to include his or her music making as a coherent part of the musical composition</i>

<p><i>T3 to encourage the pupil to express music, images, stories and emotions through movement using the whole body</i></p>	<p><i>C1 Natural movement and basic body percussion techniques are practised. The development of diverse expressive skills and imagination is essential in teaching.</i></p> <p><i>C2 When making music, attention is paid not only to the basic concepts but also to the development of the ability to understand the musical concepts of rhythm, melody, harmony, form, tone and dynamics.</i></p> <p><i>As the pupils' knowledge and skills develop, the concepts are named, and established or self-created symbols are used to describe musical phenomena. Attention is also paid to interpretation and means of musical expression.</i></p> <p><i>C3 Teaching and learning music includes the pupils' experiences and observations of music and making music in different environments both inside and outside of school.</i></p>	<p><i>T1 Thinking and learning to learn</i></p> <p><i>T2 Cultural competence, interaction and self-expression</i></p>	<p><i>Moving to music</i></p>	<p><i>The pupil is able to move to music and to express music using his or her whole body.</i></p>
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	<p>Connections are built in the teaching to other subjects and the pupils' own communities.</p> <p>C4 When planning the repertoire, attention is paid to the pupils' own cultures, appreciation of their cultural heritage and broadening their cultural understanding. A versatile selection of, for example, children's music, music from different cultures, art and popular music, as well as folk music, is incorporated into the repertoire.</p> <p>The pupils' creative productions and compositions created while making music together also form part of the repertoire.</p>			
<p>T4 to offer the pupil opportunities for experiential listening of the soundscape and music and to guide the pupil to analyse and describe what he or she has heard</p>	<p>C1, C2</p> <p>C3 In addition to musical knowledge and skills, teaching and learning music includes the pupils' experiences and observations of music and making music in different environments both inside and outside of school.</p> <p>The instruction creates connections to other subjects and the pupils' communities, and the pupils reflect on the meanings of music in different life situations and in different ages and eras.</p> <p>C4</p> <p>Hyvinkää:</p> <ul style="list-style-type: none"> <li>when teaching listening, attention is paid to the historical and cultural aspects (e.g., integration with history studies, Culture Path)</li> </ul>	<p>T2 Cultural competence, interaction and self-expression</p>	<p>Listening to music</p>	<p>The pupil listens to music with concentration and expresses his or her views about it.</p>
<p>T5 to encourage the pupil to improvise as well as to plan and implement small-scale compositions or multidisciplinary art projects using different tools and information and communication technology</p>	<p>C1 The development of diverse expressive skills and imagination is essential in teaching.</p> <p>C2 Attention is also paid to interpretation and means of musical expression in musical activities.</p> <p>C4 The pupils' creative productions and compositions created while making music together also form part of the repertoire.</p> <p>Hyvinkää:</p> <ul style="list-style-type: none"> <li>multidisciplinary arts projects, stage music, cooperation with other subjects, if possible</li> <li>for example, inventing the pupil's own, simple chord sequence</li> </ul> <p>C3</p>	<p>T1 Thinking and learning to learn</p> <p>T2 Cultural competence, interaction and self-expression</p> <p>T5 ICT competence</p> <p>T6 Working life competence and entrepreneurship</p>	<p>Expressing creative musical thinking using different means</p>	<p>The pupil creates his or her own solutions using voice, music, images or other means of expression and, when necessary, is able to utilise music technology with guidance.</p>
<p>Detailed goals of the grade</p>	<p>Areas of focus of the content area and content areas related to the objective</p>	<p>Transversal competence</p>	<p>Assessment objects</p>	<p>Good competence</p>
<p><b>Cultural understanding and multiliteracy</b></p>				
<p>T6 to guide the pupil to explore his or her musical experiences and the aesthetic, cultural and historical diversity of music</p>	<p>C1–C4</p> <p>Hyvinkää:</p> <ul style="list-style-type: none"> <li>valuing attitudes towards other cultures</li> <li>practising reading musical media (e.g., music videos) and viewing them with constructive criticism according to the learner's age level</li> </ul>	<p>T2 Cultural competence, interaction and self-expression</p>	<p>Perceiving the meaning of music</p>	<p>The pupil is able to express his or her own perception and experiences of different musical activities.</p>
<p>T7 to guide the pupil to understand musical concepts and the</p>	<p>C2</p>	<p>T4 Multiliteracy</p>	<p>Understanding musical notation</p>	<p>The pupil works according to the studied musical notation when</p>

<i>principles of music notation in connection with making music</i>				<i>making music.</i>
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Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Safety and well-being in music</b>				
<i>T8 to guide the pupil to recognise the impact of music on well-being and to ensure the safety of the music-making and soundscape</i>	<p><i>C1 When making music, attention is paid to acting as a member of a music-making group.</i></p> <p><i>C2 Attention is paid to interpretation and means of musical expression in musical activities.</i></p> <p><i>C3 Teaching and learning music includes the pupils' experiences and observations of music and making music in different environments both inside and outside of school.</i></p> <p>Hyvinkää:</p> <ul style="list-style-type: none"> <li>taking care of instruments, valuing shared property</li> <li>taking care of hearing</li> </ul>	<i>T3 Taking care of oneself and managing daily life</i>	<i>Safe use of musical equipment</i>	<i>The pupil uses musical equipment while taking into account, for example, the sound and music volume as well as other factors related to safety.</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Learning-to-learn skills in music</b>				
<i>T9 to guide the pupil to develop his or her musical skills by practising, to participate in setting goals for his or her learning and to assess his or her progress in relation to the goals</i>	<p><i>C1–C4</i></p> <p>Hyvinkää:</p> <ul style="list-style-type: none"> <li>long-term practising of playing and setting personal goals</li> </ul>	<i>T1 Thinking and learning to learn</i>	<i>Learning to learn and working skills</i>	<i>The pupil sets a goal for developing his or her musical skills and knowledge and acts to achieve this goal when playing music together with others.</i>

## 14.4.11 VISUAL ARTS

(National basic education core curriculum, p. 266)

### In Hyvinkää

The City of Hyvinkää's curriculum emphasises the special features of images, visual arts and arts on the one hand and, on the other, the prevalence of image and visual culture in all areas of life. Studying visual arts provides the capacity to observe, interpret and express the observations made and thoughts that emerge through visual arts in a variety of contexts (different areas of life, different subjects). In addition, it encourages pupils to express visual observations and think in non-visual (verbal, using sounds or body expressions) ways.

The child's own expression and process are at the centre. Making the pupils' own ideas visible. The basic concepts and skills of visual arts serve as the building blocks for creating images and arts in a personal way. The teacher's task is to encourage each pupil in their way of expressing themselves and to create a learning environment that diversifies the pupils' expression. The visual and artistic heritage of different cultures, eras and professionals are used in this context.

The documentation of creation and the creative process persists throughout the comprehensive school. The focus is on the process, not the output. The pupil is encouraged to investigate, invent and experiment. Failure is seen as something that helps identify something new. From grade one, displaying the pupils' own work is practised along with describing the work, both independently and in groups. Observation of the works of others and describing them are also practised. Pupils maintain the natural ability of a child to interpret and describe. Thus, visual expression and image and arts interpretation alike focus on the versatile and bold use of the imagination and senses.

The content of visual areas is built into grades 1–6 so that each grade has its own area of focus, which can be linked to the various learning modules of the grade and to the content of the Culture Path. It must be noted that teaching content other than the area of focus can also be selected for the grade. The basic concepts of visual arts are studied in grades 1 and 2, and the pupils inspect their way of creating images and art. In grade 3, the focus is on architecture. The history of buildings in Hyvinkää, the premises and the self on the premises are examined. The focus in grade 4 is on design. The design in the local environment and Finnish design as part of world design are examined.

In grade 5, the focus is on images from all around the world, ranging from images produced by the youths themselves to industrial, media and art images. The procedures of art and the world of arts are taught in grade 6. Artistic expression is emphasised. A personal work of art is produced during the school year in which pupils are encouraged to find a current topic that interests them and can be worked on. The work is produced with tools that the pupil has selected. An exhibition of the works of sixth-graders is held in each school as part of the curriculum of visual arts.

Sustainable development, ecology and aesthetics are emphasised in all works with respect to discussion, actions and the materials used. Pupils are taught to take care of shared tools from the very beginning.

### Assessment

Visual arts are assessed verbally, both in speech and in writing, in primary school. In grades 6 and 7, a numerical assessment is given in addition to the above assessment. The assessment emphasises the pupil's self-assessment, peer assessment and assessment together with the teacher. The assessment is ongoing. The main assessment criterion is related to the pupil's work and attaining the goals set by the pupil and those arising from the content of the subject. Pupils are guided to set goals for themselves. Incompleteness is permitted in the studies of visual arts. Experimentation, trial and observation are encouraged.

## Grade 3 VISUAL ARTS

In grade 3, the focus is on the built environment. Pupils learn the basic concepts of architecture (scale, motion, space, colour, surface, shape), observe the environment and develop their perception of space, shape, material and structures. It is linked to Culture Path contents with visits to the City's library and learning about the history and architecture of Hyvinkää in the past and present, using educational material from the City Museum. The architecture and the built environment provide an opportunity for using a variety of visual arts working methods, techniques and materials. Three-dimensional, geometric objects are built from a variety of materials. The built environment is described by drawing and through photographs.

