



City of Hyvinkää

**BASIC EDUCATION  
CURRICULUM 2016**

Grades 1–2



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## **13. Grades 1–2**

### **13.1 Transition from pre-primary education to basic education and the task of grades 1–2**

(National basic education core curriculum, p. 98)

### **13.2 Transversal competence in grades 1–2**

(National basic education core curriculum, p. 99)

### **13.3 In Hyvinkää**

#### **Transition from pre-primary education to 1st grade**

The smooth and flexible transition of a child from pre-primary education to grades 1–2 requires cooperation between daycare centres and schools and mutual knowledge of the cultures. In order for pre-primary education and education in grades 1–2 to become a viable continuum for the child's learning and growth, it is important that the objectives, contents and methods in pre-primary education and education in grades 1–2 are consistent and mutually supplementing.

The goal is that each pupil in pre-primary education has the possibility during the pre-primary education year to have joint activities with grades 1–2. Joint activities are planned in cooperation between pre-primary education and education for grades 1–2 and are recorded in the annual plans for the implementation of the local curriculum of both parties.

It is recommended to start the basic education mentor class cooperation during pre-primary education, for example, in such a way that a cooperation event is arranged for the children in pre-primary education with their mentoring class during the visit to the school.

In Hyvinkää, tables have been prepared with the objectives and goals of both pre-primary education learning areas and subjects in grades 1–2. With these tables, pre-primary education and education in grades 1–2 become more aware of their respective objectives, making the planning of operative cooperation easier and more diverse. The plan for the implementation of cooperation is recorded in the annual plan for the implementation of the local curriculum of both parties.

The committee for pre-primary education and education in grades 1–2 is tasked with monitoring, assessing and developing the cooperation in the transition phase. Regular regional meetings in accordance with the transition model between teachers in pre-primary education and education in grades 1–2 lay the foundation for building cooperation.

When a child transfers from pre-primary education to grades 1–2, a transition-phase transfer-of-information discussion is arranged for the guardian, the pre-primary group's kindergarten teacher and the new class teacher. Pre-primary education in Hyvinkää employs a common observation method for each child, Observation of the Child's Skills (OCS), which is used as an aid when planning the activities of a pre-primary education group. In addition, the observations aim to secure the transfer of correct and essential information from pre-primary education to education in grades 1–2. These transfer-of-information meetings in the transition phase work to support the child's individuality.

Good policies have emerged for the cooperation between pre-primary education and education in grades 1–2. The joint teaching groups for children of different ages, mentoring classes, workshop activities, projects and festivities are some examples of cooperation.

The smooth and flexible transition of a child from pre-primary education to grades 1–2 requires cooperation between daycare centres and schools. **A transfer-of-information meeting will be arranged for each child transferring within Hyvinkää to a school.** The meeting is the primary way of conveying information to the schools.

### **The transition 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 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.

## 13.4 Subjects in grades 1–2

### 13.4.4 MATHEMATICS

(National basic education core curriculum, p. 128)

Grade 1 Mathematics		
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence
<b>Significance, values and attitudes</b>		
<i>T1 to support the pupils' enthusiasm for and interest in mathematics and the development of his or her positive self-image and self-confidence</i>	<b>C1</b> similarities differences consistency comparison and classification serialisation causalities C1–C4	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T5 ICT competence
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence
<b>Working skills</b>		
<i>T2 to guide the pupil to improving his or her ability to make mathematical observations and to interpret and use them in different situations</i>	<b>C2 Numbers and operations:</b> C1–C4	T4 Multiliteracy
<i>T3 to encourage the pupil to present his or her solutions and conclusions through concrete tools, drawings, speech and writing, also using information and communication technology</i>	C1–C4	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence
<i>T4 to guide the pupil to develop his or her reasoning and problem-solving skills</i>	C1–C4	T1 Thinking and learning to learn T4 Multiliteracy T6 Working life competence and entrepreneurship
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objectives	Transversal competence
<b>Conceptual objectives and objectives specific to the field of knowledge</b>		
<i>T5 to guide the pupil to understand mathematical concepts and notations</i>	Connection between a number, numeral and a numerical notation Counting, understanding and estimating quantities C1–C4	T1 Thinking and learning to learn T4 Multiliteracy
<i>T6 to support the pupil in developing an understanding of the concept of numbers and the principles of the decimal system</i>	Numbers 0–20 Numerical sequence skills, the ability to compare and rank numbers evenness, multiple and halving Decompositions of the numbers 1–10 Functional basics of the decimal system C2	T1 Thinking and learning to learn T4 Multiliteracy
<i>T7 to familiarise the pupil with the principles and features of basic arithmetic operations</i>	Addition and subtraction in the range 0–20 C2	T1 Thinking and learning to learn T4 Multiliteracy