Pupils visit different spaces. Ecology is taken into account.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Visual perception and thinking</b> Pupils are guided to make on-site observations and from images concerning their local environment, other built and visual environments and the sphere of arts. The pupil's presence and experiences in different spaces are examined. The observations are stored and expressed in various ways. Two-dimensional expressions are made of three-dimensional observed objects, and three-dimensional expressions from two-dimensional observed objects, and literal expressions of visual objects and visual expressions of literal objects are made. The observations made by other pupils are looked at and their views and thoughts are heard. In addition, descriptions from other forms of art and non-fiction literature of the built environment are used.			
<i>T1 To encourage the pupil to observe the arts, the environment and other forms of visual culture by using multiple senses and different means of visual arts</i>	Pupils make observations of locations, buildings and spaces in local surroundings that are important to pupils by using multiple senses and different means of visual arts. Pupils also examine images and artworks that describe the built environment. * C1, C2, C3	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence	<i>Observing art, the environment and other forms of visual cultures</i>
<i>T2 to encourage the pupil to discuss his or her observations and thoughts and to practise justifying his or her views</i>	Describe one's own observations and thoughts prompted by the locations and buildings that are important to the pupils, as well as locations and buildings in the local surroundings. Pupils practise justifying their views. Pupils listen to the observations, thoughts and justifications of others. * C1, C2, C3	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship	<i>Expressing observations and thoughts verbally</i>
<i>T3 to encourage the pupil to express his or her observations and thoughts visually and using other modes of producing knowledge</i>	Pupils express observations and thoughts visually using different techniques and materials and other modes of producing knowledge (writing, sounds, motion, dramatic expression) * C1, C2, C3	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 Information and communication technology competence	<i>Expressing observations and thoughts</i>

\*T1 For example, make observations of different buildings and spaces. Pupils can, for example, measure, describe, compare and count windows.

Pupils can use their hearing and sense of smell and experiment with echoes, etc. They can find different shapes in the built environment.

T2 For example, describe experiences and observations. Present opinions and practise justifying them.

T3 For example, draw and build miniatures. Sheds can also be built. A space (small space, large space), for example, or the durability of structures can be expressed through drama.

C1 Pupils' own visual cultures

e.g., emphasise locations and buildings important to the pupils: The pupils' own living environment, starting with their rooms, home and house; encourage pupils to make observations, describe and discuss buildings and locations important to them, also hobbies, popular culture (films, TV series, etc.), games and literature.

C2 Visual cultures in the environment

For example, the built environment and the related visual items, such as blueprints and maps, can be examined. The premise for the examination and personal work is also natural structures and structures made by animals. The built environment at the school, home town and nature. Images of built environments produced by the media and popular culture.

C3 The worlds of visual arts

For example, learn about the design and implementation process of the built environments, such as houses and park areas.

The architecture and built environments of different eras and cultures. Works of art depicting architecture and built environments.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<p>Visual production</p> <p>Create two-dimensional and three-dimensional works related to the built environment and natural structures. Different materials, techniques and forms of expressions (for example, Candyecture) are used. Pupils examine and practise making blueprints, maps and perspective images. Three-dimensional works include, for example, nests, sheds and miniatures. Pupils learn about and implement via their own works and the stages related to construction and architecture. Works are carried out individually and in groups. Pupils link their work with concepts from, for example, environmental studies and mathematics, such as geometry, scale and area.</p>			
<p><i>T4 to guide the pupil to apply various materials, techniques and means of expression diversely and to practise his or her skills in producing images</i></p>	<p>Pupils create two-dimensional and three-dimensional works related to the built environment using diverse materials, techniques and means of expression. They apply and practise the basic elements of visual expression and study the key elements of construction and three-dimensional expression. *</p> <p>C1, C2, C3</p>	<p>T2 Cultural competence, interaction and self-expression</p> <p>T3 Taking care of oneself and managing daily life</p> <p>T5 ICT competence</p> <p>T6 Working life competence and entrepreneurship</p>	<p><i>Using visual means of expression</i></p>
<p><i>T5 to guide the pupil to develop his or her visual skills in a goal-oriented manner independently and together with others</i></p>	<p>Independently and together with others, pupils create a long-term project that includes the different stages of architecture and the construction process. * C1, C2, C3</p>	<p>T1 Thinking and learning to learn</p> <p>T2 Cultural competence, interaction and self-expression</p> <p>T3 Taking care of oneself and managing daily life</p> <p>T5 ICT competence</p>	<p><i>Developing visual skills</i></p>
<p><i>T6 To guide the pupil to familiarise himself or herself with different modes of visual communication and to use visual means of influence in his or her own images</i></p>	<p>Pupils learn about different images, depictions of the built environment, ways of construction and various ways of describing construction. This is applied to the pupils' own work. *</p> <p>C1, C2, C3</p>	<p>T1 Thinking and learning to learn</p> <p>T2 Cultural competence, interaction and self-expression</p> <p>T4 Multiliteracy</p> <p>T7 Participation, involvement and building a sustainable future</p>	<p><i>Developing visual skills</i></p>

\*T4 For example, let the pupils build objects with different materials and guide them to experiment with different structures. How to describe different surfaces inside and outside of buildings. Frottage.

T5 For example, encourage pupils to make sturdier structures. Practise the depiction of space and a three-dimensional object. Foreground-background Carry out group work.

T6 For example, learn about visual communication in our environment: Traffic signs, advertisements, etc. Can a building talk?

C1 Pupils' own visual cultures

For example, create two-dimensional and three-dimensional works whose premise is spaces and buildings related to the pupils' home, classroom and school and leisure time, as well as structures, buildings and environments regarding things that are important to the pupils, such as favourite films, TV series, games and toys. Structures produced by the pupils' imagination.

C2 Visual cultures in the environment

For example, create two-dimensional and three-dimensional works with the premise in the built environment and spaces familiar through the pupils' local surroundings, home town and personal experiences, other subjects and the media.

C3 The worlds of visual arts

For example, learning about the design and implementation process of architecture and other built environments and considering and implementing the different stages in the pupils' own work. Pupils use the built environments of different eras, cultures and location as the premise and model of their own work.

Detailed goals of the grade	Areas of focus of the content area and content	Transversal competence	Assessment objects
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	areas related to the objective		
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<p><b>Interpreting visual culture</b>  Pupils examine the connections and purposes in and for which different eras, cultures and geographical areas have made buildings and structures, also natural structures. Examining the images depicting them and texts describing them and reflect on their purpose, reality and fictitiousness. Reflect on these matters from the perspective of the creators and users. As many types of examples as possible are included from the local surroundings and world of experiences of pupils as well as from around the world, from different cultures and arts, thus feeding the pupils' imagination and expression. When discussing and interpreting buildings, spaces and images, learn about the basic concepts of architecture and visual language.</p>			
<p><i>T7 to guide the pupil to examine images from different perspectives and in different contexts and to reflect on the relationship between reality and fiction.</i></p>	<p>Also examining the built environment in art, literature and popular culture and reflect on the relationship between reality and fiction.  C1, C2, C3</p>	<p><i>T1 Thinking and learning to learn  T2 Cultural competence, interaction and self-expression  T4 Multiliteracy  T5 ICT competence</i></p>	<p><i>Analysing images</i></p>
<p><i>T8 to guide the pupil to examine visual arts and other forms of visual culture from the perspective of the artwork, the artist and the receiver and to reflect on the impact of historical and cultural aspects on images</i></p>	<p>Examining the built environment in different eras and purposes. Examine personal experiences in different environments, buildings and spaces.  C1, C2, C3</p>	<p><i>Thinking and learning to learn  T4 Multiliteracy  T5 ICT competence  T6 Working life competence and entrepreneurship</i></p>	<p><i>Using methods of image interpretation</i></p>
<p><i>T9 to inspire the pupil to experiment with means of visual production from different ages and cultures in his or her images</i></p>	<p>Pupils experiment with the structures of different eras and cultures and natural structures in their own works.  C1, C2, C3</p>	<p><i>T1 Thinking and learning to learn  T2 Cultural competence, interaction and self-expression  T5 ICT competence  T6 Working life competence and entrepreneurship</i></p>	<p><i>Using methods of visual production</i></p>

**C1 Pupils' own visual cultures**

For example, the pupils' own surroundings, starting with the pupils' room, home and house, and other buildings, locations and spaces important to the pupil, also those familiar from hobbies, popular culture (films, TV series etc.), games and literature.

**C2 Visual cultures in the environment**

For example, the built environment in the home town and other familiar locations. Structures found in nature. Images of built environments produced by the media and popular culture.

**C3 The worlds of visual arts**

For example, the structures and built environments from different eras and cultures. Works of art depicting architecture and built environments. Learning about the different phases of the design and implementation process of architecture and other built environments.

**C1 Pupils' own visual cultures**

For example, the pupils' own surroundings, starting with the pupils' room, home and house, and other buildings, locations and spaces important to the pupil, also those familiar from hobbies, popular culture (films, TV series etc.), games and literature.

**C2 Visual cultures in the environment**

For example, the built environment in the home town and other familiar locations. Structures found in nature. Images of built environments produced by the media and popular culture.

**C3 The worlds of visual arts**

For example, the structures and built environments from different eras and cultures. Works of art depicting architecture and built environments.

Learning about the different phases of the design and implementation process of architecture and other built environments.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<p>Aesthetic, ecological and ethical values  Attention is paid to the aesthetic, ecological and ethical properties of the built environment and visual culture. Pupils reflect on what issues make the environment more beautiful or ugly, what makes visual items good or bad, the life cycles of man-made structures and objects,</p>			

images and visual items produced by humans (sustainable development), whether they can upset or cheer up someone (e.g., art in hospitals), whether they can deteriorate or improve someone's living conditions. Pupils reflect on the materials used. These topics are also considered when producing the pupils' own images and visual elements and choosing their materials.