<i>T8 to guide the pupil to develop fluent basic arithmetic skills using natural numbers and to use different mental arithmetic strategies</i>	Mental arithmetic strategies Interchangeability and combinability in addition C2	T1 Thinking and learning to learn T4 Multiliteracy
<i>T9 to familiarise the pupil with geometric shapes and to guide him or her to make observations on their characteristics</i>	<b>C3 Geometry and measuring</b> <ul style="list-style-type: none"> <li>perceiving the three-dimensional environment</li> <li>planar geometry</li> <li>concepts of direction and position</li> <li>naming objects and plane figures</li> <li>classification, inspection, construction and drawing</li> </ul>	T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence
<i>T10 to guide the pupil to understand the principle of measurement</i>	<ul style="list-style-type: none"> <li>the principle of measuring using different measurement tools in a multifaceted way</li> <li>understanding the concept and units of time</li> <li>sharp hours and half hours</li> </ul> C3	T1 Thinking and learning to learn T4 Multiliteracy
<i>T11 to familiarise the pupil with tables and diagrams</i>	<b>C4 Statistics and diagrams</b> <ul style="list-style-type: none"> <li>gathering and recording data</li> <li>simple tables and bar charts</li> </ul>	T4 Multiliteracy T5 ICT competence
<i>T12 to support the development of the pupil's competence in formulating step-by-step instructions and following instructions</i>	<b>C1 Basics of programming</b> <ul style="list-style-type: none"> <li>step-by-step instructions and testing them</li> </ul>	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence

<b>Grade 2 MATHEMATICS</b>		
<b>Detailed goals of the grade</b>	<b>Content areas related to the objectives</b>	<b>Transversal competence</b>
<b>Significance, values and attitudes</b>		
<i>T1 to support the pupils' enthusiasm for and interest in mathematics and the development of his or her positive self-image and self-confidence</i>	C1–C4	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T5 ICT competence
<b>Detailed goals of the grade</b>	<b>Content areas related to the objectives</b>	<b>Transversal competence</b>
<b>Working skills</b>		
<i>T2 to guide the pupil to improving his or her ability to make mathematical observations and to interpret and use them in different situations</i>	C1–C4	T4 Multiliteracy
<i>T3 to encourage the pupil to present his or her solutions and conclusions through concrete tools, drawings, speech and writing, also using information and communication technology</i>	C1–C4	T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence



<i>T4 to guide the pupil to develop his or her reasoning and problem-solving skills</i>	C1–C4	T1 Thinking and learning to learn T4 Multiliteracy T6 Working life competence and entrepreneurship
<b>Detailed goals of the grade</b>	<b>Content areas related to the objectives</b>	<b>Transversal competence</b>
<b>Conceptual objectives and objectives specific to the field of knowledge</b>		
<i>T5 to guide the pupil to understand mathematical concepts and notations</i>	C1–C4	T1 Thinking and learning to learn T4 Multiliteracy
<i>T6 to support the pupil in developing an understanding of the concept of numbers and the principles of the decimal system</i>	C2 Numbers 0–100	T1 Thinking and learning to learn T4 Multiliteracy
<i>T7 to familiarise the pupil with the principles and features of basic arithmetic operations</i>	C2 Addition and subtraction in the range 0–100 Concept of multiplication Interchangeability and combinability in multiplication	T1 Thinking and learning to learn T4 Multiliteracy
<i>T8 to guide the pupil to develop fluent basic arithmetic skills using natural numbers and to use different mental arithmetic strategies</i>	C2 Multiplication tables 1–5 and 10 Division and the connection between division and multiplication Concept of fractional numbers	T1 Thinking and learning to learn T4 Multiliteracy
<i>T9 to familiarise the pupil with geometric shapes and to guide him or her to make observations on their characteristics</i>	C3	T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence
<i>T10 to guide the pupil to understand the principle of measurement</i>	C3 Key measurement units: metre, centimetre, kilogramme, gramme, litre and decilitre  Time concept: quarter past and quarter to	T1 Thinking and learning to learn T4 Multiliteracy
<i>T11 to familiarise the pupil with tables and diagrams</i>	C4	T4 Multiliteracy T5 ICT competence
<i>T12 to support the development of the pupil's competence in formulating step-by-step instructions and following instructions</i>	C1	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence

### 13.4.5 ENVIRONMENTAL STUDIES

(National basic education core curriculum, p. 130)

<b>ENVIRONMENTAL STUDIES Grade 1</b>		
<b>Detailed goals of the grade</b>	<b>Content areas related to the objective and areas of focus of the content area</b>	<b>Transversal competence</b>
<b>Significance, values and attitudes</b>		
<i>T1 to provide the pupil with opportunities to satisfy his or her natural curiosity and to help the pupil experience the topics discussed in environmental studies as meaningful</i>	C1–C6 Studying the various fields of environmental studies with connection to the pupil's own day-to-day life. Studied with functional methods in different learning environments. The school's immediate environment is utilised in diverse ways in the studying.	
<i>T2 to encourage the pupil to enjoy environmental studies, his or her own competence, and facing new challenges and to practise working persistently</i>	C1–C6 C3 working in different environments and utilising the skills and knowledge learned	<i>T1 Thinking and learning to learn T6 Working life competence and entrepreneurship</i>
<i>T3 to support the development of the pupil's environmental awareness and to guide the pupil to act sustainably in the surroundings and the school community</i>	C1–C6 C1, C6 improving the state of the pupils' surroundings and promoting the well-being of the school community	<i>T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future</i>
<b>Detailed goals of the grade</b>	<b>Content areas related to the objective and areas of focus of the content area</b>	<b>Transversal competence</b>
<b>Research and working skills</b>		
<i>T4 to guide the pupil to observe his or her surroundings and to act, move, and make field trips in the surroundings</i>	C2–C4, C6 C2 The pupils will observe learning environments in terms of safety.	<i>T3 Taking care of oneself and managing daily life</i>
<i>T5 to encourage the pupil to wonder, ask questions and use collaborative discussions as a basis for minor research assignments and other activities</i>	C1–C6 C5 necessities of life	<i>T1 Thinking and learning to learn T7 Participation, involvement and building a sustainable future</i>
<i>T6 to guide the pupil to make observations and conduct experiments at school and in the surroundings using different senses and simple research tools and to present the results in different ways</i>	C1–C6 C3 Describing the environment and its phenomena, such as the weather.	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>
<i>T7 to guide the pupil to describe, compare and classify organisms, habitats, phenomena, materials and situations in diverse ways and to name them</i>	C1–C6 C3 Identifying the most common organisms on the field	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>
<i>T8 to guide the pupil to act safely, follow instructions and understand the reasons for them</i>	C1–C6 C2 Practise day-to-day behaviour in various situations and the prevention of bullying.	<i>T3 Taking care of oneself and managing daily life</i>

<i>T9 to guide the pupil to familiarise himself or herself with a diverse range of everyday technology and to inspire pupils to experiment, invent, build and innovate together with other pupils</i>	C2, C4, C6 C6 recycling goods and sorting waste	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</i>
<i>T10 to guide the pupil to practise team work skills and emotional skills and to strengthen his or her self-respect and respect for others</i>	C1–C6 C1 Practise emotional skills and the promotion of mental well-being.	<i>T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life</i>
<i>T11 to guide the pupil to use information and communication technology in acquiring information and storing and presenting observations</i>	C1–C6 C3 observing and recording the characteristics, phenomena and features of nature during different seasons.	<i>T4 Multiliteracy T5 ICT competence</i>
<b>Detailed goals of the grade</b>	<b>Content areas related to the objective and areas of focus of the content area</b>	<b>Transversal competence</b>
<b>Knowledge and understanding</b>		
<i>T12 to guide the pupil to analyse the environment, human activities and related phenomena using concepts from the different fields of knowledge of environmental studies</i>	C1–C6 C6 Taking care of one's own and shared belongings and reducing waste	<i>T1 Thinking and learning to learn</i>
<i>T13 to guide the pupil to understand simple pictures, models and maps as representations of the environment</i>	C1–C6 C6 Own neighbourhood and its significance	<i>T1 Thinking and learning to learn T4 Multiliteracy</i>
<i>T14 to encourage the pupil to express himself or herself and to practise justifying his or her views</i>	C1–C6 C5 developing the activities of the school day	<i>T2 Cultural competence, interaction and self-expression T4 Multiliteracy</i>
<i>T15 to guide the pupil to reflect on factors that support growth, development, health and well-being and the basic necessities of life</i>	C1 C5 C5 Everyday health habits and related skills, as well as things that make people feel good.	<i>T3 Taking care of oneself and managing daily life</i>