<p><i>T10 to guide the pupil to discuss the values expressed in visual arts, the environment and other forms of visual culture</i></p>	<p>Based on their own experiences and observations and in connection with structures and buildings in visual culture and arts, pupils discuss the values present (e.g., beauty and sustainability) * C1, C2, C3</p>	<p>T3 Taking care of oneself and managing daily life T4 Multiliteracy T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</p>	<p><i>Discussing values</i></p>
<p><i>T11 To encourage the pupil to take cultural diversity and sustainable development into account when selecting content and working practices for visual production</i></p>	<p>Pupils reflect on the aesthetic, ethical and ecological properties of the materials used in their works and of the works themselves. C1, C2, C3</p>	<p>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T7 Participation, involvement and building a sustainable future</p>	<p><i>Selecting contents and working practices for visual production</i></p>

*\*T10 For example, based on their own experiences and observations and in connection with structures and buildings in visual culture and arts, the pupils discuss the values present (e.g., beauty and sustainability). How people live in such different ways: one in a shed, one in a palace. T11 for example, to encourage the pupil to take cultural diversity and sustainable development into account when selecting contents and working practices for visual production The pupils' attention is drawn to the aesthetic, ecological and ethical properties of the built environment and visual culture when making observations and interpretations and discussing the topics. Pupils reflect on the significance of the built environment and visual culture, whether they make the environment more beautiful or ugly, what makes visual items good or bad, the life cycles of man-made structures and objects, images and visual items produced by humans, whether they can upset or cheer up someone (e.g., art in hospitals), whether they can deteriorate or improve someone's living conditions. Pupils reflect on the materials used. These topics are also considered when producing the pupils' own images and visual elements.*

## Grade 4 VISUAL ARTS

The focus in grade 4 is on design. The objects of examination are the objects and shapes in our environment in particular and giving form to things. Pupils study the basic concepts of design, including proportions, motion, space, colour, surface, purpose, significance of material in design and the development of the pupils' design expression. The area of focus also includes depicting humans as the users of designed items and objects. Pupils are made aware that we are surrounded by design in our lives. The area of focus is linked to the Culture Path visit to Helmi Crafts School.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Visual perception and thinking</b> Pupils are guided to make observations of the objects designed by humans in their immediate living environments and natural shapes, both great and small. They examine their physical, mental and social relationship with the shapes in nature and built environments. The observations are stored and expressed in various ways. Two-dimensional expressions are made of three-dimensional observed objects, and three-dimensional expressions from two-dimensional observed objects, and verbal expressions of visual objects and visual expressions of verbal objects are made. The observations made by other pupils are looked at and their views and thoughts are heard. Pupils also utilise forms of other arts and descriptions in non-fiction about human-shaped objects and natural shapes.			
<i>T1 To encourage the pupil to observe the arts, the environment and other forms of visual culture by using multiple senses and different means of visual arts</i>	Pupils make observations of human-shaped objects in personal use and in the environment, and of natural shapes. They also make observations using multiple senses and various visual tools, ranging from pencil to camera. In addition, the pupils examine pictures, texts and works of art that depict objects. C1, C2, C3 *	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence	<i>Observing art, the environment and other forms of visual cultures</i>
<i>T2 to encourage the pupil to discuss his or her observations and thoughts and to practise justifying his or her views</i>	They describe their own observations and the thoughts provoked by the objects and shapes they use and see in nature. Pupils practise justifying their views. Pupils listen to the observations, thoughts and justifications of others. C1, C2, C3 *	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship	<i>Expressing observations and thoughts verbally</i>
<i>T3 to encourage the pupil to express his or her observations and thoughts visually and using other modes of producing knowledge</i>	Pupils express observations and thoughts visually using different techniques and materials and other modes of producing knowledge (writing, sounds, motion, dramatic expression) C1, C2, C3 *	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence	<i>Expressing observations and thoughts</i>

\*C1 Pupils' own visual cultures

For example, the pupils' own possessions, clothes, room and home. Personal preferences, favourite colours, shapes and materials.

C2 Visual cultures in the environment

For example, the design in the local environment and other environments (crafts, industrial design, utility articles, applied arts).

Finnish design and design around the world.

C3 The worlds of visual arts

For example, the difference between art and industrial art and between a work of art and a utility article.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Visual production</b> Pupils examine the environment of objects and natural shapes and draw inspiration from them in their own work. They learn about the various stages of design from idea to product (innovation, drafting, planning, technical drawing, implementation). Pupils examine the purpose and need for shapes and shaped objects. Different materials, techniques and forms of expression are used. Pupils create two-dimensional images of objects designed by humans and shaped by nature. They shape their own three-dimensional works. Works are carried out individually and in groups. Where possible, the works are linked to crafts, environmental studies and mathematics, such as geometry and scale. Pupils are encouraged to experiment without prejudice (e.g., one object from multiple materials). The goal is for pupils to develop their own design expression.			
<i>T4 to guide the pupil to apply various materials, techniques and means of expression diversely and to practise his or her skills in producing images</i>	Pupils create two-dimensional and three-dimensional works related to design using diverse materials, techniques and means of expression. They apply and practise the basic elements of visual expression and study the key elements of design and three-dimensional expression. C1, C2, C3 *	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T5 ICT competence T6 Working life competence and entrepreneurship	<i>Using visual means of expression</i>
<i>T5 to guide the pupil to develop his or her visual skills in a goal-oriented manner independently and together with others</i>	Pupils create a long-term project independently and as group work, including the various stages of the design process (innovation, creating a model drawing, implementation). C1, C2, C3 *	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T5 ICT competence	<i>Developing visual skills</i>
<i>T6 to guide the pupil to familiarise himself or herself with different modes of visual communication and to use visual means of influence in his or her own images</i>	Pupils learn about various design methods and pictures of designed objects and items in diverse ways. They examine the impact of different methods of design and different shapes and visualisation methods. This is applied in the pupils' own work. C1, C2, C3 *	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence	<i>Involvement and participation through images</i>

\*C1 Pupils' own visual cultures

For example, the pupils' own possessions, clothes, room and home. Personal preferences, favourite colours, shapes and materials.

C2 Visual cultures in the environment

For example, design in the local environment and other environments (crafts, industrial design, utility articles, applied arts). Finnish design and design around the world.

C3 The worlds of visual arts

For example, the difference between art and industrial art and between a work of art and a utility article.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Interpreting visual culture</b> Pupils examine the connections and purposes in and for which different eras, cultures and geographical areas have designed objects and utility articles. Pupils examine design in nature and animals (e.g., spider's webs, bird's nests, animal fur). They examine images and articles depicting and describing designed objects and articles. Pupils reflect on the purpose, reality and fictitiousness of items and objects observed and described in different contexts and reflect on these matters from the perspective of the creators and users. Many types of examples are included from the local surroundings and world of experiences of the pupils, as well as from around the world, from different cultures and arts. The pupils' imagination and expression are nourished. The basic concepts of design and visual language are learned through discussion and interpretation.			
<i>T7 to guide the pupil to</i>	C1, C2, C3 The objects designed by	T1 Thinking and learning to learn	

<i>examine images from different perspectives and in different contexts and to reflect on the relationship between reality and fiction</i>	humans for different purposes in different environments, cultures and eras are examined.	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence	<i>Analysing images</i>
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	Pupils also examine human and natural design in the arts and literature (e.g., children's books) and popular culture and reflect on the relationship between reality and fiction.		
<i>T8 to guide the pupil to examine visual arts and other forms of visual culture from the perspective of the artwork, the artist and the receiver and to reflect on the impact of historical and cultural aspects on images</i>	C1, C2, C3 * Pupils practise interpreting man-made objects from the perspective of the creator and perceiver/user. They interpret the designed object as an aesthetic object and a utility article. Pupils examine their experiences with various human-shaped items and objects and natural shapes. They reflect on the impact of different eras, cultures and environments on the shape of objects and what has been designed	Thinking and learning to learn T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship	<i>Using methods of image interpretation</i>
<i>T9 to inspire the pupil to experiment with means of visual production from different times and cultures in his or her images</i>	C1, C2, C3 * Pupils experiment and apply the shapes from different eras and cultures and those accomplished by nature and animals to their own work.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T5 ICT competence T6 Working life competence and entrepreneurship	<i>Using methods of visual production</i>

\*C1 Pupils' own visual cultures

For example, the pupils' own possessions, clothes, room and home. Personal preferences, favourite colours, shapes and materials.

C2 Visual cultures in the environment

For example, design in the local environment and other environments (crafts, industrial design, utility articles, applied arts). Finnish design and design around the world.

C3 The worlds of visual arts

For example, the difference between art and industrial art and between a work of art and a utility article.

Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects
<b>Aesthetic, ecological and ethical values</b>			
The pupils' attention is drawn to the aesthetic, ecological and ethical properties of the built environment and visual culture when making observations and interpretations and discussing the topics. Pupils reflect on what makes environmental objects and shapes of nature beautiful or ugly, what makes visual items good or bad, what life cycles man-made objects, images and visual items produced by humans have (sustainable development), whether they can upset or cheer up someone (e.g., art in hospitals), whether they can deteriorate or improve someone's living conditions. Pupils reflect on the materials used. These topics are also considered when producing the pupils' own images and visual elements and choosing their materials.			
<i>T10 to guide the pupil to discuss the values expressed in visual arts, the environment and other forms of visual culture</i>	C1, C2, C3 Pupils discuss how sustainable development can be taken into account in design; the life cycle and usability of objects (ecological and ethical values). They discuss the significance of their own consumption choices and actions. Pupils discuss the meaning of art and beautiful, useful and sustainable objects and the design around them (aesthetic values)	T3 Taking care of oneself and managing daily life T4 Multiliteracy T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	<i>Discussing values</i>
<i>T11 To encourage the pupil to take cultural diversity and sustainable development into account when selecting content</i>	C1, C2, C3 Pupils reflect on the aesthetic, ethical and ecological properties of the materials used in their	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-	<i>Selecting content and working practices for</i>

<i>and working practices for visual production</i>	works and of the works themselves.	expression T4 Multiliteracy T7 Participation, involvement and building a sustainable future	<i>visual production</i>
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\* C1 Pupils' own visual cultures

For example, the pupils' own possessions, clothes, room and home. Personal preferences, favourite colours, shapes and materials.