<b>ENVIRONMENTAL STUDIES Grade 2</b>		
<b>Detailed goals of the grade</b>	<b>Content areas related to the objective and areas of focus of the content area</b>	<b>Transversal competence</b>
<b>Significance, values and attitudes</b>		
<i>T1 to provide the pupil with opportunities to satisfy his or her natural curiosity and to help the pupil experience the topics discussed in environmental studies as meaningful</i>	C1–C6 Studying the various fields of environmental studies with connection to the pupil's own day-to-day life. Studied with functional methods in different learning environments. The school's immediate environment is utilised in diverse ways in the studying.	
<i>T2 to encourage the pupil to enjoy environmental studies, his or her own competence, and facing new challenges and to practise working persistently</i>	C1–C6 C3 Acting in different environments and utilising the knowledge and skills acquired.	T1 Thinking and learning to learn T6 Working life competence and entrepreneurship
<i>T3 to support the development of the pupil's environmental awareness and to guide the pupil to act sustainably in the surroundings and the school community</i>	C1–C6 C1 C6 Improving the state of the pupils' surroundings and promoting the well-being of the school community.	T3 Taking care of oneself and managing daily life T7 Participation, involvement and building a sustainable future
<b>Detailed goals of the grade</b>	<b>Content areas related to the objective and areas of focus of the content area</b>	<b>Transversal competence</b>
<b>Research and working skills</b>		
<i>T4 to guide the pupil to observe his or her surroundings and to act, move, and make field trips in the surroundings</i>	C2–C4, C6 C2 Practising acting safely in the surroundings and in traffic.	T3 Taking care of oneself and managing daily life
<i>T5 to encourage the pupil to wonder, ask questions and use collaborative discussions as a basis for minor research assignments and other activities</i>	C2 The pupils will practise cooperation skills and working in different groups. C4 Strengthen the pupils' relationship with nature by trial and experiencing.	T1 Thinking and learning to learn T7 Participation, involvement and building a sustainable future
<i>T6 to guide the pupil to make observations and conduct experiments at school and in the surroundings using different senses and simple research tools and to present the results in different ways</i>	C1–C6 C4 The pupils will observe motion and consider the reasons that cause changes in motion.	T1 Thinking and learning to learn T4 Multiliteracy
<i>T7 to guide the pupil to describe, compare and classify organisms, habitats, phenomena, materials and situations in diverse ways and to name them</i>	C1–C6 C3 Learn to recognise the most common species and their habitats as well as objects in the built environment.	T1 Thinking and learning to learn T4 Multiliteracy
<i>T8 to guide the pupil to act safely, follow instructions and understand the reasons for them</i>	C1–C6 C2 The pupils will familiarise themselves with safety skills and safety instructions and the reasons for them. C2 Learn the minor self-care skills of everyday life and seeking assistance.	T3 Taking care of oneself and managing daily life

<i>T9 to guide the pupil to familiarise himself or herself with a diverse range of everyday technology and to inspire pupils to experiment, invent, build and innovate together with other pupils</i>	C2, C4, C6 C4 Experiment and think together about alternatives and solutions for everyday phenomena and technology.	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life
<i>T10 to guide the pupil to practise team work skills and emotional skills and to strengthen his or her self-respect and respect for others</i>	C1–C6 C1 Practise emotional skills and the promotion of mental well-being. C2 Understand the limits of physical and mental integrity.	T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life
<i>T11 to guide the pupil to use information and communication technology in acquiring information and storing and presenting observations</i>	C1–C6 C4 Learn to record and describe the various stages of conducting research.	T4 Multiliteracy T5 ICT competence
<b>Detailed goals of the grade</b>	<b>Content areas related to the objective and areas of focus of the content area</b>	<b>Transversal competence</b>
<b>Knowledge and understanding</b>		
<i>T12 to guide the pupil to analyse the environment, human activities and related phenomena using concepts from the different fields of knowledge of environmental studies</i>	C1–C6 C3 Learn about maps and prepare a yard map of familiar surroundings. C5 Become acquainted with food production and the origin of drinking water.	T1 Thinking and learning to learn
<i>T13 to guide the pupil to understand simple pictures, models and maps as representations of the environment</i>	C1–C6 C3 Learn to read maps and other graphs. C6 Learn about the home region and its significance.	T1 Thinking and learning to learn T4 Multiliteracy
<i>T14 to encourage the pupil to express himself or herself and to practise justifying his or her views</i>	C1–C6 C6 The pupils consider the significance of one's own actions for oneself, other people and one's surroundings.	T2 Cultural competence, interaction and self-expression T4 Multiliteracy
<i>T15 to guide the pupil to reflect on factors that support growth, development, health and well-being and the basic necessities of life</i>	C1–C5 C1 Formulate an understanding of the parts of the human body and their functions and the course of life, growth and development. C5 The pupils familiarise themselves with everyday health customs and the related skills and things that produce pleasure for humans.	T3 Taking care of oneself and managing daily life