C2 Visual cultures in the environment

For example, the design in the local environment and other environments (crafts, industrial design, utility articles, applied arts).

Finnish design and design around the world.

C3 The worlds of visual arts

For example, the difference between art and industrial art and between a work of art and a utility article.

## Grade 5 VISUAL ARTS

The focus in the 5th grade is on visual culture. The object of examination is a maximum diversity of visual output of industrial production, popular culture, the arts and different cultures (ethnic and sub-cultures alike). The area of focus can be connected to the multidisciplinary cultural competence learning module of the grade: learning visual arts develops skills in visual culture.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Visual perception and thinking</b> The area of focus is in the visual world. Pupils are guided in observing their own lives and environments and finding visual objects and messages, distinguishing between and classifying them and defining characteristics of images made for different purposes. They express visual observations in non-visual ways (verbally, with sounds, body expression). Observations made in different areas of life and subjects and related thoughts are expressed visually.			
<i>T1 To encourage the pupil to observe the arts, the environment and other forms of visual culture by using multiple senses and different means of visual arts</i>	Pupils observe visual objects and cues in their own lives and environments, distinguish and classify them and determine characteristics of images made for different purposes. C1, C2, C3 *	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence	<i>Observing art, the environment and other forms of visual cultures</i>
<i>T2 to encourage the pupil to discuss his or her observations and thoughts and to practise justifying his or her views</i>	Pupils discuss the visual messages of the images they perceive and the characteristics of images made for different purposes. Visual observations are expressed in non-visual ways (verbally, through sounds and body expression). C1, C2, C3 *	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship	<i>Expressing observations and thoughts verbally</i>
<i>T3 to encourage the pupil to express his or her observations and thoughts visually and using other modes of producing knowledge</i>	Observations made in different areas of life and subjects and related thoughts are expressed visually. Phenomena of the youth culture and images produced by the pupils themselves during their free time using different tools. C1, C2, C3 *	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence	<i>Expressing observations and thoughts</i>

\*C1 Pupils' own visual cultures

For example, images produced by the pupils during their free time using different tools. Phenomena of youth culture.

\*C2 Visual cultures in the environment

Visual culture with maximum diversity; e.g., visual arts, images in popular culture, media images (advertisements, news), graphic design (packaging, book layout, posters), games, social media images, films, animation

\*C3 The worlds of visual arts

For example, visual arts works from different eras and cultures made with different techniques. The object is both genuine works of art and their pictures.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Visual production</b> Pupils create images using as many methods as possible. Some exercises will focus on a specific technique, method of expression or concept in visual arts in various ways. In other exercises, the focus will be on expression. Particular attention is paid to what is to be communicated with			

the image created and what solutions support the desired effect. The area of focus is on two-dimensional images.

<i>T4 to guide the pupil to apply various materials, techniques and means of expression diversely and to practise his or her skills in producing images</i>	Pupils mainly produce two-dimensional images using as diverse methods as possible. They conduct more demanding exercises using techniques familiar from previous grades. C1, C2, C3*	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T5 ICT competence T6 Working life competence and entrepreneurship	<i>Using visual means of expression</i>
<i>T5 to guide the pupil to develop his or her visual skills in a goal-oriented manner independently and together with others</i>	The focus will be on a specific technique, method of expression or concept in visual arts. C1, C2, C3*	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T5 ICT competence	<i>Developing visual skills</i>
<i>T6 to guide the pupil to familiarise himself or herself with different modes of visual communication and to use visual means of influence in his or her own images</i>	Attention is paid to what is to be communicated and what solutions support the desired effect. C1, C2, C3*	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence	<i>Involvement and participation through images</i>

\*C1 Pupils' own visual cultures

For example, the pupils' methods and tools of producing images during their free time (e.g., mobile phone, tablet, social media images; also more traditional images, such as drawn images). The premise for creating images is the trends of youth culture.

\*C2 Visual cultures in the environment

For example, images are made from advertisement images, the media, news and popular culture and in their style. Where possible, image processing and forms of moving image (video and animation) are included.

\*C3 The worlds of visual arts

Pupils carry out more demanding exercises using techniques familiar from previous grades where possible; for example, drawing, painting, graphics, shaping and building, photography, animation and film, mixed techniques, digital image creation

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Interpreting visual culture</b>			
The area of focus is in two-dimensional images. Pupils examine and interpret diverse types of images in many connections and discuss their shape and content. Pupils reflect on and examine the historical, social and cultural connection in which the images were made and presented and the context in which they are currently presented. The authenticity, fictitiousness and falseness of the images are discussed.			
<i>T7 to guide the pupil to examine images from different perspectives and in different contexts and to reflect on the relationship between reality and fiction</i>	Pupils examine and study diverse visual outputs of industrial production, popular culture and arts from different eras and cultures and their shape and content. C1, C2, C3 *	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence	<i>Analysing images</i>
<b>Interpreting visual culture</b> The area of focus is in two-dimensional images. Pupils examine and interpret diverse types of images in many	Pupils reflect on and examine the historical, social and cultural connection in which the images were made and presented and the context in which they are currently presented. The	Thinking and learning to learn T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship	<i>Using methods of image interpretation</i>

connections and discuss their shape and content.	authenticity, fictitiousness and falseness of the images are discussed. C1, C2, C3 *		
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Pupils reflect on and examine the historical, social and cultural connection in which the images were made and presented and the context in which they are currently presented. The authenticity, fictitiousness and falseness of the images are discussed.			
<i>T9 to inspire the pupil to experiment with means of visual production from different times and cultures in his or her images</i>	Images are made for different contexts and locations, using the methods of expression from different eras and cultures C1, C2, C3 *	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T5 ICT competence T6 Working life competence and entrepreneurship	<i>Using methods of visual production</i>

\*C1 Pupils' own visual cultures

For example, pupils examine the types of images that their peers take pictures of, how and for what context, i.e., the premise of the images.

\*C2 Visual cultures in the environment

Visual culture with maximum diversity; e.g., visual arts, images in popular culture, media images (advertisements, news), graphic design (product packaging, book layout, posters), games, social media images, films, animation, image manipulation.

\*C3 The worlds of visual arts

For example, pupils examine the visual world of certain historical eras. They learn about certain styles of art history, Cf. eras learned in history. The pupils learn more about certain artists and the art they have created and its premises. Where possible, pupils learn about the arts of different cultures and continents, Cf. the cultures and geographical areas discussed in social studies, religion and ethics. Pupils examine and interpret art verbally, by creating images and through other means, such as drama and exploratory learning.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Aesthetic, ecological and ethical values</b> Pupils examine the aesthetic characteristics of their own visual cultures, trends in youth culture and the visual culture of the environment, particularly pertaining to images (from product packaging to films), and works of art. They reflect on the ecology and aesthetics of their methods, content and messages and the values they represent. Pupils reflect on the value of aesthetics in life, for example, the significance of art and its venues, such as museums.			
<i>T10 to guide the pupil to discuss the values expressed in visual arts, the environment and other forms of visual culture</i>	Pupils examine the ethical characteristics of their own visual cultures, trends in youth culture and the visual culture of the environment, particularly pertaining to images, and works of art. Pupils reflect on the significance of art and its venues, such as museums. C1, C2, C3*	T3 Taking care of oneself and managing daily life T4 Multiliteracy T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	<i>Discussing values</i>
<i>T11 To encourage the pupil to take cultural diversity and sustainable development into account when selecting content and working practices for visual production</i>	They reflect on the methods used by visual culture and the ecology and aesthetics of its messages; the values they represent. C1, C2, C3*	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T7 Participation, involvement and building a sustainable future	<i>Selecting content and working practices for visual production</i>

\*C1 Pupils' own visual cultures

For example, pupils examine the images they have produced during their free time using different tools. Phenomena of youth culture.

\*C2 Visual cultures in the environment

Visual culture with maximum diversity; e.g., visual arts, images in popular culture, media images (advertisements, news), graphic design (packaging, book layout, posters), games, social media images, films, animation

C3 The worlds of visual arts

For example, visual arts works from different eras and cultures made with different techniques. The object is both genuine works of art and their pictures

## Grade 6 VISUAL ARTS

In the 6th grade, the area of focus is art. Pupils reflect on the concept of art and the artist's profession, as well as other professions in arts. If desired, this can be connected to the multidisciplinary learning module Entrepreneurship in the grade. It also links the content of the grade in which the pupils, if possible, implement an artistic project independently or in groups and whose results are gathered into an exhibition at the school.