### 13.4.6 RELIGION

(National basic education core curriculum, p. 134)

#### ***THE EVANGELICAL-LUTHERAN RELIGION***

(National basic education core curriculum, p. 136)

<b>Grade 1 THE EVANGELICAL-LUTHERAN RELIGION</b>		
<b>Detailed goals of the grade</b>	<b>Content areas related to the objective and areas of focus of the content area</b>	<b>Transversal competence</b>
T1 To encourage pupils to be interested in their family's religious and world view background	C1, C2, C3 History, religion and views of one's own immediate and extended family Different families	<i>T2 Cultural competence, interaction and self-expression</i> <i>T4 Multiliteracy</i>
T2 To guide the pupil to identify the concepts and stories of the religion studied	C1 Home congregation and its activities Home church and its symbolism Religious concepts (faith, various prayers, hymns, God, Jesus) Bible stories that fit the child's everyday life and life questions	<i>T1 Thinking and learning to learn</i>
T3 to guide the pupil to become familiar with the annual cycle, festivals and customs of the studied religion	C1 Key celebrations during the ecclesiastical year and the related biblical stories and traditions Celebrations related to the Christian course of life	<i>T2 Cultural competence, interaction and self-expression</i> <i>T3 Taking care of oneself and managing daily life</i>
T4 To encourage the pupil to observe the customs of the class, school and immediate environment in light of different worldviews	C1, C2 Religious diversity of the class and the growth environment: religions and irreligiosity	<i>T2 Cultural competence, interaction and self-expression</i> <i>T3 Taking care of oneself and managing daily life</i> <i>T7 Participation, involvement and building a sustainable future</i>
<i>T5 to encourage the pupil to recognise and express his or her thoughts and emotions</i>	C1, C3 Sharing everyday experiences by telling stories and listening	<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>
T6 To guide the pupil to put himself or herself in the other person's position and to respect the thoughts of other people	C1, C3 Ethical situations in everyday life: personal actions and their consequences, putting oneself in the position of another person.	<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>
T7 To guide the pupil to take responsibility for himself or herself, others and the environment	C3 Responsibility for oneself, others, the environment and nature in everyday situations	<i>T3 Taking care of oneself and managing daily life</i> <i>T7 Participation, involvement and building a sustainable future</i>
T8 To encourage pupils to present and justify their own opinions	C1, C2, C3 Sharing everyday experiences, expressing one's own thoughts and experiences and listening	<i>T1 Thinking and learning to learn</i> <i>T5 ICT competence</i> <i>T6 Working life competence and entrepreneurship</i> <i>T7 Participation, involvement and building a sustainable future</i>

<b>Grade 2 THE EVANGELICAL-LUTHERAN RELIGION</b>		
<b>Detailed goals of the grade</b>	<b>Content areas related to the objective and areas of focus of the content area</b>	<b>Transversal competence</b>
<i>T1 to spark the pupil's interest in studying religion and to guide the pupil to learn about his or her family's background concerning religion and worldview</i>	C1, C2, C3 Views of one's own immediate and extended family Different families	<i>T2 Cultural competence, interaction and self-expression</i> <i>T4 Multiliteracy</i>
<i>T2 to guide the pupil to become familiar with the key concepts, stories and symbols of the studied religion</i>	C1 Religious concepts in everyday life (faith, various prayers, hymn, God, Jesus, angels) Biblical stories suitable for the child's everyday life and life questions	<i>T1 Thinking and learning to learn</i>
<i>T3 to guide the pupil to become familiar with the annual cycle, festivals and customs of the studied religion</i>	C1 Key celebrations and holidays during the ecclesiastical year and the related biblical stories and traditions Celebrations related to the Christian course of life and the related traditions	<i>T2 Cultural competence, interaction and self-expression</i> <i>T3 Taking care of oneself and managing daily life</i>
<i>T4 to encourage the pupil to familiarise himself or herself with the customs and festive traditions of the religions and worldviews of people in the class, at the school, and in the local area</i>	C2 Religious diversity of the class and the growth environment: religions and irreligiousness Key celebrations and customs of the religions in the local area Different families and ways	<i>T2 Cultural competence, interaction and self-expression</i> <i>T3 Taking care of oneself and managing daily life</i> <i>T7 Participation, involvement and building a sustainable future</i>
<i>T5 to encourage the pupil to recognise and express his or her thoughts and emotions</i>	C1, C3 Life questions related to birth and death Sharing everyday experiences by telling stories and listening	<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>T6 to guide the pupil to be fair, to empathise with other people's situations, and to respect other people's thoughts and convictions as well as human rights</i>	C1, C3 Ethical situations in life, the golden rule, human rights, UN declaration of the rights of a child, consequences of personal actions, empathy, accepting difference	<i>T2 Cultural competence, interaction and self-expression</i> <i>T3 Taking care of oneself and managing daily life</i> <i>T7 Participation, involvement and building a sustainable future</i>
<i>T7 to guide the pupil to engage in ethical reflection and to understand what it means to be responsible for themselves, the community, the environment and nature</i>	C3 Responsibility for oneself, others and nature in everyday situations	<i>T3 Taking care of oneself and managing daily life</i> <i>T7 Participation, involvement and building a sustainable future</i>
<i>T8 to provide the pupil with opportunities to practise expressing and justifying his or her own opinions as well as listening to and understanding the opinions of others</i>	C1, C3 Sharing everyday experiences, expressing one's own thoughts and experiences and listening	<i>T1 Thinking and learning to learn</i> <i>T5 ICT competence</i> <i>T6 Working life competence and entrepreneurship</i> <i>T7 Participation, involvement and building a sustainable future</i>

### 13.4.7 ETHICS

(National basic education core curriculum, p. 139)

<b>Grade 1 ETHICS</b>		
<b>Detailed goals of the grade</b>	<b>Content areas related to the objective and areas of focus of the content area</b>	<b>Transversal competence</b>
<i>T1 to guide the pupil to listen to the opinions and thoughts of other pupils</i>	C1–C4 I and the others Learn about each other and our thoughts, experiences and ways	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy</i>
<i>T2 to encourage the pupil to express his or her thinking and feelings in different ways</i>	C2 Who am I? What do I like, what don't I like, what scares me? Through telling stories, listening, drawing, presenting...	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T7 Participation, involvement and building a sustainable future</i>
<i>T3 to guide the pupil to appreciate his or her own and others' thinking</i>	C1 Rules of friendship	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T7 Participation, involvement and building a sustainable future</i>
<i>T4 to support the development of the pupil's ability to ask questions and present justified arguments</i>	C1–C4 Small-scale interviewing on everyday topics familiar to pupils (ICT)	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T7 Participation, involvement and building a sustainable future</i>
<i>T5 to guide the pupil to recognise the causes and consequences as well as ethical dimensions of the everyday situations he or she encounters</i>	C1–C4 Purpose and consequences of personal actions	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy</i>
<i>T6 to encourage the pupil to reflect on goodness and the difference between right and wrong</i>	C1–C4 How can I help? Why is it important to consider others?	<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>T7 to guide the pupil to learn about different customs in his or her surroundings</i>	C2 Different families and ways: Comparing one's own family and a classmate's family	<i>T2 Cultural competence, interaction and self-expression T4 Multiliteracy</i>
<i>T8 to guide the pupil to understand the foundations of communal life</i>	C1–C4 Rules of living together Rules, agreement and laws Trust, honesty > good behaviour Responsibility and obligation	<i>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>T9 to guide the pupil to respect and value his or her environment and nature</i>	C4 I as part of nature Different stories about the origins of the world Animate and inanimate Local environment: home and school areas, own favourite place in nature, taking care of one's own immediate	<i>T3 Taking care of oneself and managing daily life T5 ICT competence T7 Participation, involvement and building a sustainable future</i>