Another area of focus is reflection on the pupils' own visual and artistic actions.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Visual perception and thinking</b>				
Pupils repeat issues connected with the observation of visual arts, design, architecture, popular culture and media images. Exercises and works are carried out where previously acquired knowledge can be applied, the pupils' interest permitting. Pupils practise justifying choices. The focus is on observing the features of works of art and characteristic of art.				
<i>T1 To encourage the pupil to observe the arts, the environment and other forms of visual culture by using multiple senses and different means of visual arts</i>	C1 Pupils' own visual cultures C2 Visual cultures in the environment C3 The worlds of visual arts	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence	<i>Observing art, the environment and other forms of visual cultures</i>	<i>The pupil is able to observe his or her environment and images in it diversely using means of visual arts</i>
<i>T2 to encourage the pupil to discuss his or her observations and thoughts and to practise justifying his or her views</i>	C1 Pupils' own visual cultures C2 Visual cultures in the environment C3 The worlds of visual arts *	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship	<i>Expressing observations and thoughts verbally</i>	<i>The pupil is able to describe his or her observations related to visual arts, the environment and other forms of visual culture and to justify his or her ideas verbally</i>
<i>T3 to encourage the pupil to express his or her observations and thoughts visually and using other modes of producing knowledge</i>	C1 Pupils' own visual cultures C2 Visual cultures in the environment C3 The worlds of visual arts *	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence	<i>Expressing observations and thoughts</i>	<i>The pupil is able to express his or her observations and thoughts visually, using not only images but also other modes of producing knowledge</i>

\*C1 Pupils' own visual cultures:

Images produced by the pupils during their free time using different tools.

Pupils observe and discuss their internal worlds through pictures and words.

\*C2 Visual cultures in the environment:

The visual culture of the environment in its diversity, e.g., architecture, design, popular culture, printed and electronic media.

\*C3 The worlds of visual arts:

For example, pupils learn about different types of visual arts works from different eras and cultures, made using different techniques. The object is both genuine works of art and their pictures. In particular, they learn about the diversity of the works of modern art. Pupils will boldly seek ideas and models for implementing their own artistic projects.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Visual production</b>				
They conduct exercises and works that repeat previously learned techniques.				
They work with mixed techniques in which previously learned knowledge can be applied, the pupils' interest permitting. Pupils reflect on what makes their work art and are encouraged to think about what message they want to convey with their work, and what ways, methods and techniques are the best for conveying that thought and message.				
In the spring term, several hours are spent working on the pupils' own works, which may be implemented individually or in groups. The works of all sixth-grade students are collected into an exhibition together with the pupils.				

<i>T4 to guide the pupil to apply various materials, techniques and means of expression diversely and to practise his or her skills in producing images</i>	C1 Pupils' own visual cultures C2 Visual cultures in the environment C3 The worlds of visual arts *	<i>T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T5 ICT competence T6 Working life competence and entrepreneurship</i>	<i>Using visual means of expression</i>	<i>The pupil is able to apply different materials, techniques and means of expression in visual production</i>
<i>T5 to guide the pupil to develop his or her visual skills in a goal-oriented manner independently and together with others</i>	C1 Pupils' own visual cultures C2 Visual cultures in the environment C3 The worlds of visual arts *	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T5 ICT competence</i>	<i>Developing visual skills</i>	<i>The pupil is able to set goals and strives to develop his or her visual skills independently and as a group member</i>
<i>T6 to guide the pupil to familiarise himself or herself with different modes of visual communication and to use visual means of influence in his or her own images</i>	C1 Pupils' own visual cultures C2 Visual cultures in the environment C3 The worlds of visual arts *	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence</i>	<i>Involvement and participation through images</i>	<i>The pupil is able to use different visual means of influence to express his or her opinions</i>

\*C1 Pupils' own visual cultures:

For example, images produced by pupils during their free time with various tools are used as the premise for exercises and works. Pupils examine and discuss their internal worlds with pictures.

\*C2 Visual cultures in the environment:

The premise for images and methodological and technical examples are sought in the visual culture of the surroundings. The pupils' interests are emphasised.

\*C3 The worlds of visual arts:

Pupils carry out more demanding and applied exercises using techniques familiar from previous grades; for example, drawing, painting, graphics, shaping and building, environmental art, photography, animation and film, digital image creation and mixed techniques.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Interpreting visual culture</b> In particular, the world of arts and its policies are highlighted in visual culture. The relationship of works of art and other images, also those made by the pupils, using reality and imagination is reflected on.				
<i>T7 to guide the pupil to examine images from different perspectives and in different contexts and to reflect on the relationship between reality and fiction</i>	C1 Pupils' own visual cultures C2 Visual cultures in the environment C3 The worlds of visual arts *	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence	<i>Analysing images</i>	<i>The pupil is able to analyse the impact of content, form and context on different interpretations of images</i>
<i>T8 to guide the pupil to examine visual arts and other forms of visual culture from the perspective of the artwork, the artist and the receiver and to reflect on the impact of historical and cultural aspects on images</i>	C1 Pupils' own visual cultures C2 Visual cultures in the environment C3 The worlds of visual arts *	Thinking and learning to learn T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship	<i>Using methods of image interpretation</i>	<i>The pupil is able to interpret images from the perspectives of the artwork, the artist and the receiver and draw on his or her interpretations in discussions</i>
<i>T9 to inspire the pupil to experiment with means of</i>	C1 Pupils' own visual	T1 Thinking and learning to learn T2 Cultural competence,	<i>Using methods of visual production</i>	<i>The pupil is able to utilise different</i>

<i>visual production from different times and cultures in his or her images</i>	cultures C2 Visual cultures in the environment C3 The worlds of visual arts *	interaction and self-expression T5 ICT competence T6 Working life competence and entrepreneurship	<i>methods of visual production when examining visual arts and other forms of visual culture and when producing his or her own images</i>
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C1 Pupils' own visual cultures:

For example, pupils reflect on and interpret the premises and purposes of their own images and the contributing factors. The pupils' own preferences and ways of interpreting their peers' images are examined.

C2 Visual cultures in the environment:

For example, pupils collect objects that they find pleasant and unpleasant in the visual culture of the environment. They reflect on justifications and try to interpret the artists' objectives and perspectives.

C3 The worlds of visual arts:

For example, pupils examine the visual world of certain historical eras (cf. the eras studied in history). They learn about certain styles of art history, The pupils learn more about certain artists and the art they have created and its premises. Pupils learn about the arts of different cultures and continents (cf. the cultures and geographical areas discussed in social studies, religion and ethics). Pupils examine and interpret art verbally, by creating images and through other means, such as drama and exploratory learning. They make interpretations of the work, consider the author's perspective and own interpretations and experiences as perceivers of art.

The world of art, the profession of the artist and other professions in the world of art and its customs are examined. For example, galleries and museums, collections, exhibitions. At the same time, pupils prepare for a potential exhibition of their own works. The practices of the world of arts are also introduced during the Culture Path visit to the Art centre for children and young people in the autumn term of the 6th grade.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects	Good competence
<b>Aesthetic, ecological and ethical values</b>				
<i>T10 to guide the pupil to discuss the values expressed in visual arts, the environment and other forms of visual culture</i>	C1 Pupils' own visual cultures C2 Visual cultures in the environment C3 The worlds of visual arts *	T3 Taking care of oneself and managing daily life T4 Multiliteracy T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future	<i>Discussing values</i>	<i>The pupil is able to express his or her views on the values manifested in art, the environment and other visual culture.</i>
<i>T11 To encourage the pupil to take cultural diversity and sustainable development into account when selecting content and working practices for visual production</i>	C1 Pupils' own visual cultures C2 Visual cultures in the environment C3 The worlds of visual arts *	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T7 Participation, involvement and building a sustainable future	<i>Selecting content and working practices for visual production</i>	<i>The pupil takes into account the perspectives of cultural diversity and sustainable development in his or her visual production</i>

C1 Pupils' own visual cultures, C2 Visual cultures in the environment, C3 The worlds of visual arts:

For example, pupils examine the aesthetic characteristics of their own visual cultures, the visual culture of the environment and particularly pertaining to works of art. They reflect on the ecology and ethics of the way in which they were made, their content and messages (cf. other subjects, such as environmental studies, religion and ethics or mother tongue literature) and themes. Examples of statements of modern art and works made from recycled materials are discussed. Pupils are encouraged to consider aesthetic, ecological and ethical aspects when they design and implement their own art projects.

#### 14.4.12 CRAFTS

(National basic education core curriculum, p. 270)

Grade 3 CRAFTS			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<i>T1 to strengthen the pupil's interest in crafts and to inspire him or her to invent and experiment with crafts while drawing on the local traditions and possibilities</i>	C1 The pupil utilises his or her own experiences and impressions as a premise for the design C2, C3, C4, C5, C6	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression</i>	
T2 to guide the pupil to perceive a complete crafts process as well as its documentation	C1 C2 Pupils prepare the plan and develop it, if necessary C3, C4, C5, C6	<i>T1 Thinking and learning to learn T5 ICT competence</i>	<i>Designing, producing and assessing the pupil's own work and documentation of the process</i>
T3 to guide the pupil to design and manufacture a crafts product or work independently or in a group	C1, C2, C3 C4 The pupil explores and experiments with the use and function of the most common machines and tools used in crafts in order to prepare a designed product	<i>T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence</i>	<i>Producing a product</i>
T4 to guide the pupil to learn about concepts and materials and to work with them appropriately	C3 The pupil is able to use different materials appropriately C5	<i>T4 Multiliteracy T6 Working life competence and entrepreneurship</i>	<i>Selecting and combining crafts materials and techniques and working with them</i>
<i>T5 to encourage the pupil in persistent and responsible work, to ensure work safety</i>	C1, C2, C3, C4 C5 The pupil is encouraged to persistent and safe working	<i>T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship</i>	<i>Working skills</i>
<i>T6 to guide the pupil to use information and communication technology for designing and producing crafts and for documenting the crafts process</i>	C1, C2 C6 The pupil uses information and communication technology	<i>T5 ICT competence</i>	<i>Using information and communication technology in one's work</i>
T7 to guide the pupil to assess and appreciate his or her own crafts process and the processes of others as a whole	C6 The pupil practices giving feedback and assessing his or her work and the work of others	<i>T1 Thinking and learning to learn T4 Multiliteracy T7 Participation, involvement and building a sustainable future</i>	<i>Self and peer assessment and feedback</i>
<i>T8 to guide the pupil to critically assess different consumer habits and methods of production</i>	C1, C2 C3 The pupil is able to use different materials appropriately C5	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future</i>	<i>Reflecting on consumer habits and methods of production</i>

Grade 4 CRAFTS			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<i>T1 to strengthen the pupil's interest in crafts and to inspire him or her to invent and experiment with crafts while drawing on the local traditions and possibilities</i>	C1 The pupil utilises his or her own experiences and impressions as a premise for the design C2, C3, C4, C5, C6	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and expression</i>	
<i>T2 to guide the pupil to perceive and manage a complete crafts process as well as its documentation</i>	C1 C2 Pupils prepare the plan and develop it, if necessary C3, C4, C5, C6	T1 Thinking and learning to learn. T5 ICT competence	<i>Designing, producing and assessing the pupil's own work and documentation of the process</i>
<i>T3 to guide the pupil to design and produce a crafts product or piece independently or together with others with confidence in his or her aesthetic and technical decisions</i>	C1, C2, C3 C4 The pupil explores and experiments with the use and function of the most common machines and tools used in crafts in order to prepare a designed product	<i>T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence</i>	<i>Producing a product</i>
<i>T4 to guide the pupil to recognise concepts as well as to know many different materials and to work with them in a suitable way</i>	C3 The pupil is able to use different materials appropriately C5	<i>T4 Multiliteracy T6 Working life competence and entrepreneurship</i>	<i>Selecting and combining crafts materials and techniques and working with them</i>
<i>T5 to encourage the pupil in persistent and responsible work, to ensure work safety and to select and use tools and equipment that are suitable for the work</i>	C1, C2, C3, C4 C5 The pupil is encouraged to persistent and safe working	<i>T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship</i>	<i>Working skills</i>
<i>T6 to guide the pupil to use information and communication technology for designing and producing crafts and for documenting the crafts process</i>	C1, C2 C6 The pupil uses information and communication technology	<i>T5 ICT competence</i>	<i>Using information and communication technology in one's work</i>
<i>T7 to guide the pupil to assess, appreciate and examine interactively his or her own crafts process and the processes of others as a whole</i>	C6 The pupil practices giving feedback and assessing his or her work and the work of others	<i>T1 Thinking and learning to learn T4 Multiliteracy T7 Participation, involvement and building a sustainable future</i>	<i>Self and peer assessment and feedback</i>
<i>T8 to guide the pupil to critically assess different consumer habits and methods of production</i>	C1, C2 C3 The pupil is able to use different materials appropriately C6	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future	<i>Reflecting on consumer habits and methods of production</i>

Grade 5 CRAFTS			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<i>T1 to strengthen the pupil's interest in crafts and to inspire him or her to invent and experiment with crafts while drawing on the local traditions and possibilities</i>	C1 The pupil can combine and apply different visual elements in his or her design. The premise of the innovation is, for example, friendship. C2, C3, C4, C5, C6	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression	
<i>T2 to guide the pupil to perceive and manage a complete crafts process as well as its documentation</i>	C1 C2 The pupil designs and experiments on the materials and technologies used C3, C4, C5, C6	T1 Thinking and learning to learn T5 ICT competence	<i>Designing, producing and assessing the pupil's own work and documentation of the process</i>
<i>T3 to guide the pupil to design and produce a crafts product or piece independently or together with others with confidence in his or her aesthetic and technical decisions</i>	C1, C2, C3 C4* The pupil produces the designed product	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence	<i>Producing a product</i>
<i>T4 to guide the pupil to recognise concepts as well as to know many different materials and to work with them in a suitable way</i>	C3 The pupil knows the key concepts and materials C5 Reading work instructions*	T4 Multiliteracy T6 Working life competence and entrepreneurship	<i>Selecting and combining crafts materials and techniques and working with them</i>
<i>T5 to encourage the pupil in persistent and responsible work, to ensure work safety and to select and use tools and equipment that are suitable for the work</i>	C1, C2, C3, C4 C5 The pupil understands the significance of safe working	T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship	<i>Working skills</i>
<i>T6 to guide the pupil to use information and communication technology for designing and producing crafts and for documenting the crafts process</i>	C1, C2 C6 The pupil utilises information and communication technology in his or her work	T5 ICT competence	<i>Using information and communication technology in one's work</i>
<i>T7 to guide the pupil to assess, appreciate and examine interactively his or her own crafts process and the processes of others as a whole</i>	C6	T1 Thinking and learning to learn T4 Multiliteracy T7 Participation, involvement and building a sustainable future	<i>Self and peer assessment and feedback</i>
<i>T8 to guide the pupil to critically assess different consumer habits and methods of production</i>	C1 The birth of material and use of energy C2, C3, C5	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future	<i>Reflecting on consumer habits and methods of production</i>

Grade 6 CRAFTS				
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects	Good competence
<i>T1 to strengthen the pupil's interest in crafts and to inspire him or her to invent and experiment with crafts while drawing on the local traditions and possibilities</i>	C1 The pupil can combine and apply different visual elements and material qualities in his or her design C2, C3, C4, C5, C6	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression</i>		<i>Does not affect grade formulation. Pupils are guided in reflecting on their experiences as a part of self-assessment.</i>
<i>T2 to guide the pupil to perceive and manage a complete crafts process as well as its documentation</i>	C1 C2 The pupil designs his or her work and experiments on different materials and techniques C3, C4, C5, C6	<i>T1 Thinking and learning to learn T5 ICT competence</i>	<i>Designing, producing and assessing the pupil's own work and documentation of the process</i>	<i>The pupil is able to manage a complete crafts process and document its different stages.</i>
<i>T3 to guide the pupil to design and produce a crafts product or piece independently or together with others with confidence in his or her aesthetic and technical decisions</i>	C1, C2, C3 C4 The pupil produces the designed product	<i>T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence</i>	<i>Producing a product</i>	<i>The pupil is able to produce a product or a piece according to his or her own or a group's design, in which aesthetic and functional qualities have been taken into account.</i>
<i>T4 to guide the pupil to recognise concepts as well as to know many different materials and to work with them in a suitable way</i>	C3 The pupil knows the key concepts and materials C5	<i>T4 Multiliteracy T6 Working life competence and entrepreneurship</i>	<i>Selecting and combining crafts materials and techniques and working with them</i>	<i>The pupil selects, combines and uses suitable materials and techniques. The pupil knows and is able to use crafts concepts.</i>
<i>T5 to encourage the pupil in persistent and responsible work, to ensure work safety and to select and use tools and equipment that are suitable for the work</i>	C1, C2, C3, C4 C5 The pupil understands the significance of safe working	<i>T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship</i>	<i>Working skills</i>	<i>The pupil takes responsibility for his or her work and works in a goal-oriented manner. The pupil is able to describe the operating principles of simple devices of daily life. The pupil is able to use suitable tools, machines, and equipment correctly, safely and appropriately.</i>
<i>T6 to guide the pupil to use information and communication technology for designing and producing crafts and for documenting the crafts process</i>	C1, C2 C6 The pupil utilises information and communication technology in his or her work	<i>T5 ICT competence</i>	<i>Using information and communication technology in one's work</i>	<i>With guidance, the pupil is able to use information and communication technology in designing and producing a crafts product and in documenting the crafts process.</i>
<i>T7 to guide the pupil to assess, appreciate and examine interactively his or her own crafts process and the processes of others as a whole</i>	C6 Pupils learn to give individual and group feedback	<i>T1 Thinking and learning to learn T4 Multiliteracy T7 Participation, involvement and building a sustainable future</i>	<i>Self and peer assessment and feedback</i>	<i>The pupil participates constructively in assessing his or her own and other people's work and in giving peer feedback.</i>

<p><i>T8 to guide the pupil to critically assess different consumer habits and methods of production</i></p>	<p>C1, C2, C3 C5 Pupils are familiarised with the characteristics of a high-quality product and a safe working culture</p>	<p><i>T1 Thinking and learning to learn</i> <i>T3 Taking care of oneself and managing daily life</i> <i>T7 Participation, involvement and building a sustainable future</i></p>	<p><i>Reflecting on consumer habits and methods of production</i></p>	<p><i>The pupil is able to explain how different consumer habits and methods of production affect the life cycles of products.</i></p>
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### 14.4.13 PHYSICAL EDUCATION

(National basic education core curriculum, p. 273)

In Hyvinkää

The purpose is to practise different skills for utilising as many kinds of sports as possible as an aid and to utilise different environments and weather conditions. The local sports culture, such as alpine sports, golf, pesäpallo, ringette and curling, can be taken into account in the instruction.

Grade 3 PHYSICAL EDUCATION <i>"Exercising together and improving skills through practice"</i>			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Physical functional capacity</b>			
<i>T1 to encourage the pupil in being physically active, trying different forms of exercise and practising while giving his or her best effort.</i>	C1 Different forms of sports, various exercises and sports tasks	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</i>	<i>Working and making an effort</i>
<i>T2 to guide the pupil to practise perceptual motor skills, i.e., observing himself or herself and the surroundings using different senses and making decisions appropriate to the exercise situations</i>	C1 Playing catch, gymnastics, moving to music, ball games and play, moving in nature.	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy</i>	<i>Finding solutions in different physical activity situations</i>
<i>T3 to guide the pupil in both strengthening his or her balance and locomotor skills and applying them diversely in different learning environments and seasons and in a variety of situations</i>	C1 Moving in different learning environments, such as snow, ice, gym, nature, sports field Balancing on different platforms, walking and running on different platforms, gymnastics on apparatus, combat, skating, ball games, moving to music and dancing Apparatus tracks, basic physical activity, skating, skiing, orienteering and trekking Walking, running, leaping, jumping, rhythmic jumping, climbing, loping, sliding, jumping on one leg.	<i>T3 Taking care of oneself and managing daily life</i>	<i>Use of fundamental movement skills (balance and locomotor skills) in different forms of physical activity</i>
<i>T4 to guide the pupil to both improve and apply his or her manipulative skills diversely in different learning environments by using a variety of equipment in different seasons and situations</i>	C1 Bouncing, transporting by hand and foot, throwing and catching, hitting and shooting. Rolling, throwing, kicking, pushing, hitting, bouncing, catching. Sports skills in swimming, team games, gymnastics, ice games, skiing, athletics, racquet games, dance, etc.	<i>T3 Taking care of oneself and managing daily life</i>	<i>Using fundamental movement skills (manipulative skills) in different forms of physical activity</i>
<i>T5 to encourage and guide the pupil to assess, maintain and develop his or her physical fitness: speed, flexibility, endurance and strength</i>	C1 Practising endurance, for example, in ball games, swimming and cross-country moving in different seasons. Developing speed in sprinting (also as part of games and play), jumping, throwing, leaping and contests. Developing mobility through gymnastics and stretching. Various speed, mobility, endurance and strength exercises are used.	<i>T3 Taking care of oneself and managing daily life</i>	<i>Improving physical fitness through exercise</i>
<i>T6 to teach swimming skills that permit pupils to be active in water</i>	C1 Various swimming techniques and diving Water sports	<i>T3 Taking care of oneself and managing daily life</i>	<i>Swimming and rescue skills</i>

<i>T7 to guide the pupil to safe and appropriate behaviour in physical education lessons</i>	C1 Pupils learn to pay attention to their safety and the safety of others when moving in different environments	<i>T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</i>	<i>Acting in physical education lessons</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Social functional capacity</b>			
<i>T8 to guide the pupil to work together with everyone and to regulate his or her actions and emotional expression in exercise situations, taking others into account</i>	C2 Friendly actions and considering others in exercise situations, taking care of personal and shared equipment.  Taking responsibility for the pupil's own actions is learned through play and games.	<i>T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</i>	<i>Interaction and working skills</i>
<i>T9 to guide the pupil to follow the principle of fair play and to take responsibility for shared learning situations</i>	C2 Exercising the skills of self-control, such as identifying own feelings, understanding them and regulating their expression. Games, play and contests are a way of teaching pupils how to handle positive and negative emotions.	<i>T2 Cultural competence, interaction and self-expression T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</i>	<i>Acting in shared learning situations</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Psychological functional capacity</b>			
<i>T10 to encourage the pupil to take responsibility for his or her actions and to support the pupil's skills in working independently.</i>	C3 Reinforcing a positive understanding of self through exercises that engender pleasure and a sense of refreshment	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life	<i>Working skills</i>
<i>T11 to ensure that the pupils have enough positive experiences of their own body, self-efficacy and togetherness.</i>	C3 Physical activity starting at the pupils' own level, learning from failure The significance of positive encouragement in creating an atmosphere Versatile assignments, play, exercises and games create and enable participation, self-efficacy, independence as well as physical expression experiences. Pupils are given the opportunity to influence the content of the classes and their sense of fair treatment is enforced.	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression	

Grade 4 PHYSICAL EDUCATION <i>"Exercising together and improving skills through practice"</i>			
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Physical functional capacity</b>			
<i>T1 to encourage the pupil to be physically active, try different forms of exercise and practise while making his or her best effort.</i>	C1 Different forms of physical activity, exercises and sports tasks; giving encouraging feedback.	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</i>	<i>Working and making an effort</i>
<i>T2 to guide the pupil to practise perceptual motor skills, i.e., observing himself or herself and the surroundings using different senses and making decisions appropriate to the exercise situations</i>	C1 Playing catch, gymnastics, moving to music, ball games and play, moving in nature.	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy</i>	<i>Finding solutions in different physical activity situations</i>
<i>T3 to guide the pupil in both strengthening his or her balance and locomotor skills and applying them diversely in different learning environments and seasons and in a variety of situations</i>	C1 Moving in different learning environments, such as snow, ice, gym, nature, sports field. Balancing on different platforms, walking and running on different platforms, gymnastics on apparatus, combat, skating, ball games, moving to music and dancing Apparatus tracks, basic physical activity, skating, skiing, orienteering and trekking Walking, running, leaping, jumping, rhythmic jumping, climbing, loping, sliding, jumping on one leg	<i>T3 Taking care of oneself and managing daily life</i>	<i>Use of fundamental movement skills (balance and locomotor skills) in different forms of physical activity</i>
<i>T4 to guide the pupil to both improve and apply his or her manipulative skills diversely in different learning environments by using a variety of equipment in different seasons and situations</i>	C1 Management of equipment while moving on different platforms Applying, combining and applying manipulative skills in most of the taught forms of physical activity Bouncing, transporting by hand and foot, throwing and catching, hitting and shooting Rolling, kicking, pushing, bouncing	<i>T3 Taking care of oneself and managing daily life</i>	<i>Using fundamental movement skills (manipulative skills) in different forms of physical activity</i>
<i>T5 to encourage and guide the pupil to assess, maintain and develop his or her physical fitness: speed, flexibility, endurance and strength</i>	C1 Strength, speed, endurance and mobility tasks. Endurance is practised, for example, in ball games, swimming and while moving in the terrain in different seasons. Speed is developed through sprints (also as part of games and play), jumping, throwing, leaping and contests Mobility is developed through gymnastics and stretching Speed, mobility, endurance and strength exercises	<i>T3 Taking care of oneself and managing daily life</i>	<i>Improving physical fitness through exercise</i>
<i>T6 to teach swimming skills that permit pupils to be active in water</i>	C1 Water sports: different swimming techniques, diving and jumping	<i>T3 Taking care of oneself and managing daily life</i>	<i>Swimming and rescue skills</i>
<i>T7 to guide the pupil to safe and appropriate behaviour in physical education lessons</i>	C1 Preventing different hazards in advance during the lessons Rules and abiding by rules are learned through play and games	<i>T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</i>	<i>Acting in physical education lessons</i>

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Social functional capacity</b>			
<i>T8 to guide the pupil to work together with everyone and to regulate his or her actions and emotional expression in exercise situations, taking others into account</i>	C2 Friendly actions and considering others in exercise situations, taking care of personal and shared equipment	<i>T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</i>	<i>Interaction and working skills</i>
<i>T9 to guide the pupil to follow the principle of fair play and to take responsibility for shared learning situations</i>	C2 Self-regulation skills: identifying, understanding and regulating emotions are practised in games, play and contests Processing positive and negative emotions	<i>T2 Cultural competence, interaction and self-expression T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</i>	<i>Acting in shared learning situations</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence	Assessment objects
<b>Psychological functional capacity</b>			
<i>T10 to encourage the pupil to take responsibility for his or her actions and to support the pupil's skills in working independently</i>	Processing positive and negative emotions	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life</i>	<i>Working skills</i>
<i>T11 to ensure that pupils have enough positive experiences of their own bodies, self-efficacy and togetherness</i>	C3 Moving according to the pupils' ability without fear of failure Positively encouraging peers Versatile assignments, play, exercises and games create and enable participation, self-efficacy, independence, communality as well as physical expression experiences. Pupils are given opportunities to influence the content of the classes and their sense of fair treatment is enforced	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression</i>	

Grade 5 PHYSICAL EDUCATION <i>"Exercising together and improving skills through practice"</i>			
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects
<b>Physical functional capacity</b>			
<i>T1 to encourage the pupil in being physically active, trying different forms of exercise and practising while giving his or her best effort.</i>	C1 The pupil tries and actively practises different types of exercises when participating in physical education lessons. Pupils are provided with many diverse exercise tasks and given encouraging feedback.	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</i>	<i>Working and making an effort</i>
<i>T2 to guide the pupil to practise perceptual motor skills, i.e., observing himself or herself and the surroundings using different senses and making decisions appropriate to the exercise situations</i>	C1 Playing catch, gymnastics, moving to music, ball games and play, moving in nature	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy</i>	<i>Finding solutions in different physical activity situations</i>
<i>T3 to guide the pupil in both strengthening his or her balance and locomotor skills and applying them diversely in different learning environments and seasons and in a variety of situations.</i>	C1 Moving in different learning environments, such as snow, ice, gym, nature and sports field Balancing on different platforms, walking and running on different platforms, gymnastics on apparatus, combat, skating, ball games, moving to music and dancing Apparatus tracks, basic physical activity, skating, skiing, orienteering and trekking Walking, running, leaping, jumping, rhythmic jumping, climbing, loping, sliding, jumping on one leg.	<i>T3 Taking care of oneself and managing daily life</i>	<i>Use of fundamental movement skills (balance and locomotor skills) in different forms of physical activity</i>
<i>T4 to guide the pupil to both improve and apply his or her manipulative skills diversely in different learning environments by using a variety of equipment in different seasons and situations</i>	C1 The pupil manages different types of equipment on different platforms The pupil can use, combine and apply manipulative skills in most of the taught forms of physical activity Bouncing, transporting by hand and foot, throwing and catching, hitting and shooting Rolling, kicking, pushing and bouncing.	<i>T3 Taking care of oneself and managing daily life</i>	<i>Using fundamental movement skills (manipulative skills) in different forms of physical activity</i>
<i>T5 to encourage and guide the pupil to assess, maintain and develop his or her physical fitness: speed, flexibility, endurance and strength</i>	C1 Teaching and learning includes assignments that aim at supporting pupils in improving their strength, speed, endurance and flexibility. Practising endurance, for example in ball games, swimming and cross-country moving in different seasons. Speed is developed through sprints, jumps, throwing, leaping and contests. Mobility is developed through gymnastics and stretching.	<i>T3 Taking care of oneself and managing daily life</i>	<i>Improving physical fitness through exercise</i>
<i>T6 to teach swimming skills permitting the pupil to be active in water and to learn water rescue skills</i>	C1 Water sports: different swimming techniques, diving and jumping are practised	<i>T3 Taking care of oneself and managing daily life</i>	<i>Swimming and rescue skills</i>
<i>T7 to guide the pupil to safe and appropriate behaviour in physical education lessons</i>	C1 The pupil is guided to notice various hazards during lessons. Rules and abiding by rules are learned through play and games.	<i>T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship T7 Participation, involvement</i>	<i>Acting in physical education lessons</i>

		<i>and building a sustainable future</i>	
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Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects
<b>Social functional capacity</b>			
<i>T8 to guide the pupil to work together with everyone and to regulate his or her actions and emotional expression in exercise situations, taking others into account</i>	C2 Friendly actions and considering others in exercise situations, taking care of personal and shared equipment	<i>T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</i>	<i>Interaction and working skills</i>
<i>T9 to guide the pupil to follow the principle of fair play and to take responsibility for shared learning situations</i>	C2 Self-regulation skills, such as identifying, understanding and regulating emotions, are practised. Games, play and contests are a way of teaching pupils how to handle positive and negative emotions.	<i>T2 Cultural competence, interaction and self-expression T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</i>	<i>Acting in shared learning situations</i>
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects
<b>Psychological functional capacity</b>			
<i>T10 to encourage the pupil to take responsibility for his or her actions and to support the pupil's skills in working independently.</i>	C3	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life</i>	<i>Working skills</i>
<i>T11 to ensure that the pupils have enough positive experiences of their own body, self-efficacy and togetherness.</i>	C3 The pupils are encouraged to move according to their ability without fear of failure. The pupil understands the significance of positive encouragement in the creation of the atmosphere. Versatile assignments, play, exercises and games create and enable participation, self-efficacy, independence, communality as well as physical expression experiences. Pupils are given opportunities to influence the content of the classes and their sense of fair treatment is enforced.	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression</i>	

Grade 6 PHYSICAL EDUCATION <i>"Exercising together and improving skills through practice"</i>				
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects	Good competence
<b>Physical functional capacity</b>				
<i>T1 to encourage the pupil in being physically active, trying different forms of exercise and practising while giving his or her best effort.</i>	The pupil tries and actively practises different types of exercises when participating in physical education lessons. Pupils are provided with many diverse exercise tasks and given encouraging feedback. C1	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life	<i>Working and making an effort</i>	<i>The pupil usually tries and practises different types of exercise assignments when participating in physical education lessons</i>
<i>T2 to guide the pupil to practise perceptual motor skills, i.e., observing himself or herself and the surroundings using different senses and making decisions appropriate to the exercise situations</i>	Playing catch, gymnastics, moving to music, ball games and play, moving in nature C1	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy	<i>Finding solutions in different physical activity situations</i>	<i>In various physical activity situations including play and games, pupil mostly find appropriate solutions.</i>
<i>T3 to guide the pupil in both strengthening his or her balance and locomotor skills and applying them diversely in different learning environments and seasons and in a variety of situations.</i>	Moving in different learning environments, such as snow, ice, gym, nature and sports field. Balancing on different platforms, walking and running on different platforms, gymnastics on apparatus, combat, skating, ball games, moving to music and dancing. Apparatus tracks, basic physical activity, skating, skiing, orienteering and trekking. Walking, running, leaping, jumping, rhythmic jumping, climbing, loping, sliding and jumping on one leg C1	T3 Taking care of oneself and managing daily life	<i>Use of fundamental movement skills (balance and locomotor skills) in different forms of physical activity</i>	<i>The pupil can apply basic motor skills. The pupil is able to balance and move in different learning environments.</i>
<i>T4 to guide the pupil to both improve and apply his or her manipulative skills diversely in different learning environments by using a variety of equipment in different seasons and situations</i>	The pupil manages different types of equipment on different platforms. The pupil knows how to use, combine and apply manipulative skills in most of the taught forms of physical activity. Bouncing, transporting by hand and foot, throwing and catching, hitting and shooting. Rolling, kicking, pushing and bouncing C1	T3 Taking care of oneself and managing daily life	<i>Using fundamental movement skills (manipulative skills) in different forms of physical activity</i>	<i>The pupil is able to handle different sports equipment in different learning environments.</i>
<i>T5 to encourage and guide the pupil to assess, maintain and develop his or her physical fitness: speed, flexibility, endurance and strength</i>	Teaching and learning includes assignments that aim at supporting pupils in improving their strength, speed, endurance and flexibility. Practising endurance, for example in ball games, swimming and cross-country moving in different seasons. Speed is developed through sprints, jumps, throwing,	T3 Taking care of oneself and managing daily life	<i>Improving physical fitness through exercise</i>	<i>The pupil knows how to assess his or her physical fitness and to improve his or her speed, flexibility, endurance and strength through exercise.</i>

	leaping and contests. Mobility is developed through gymnastics and stretching C1			
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<i>T6 to teach swimming skills permitting the pupil to be active in water and to learn water rescue skills</i>	Different swimming techniques, diving and jumping are practised in diverse ways. Water sports. C1	<i>T3 Taking care of oneself and managing daily life</i>	<i>Swimming and rescue skills</i>	<i>The pupil has basic swimming skills (the pupil is able to swim 50 metres using two different strokes and 5 metres below the surface).</i>
<i>T7 to guide the pupil to safe and appropriate behaviour in physical education lessons</i>	The pupil is guided to notice various hazards during lessons. Rules and abiding by rules are learned through play and games. C1	<i>T3 Taking care of oneself and managing daily life</i> <i>T6 Working life competence and entrepreneurship</i> <i>T7 Participation, involvement and building a sustainable future</i>	<i>Acting in physical education lessons</i>	<i>The pupil is able to take into account potential threat and risk situations in physical education lessons and strives to act safely and appropriately.</i>
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects	Good competence
<b>Social functional capacity</b>				
<i>T8 to guide the pupil to work together with everyone and to regulate his or her actions and emotional expression in exercise situations, taking others into account.</i>	C2 Friendly actions and considering others in exercise situations, taking care of personal and shared equipment	<i>T2 Cultural competence, interaction and self-expression</i> <i>T3 Taking care of oneself and managing daily life</i> <i>T6 Working life competence and entrepreneurship</i> <i>T7 Participation, involvement and building a sustainable future</i>	<i>Interaction and working skills</i>	<i>The pupil knows how to act in different situations of physical activity according to agreed rules.</i>
<i>T9 to guide the pupil to follow the principle of fair play and to take responsibility for shared learning situations</i>	Self-regulation skills, such as identifying, understanding and regulating emotions, are practised. Games, play and contests are a way of teaching pupils how to handle positive and negative emotions. C2	<i>T2 Cultural competence, interaction and self-expression</i> <i>T6 Working life competence and entrepreneurship</i> <i>T7 Participation, involvement and building a sustainable future</i>	<i>Acting in shared learning situations</i>	<i>The pupil follows the principles of fair play and shows that he or she is striving for responsible action in shared learning situations.</i>
Detailed goals of the grade	Content areas related to the objectives	Transversal competence	Assessment objects	Good competence
<b>Psychological functional capacity</b>				
<i>T10 to encourage the pupil to take responsibility for his or her actions and to support the pupil's skills in working independently.</i>	C3 The pupil is guided to understanding the significance of the correct equipment in physical education lessons and to take care of his or her equipment and hygiene.?	<i>T1 Thinking and learning to learn</i> <i>T2 Cultural competence, interaction and self-expression</i> <i>T3 Taking care of oneself and</i>	<i>Working skills</i>	<i>The pupil is usually able to work responsibly and independently.</i>

		<i>managing daily life</i>		
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<p><i>T11 to ensure that the pupils have enough positive experiences of their own body, self-efficacy and togetherness.</i></p>	<p>C3 The pupils are encouraged to move at their level without fear of failure. The pupil understands the significance of positive encouragement in the creation of the atmosphere. Versatile assignments, play, exercises and games create and enable participation, self-efficacy, independence, communality as well as physical expression experiences. Pupils are given opportunities to influence the content of the classes and their sense of fair treatment is enforced.</p>	<p><i>T1 Thinking and learning to learn</i> <i>T2 Cultural competence, interaction and self-expression</i></p>		<p>Does not affect grade formulation. The pupil is guided to reflect on his or her experiences as a part of self-assessment.</p>
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#### 14.4.14 GUIDANCE COUNSELLING

(National basic education core curriculum, p. 277)