	environment	
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<b>Grade 2 ETHICS</b>		
<b>Detailed goals of the grade</b>	<b>Content areas related to the objective and areas of focus of the content area</b>	<b>Transversal competence</b>
<i>T1 to guide the pupil to listen to the opinions and thoughts of other pupils</i>	C1–C4 Practising respectful listening and clear self-expression	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy</i>
<i>T2 to encourage the pupil to express his or her thinking and feelings in different ways</i>	C2 Expressing personal opinions and thoughts in a constructive, non-offensive way Use of ICT as a conduit of personal thought and emotions	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T7 Participation, involvement and building a sustainable future</i>
<i>T3 to guide the pupil to appreciate his or her own and others' thinking</i>	C1 Identifying and considering personal emotions and the emotions of others	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T7 Participation, involvement and building a sustainable future</i>
<i>T4 to support the development of the pupil's ability to ask questions and present justified arguments</i>	C1–C4	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T7 Participation, involvement and building a sustainable future</i>
<i>T5 to guide the pupil to recognise the causes and consequences as well as ethical dimensions of the everyday situations he or she encounters</i>	C1–C4 How does my behaviour affect others?	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy</i>
<i>T6 to encourage the pupil to reflect on goodness and the difference between right and wrong</i>	C1–C4 The rights and position of a child in relation to one's own family and school Tolerance	<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>T7 to guide the pupil to learn about different customs in his or her surroundings</i>	C2 Different cultures in Finland and Hyvinkää in particular (festivities and customs)	<i>T2 Cultural competence, interaction and self-expression T4 Multiliteracy</i>
<i>T8 to guide the pupil to understand the foundations of communal life</i>	C1–C4 The "Golden rule" Different families	<i>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>T9 to guide the pupil to respect and value his or her environment and nature</i>	C4 What can I do in nature? > Significant experiences Necessity and life cycle of belongings and physical objects How can I protect nature?	<i>T3 Taking care of oneself and managing daily life T5 ICT competence T7 Participation, involvement and building a sustainable future</i>

### 13.4.8 MUSIC

(National basic education core curriculum, p. 141)

Grade 1 MUSIC		
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence
<b>Participation</b>		
<i>T1 to guide the pupil to act as a member of a music-making group while building a positive self-image</i>	C1 <ul style="list-style-type: none"> <li>Acting as a member of a group</li> <li>appropriate handling of the instruments and equipment available.</li> </ul> Hyvinkää: <ul style="list-style-type: none"> <li>forming groups, introduction plays</li> <li>e.g., rhythmic and percussion instruments, mallet instruments</li> </ul> C2–C4	T2 Cultural competence, interaction and self-expression T7 Participation, involvement and building a sustainable future
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence
<b>Musical knowledge and skills and creative production</b>		
<i>T2 to guide the pupil to develop his or her natural voice and to sing and play instruments as a member of a music-making group</i>	C1 <ul style="list-style-type: none"> <li>practising natural breathing, voice use and singing</li> </ul> Hyvinkää: <ul style="list-style-type: none"> <li>choir (tutti)</li> <li>practising group playing, such as repeating a rhythm as an echo</li> </ul> C2–C4	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy
<i>T3 to encourage the pupil to experience and perceive the soundscape, sound, music and musical concepts through movement and listening to music</i>	C2 <i>The teaching and learning of music focus on understanding the basic concepts pitch, duration, volume and tone colour.</i> C3 <ul style="list-style-type: none"> <li>In addition to musical knowledge and skills, the teaching and learning of music will include the pupils' experiences and observations of music and the different soundscapes of daily life.</li> <li>The significance of music in the pupils' own communities is also discussed.</li> </ul> C1, C4	T1 Thinking and learning to learn T4 Multiliteracy
<i>T4 to provide pupils with opportunities to express their own musical ideas and to improvise as well as to guide them to compose and perform their own small-scale pieces of music using aural, physical, visual, technological or other means of expression</i>	C4 <ul style="list-style-type: none"> <li>The teaching of music will utilise singing, playing, rhymes, physical exercise, playing and listening tasks</li> <li>opportunities are created for creative activities that are suitable with respect to topic and musical qualities to the pupils' age and school culture</li> <li>When planning the repertoire, the pupils' cultures and the appreciation of their cultural heritage are also taken into account.</li> <li>A diverse range of music, including children's music and the pupils' own compositions and pieces of music, will be incorporated into the repertoire.</li> </ul> Hyvinkää: <ul style="list-style-type: none"> <li>use of music technology where possible</li> <li>musical innovation, e.g., rhythmic ostinato</li> </ul> C1–C3	T5 ICT competence T6 Working life competence and entrepreneurship
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence

<b>Cultural understanding and multiliteracy</b>		
<i>T5 to encourage the pupil to explore his or her musical heritage through play, song, and movement as well as to enjoy the aesthetic, cultural and historical diversity of music</i>	C4 <ul style="list-style-type: none"> <li>The teaching of music will utilise singing, playing, rhymes, physical exercise, playing and listening tasks</li> </ul> Hyvinkää: <ul style="list-style-type: none"> <li>Culture path: Hyvinkää Orchestra C1–C3</li> </ul>	T2 Cultural competence, interaction and self-expression T4 Multiliteracy
<i>T6 to help the pupil understand the basic principles of music notation while making music</i>	C2 <ul style="list-style-type: none"> <li>The teaching and learning of music focuses on understanding the basic concepts of pitch, duration, volume and tone colour.</li> </ul> C1, C3, C4	T4 Multiliteracy
<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>Safety and well-being in music</b>		
<i>T7 to guide the pupil to act responsibly in music making</i>	C1 <ul style="list-style-type: none"> <li>attention is paid to working as a member of a group when making music</li> </ul> Hyvinkää: <ul style="list-style-type: none"> <li>valuing and respecting music as a user and creator of music</li> </ul> C2–C4	T7 Participation, involvement and building a sustainable future
<b>Detailed goals of the grade</b>	<b>Content areas related to the objectives</b>	<b>Transversal competence</b>
<b>Learning-to-learn skills in music</b>		
<i>T8 to offer the pupil experiences that help him or her understand why setting goals and practising together are important in learning music</i>	C4 <ul style="list-style-type: none"> <li>When planning the repertoire, the pupils' cultures and the appreciation of their cultural heritage are also taken into account.</li> <li>A diverse range of music, including children's music and the pupils' own compositions and pieces of music, will be incorporated into the repertoire.</li> </ul> Hyvinkää: <ul style="list-style-type: none"> <li>practising a musical piece for performance</li> </ul> C1–C3	T1 Thinking and learning to learn

Grade 2 MUSIC		
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence
<b>Participation</b>		
<i>T1 to guide the pupil to act as a member of a music-making group while building a positive self-image</i>	C1 <ul style="list-style-type: none"> <li>When making music, attention is paid to working together with others and building togetherness.</li> </ul> Hyvinkää: <ul style="list-style-type: none"> <li>group formation, musical plays that promote team spirit C2–C4</li> </ul>	T2 Cultural competence, interaction and self-expression T7 Participation, involvement and building a sustainable future
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence
<b>Musical knowledge and skills and creative production</b>		
<i>T2 to guide the pupil to develop his or her natural voice and to sing and play instruments as a member of a music-making group</i>	C1 <ul style="list-style-type: none"> <li>practising natural breathing, voice use and singing</li> <li>appropriate handling of the instruments and equipment available</li> </ul> Hyvinkää: <ul style="list-style-type: none"> <li>paying attention to the use of the voice</li> <li>e.g. rhythmic and percussion instruments, kantele</li> <li>solo, solo-tutti variation C2–C4</li> </ul>	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression T4 Multiliteracy
<i>T3 to encourage the pupil to experience and perceive the soundscape, sound, music and musical concepts through movement and listening to music</i>	C2 <ul style="list-style-type: none"> <li>The teaching and learning of music focuses on understanding the basic concepts of pitch, duration, volume and tone colour.</li> <li>As the pupils' skills grow, the range of concepts will be expanded to cover the musical concepts of rhythm, melody, dynamics, timbre, harmony and form.</li> </ul> C3 <ul style="list-style-type: none"> <li>In addition to musical knowledge and skills, the teaching and learning of music will include the pupils' experiences and observations of music and the different soundscapes of daily life.</li> </ul> C1, C4	T1 Thinking and learning to learn T4 Multiliteracy
<i>T4 to provide pupils with opportunities to express their own musical ideas and to improvise as well as to guide them to compose and perform their own small-scale pieces of music using aural, physical, visual, technological or other means of expression</i>	C1 <ul style="list-style-type: none"> <li>encouraging expression and innovation</li> </ul> C4 <ul style="list-style-type: none"> <li>The teaching of music utilises singing, play, rhymes, physical exercises, playing and listening tasks</li> <li>Create opportunities for creative activities that are suitable with respect to topic and musical qualities to the age and school culture.</li> <li>A diverse range of music, including children's music and the pupils' own compositions and pieces of music, will be incorporated into the repertoire.</li> </ul> Hyvinkää: <ul style="list-style-type: none"> <li>learning about music technology, e.g., recording music</li> <li>learning about composition, for example, creating a narration, timbre exercises</li> <li>musical innovation, e.g., melodic ostinato C2, C3</li> </ul>	T5 ICT competence T6 Working life competence and entrepreneurship

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence
<b>Cultural understanding and multiliteracy</b>		
<i>T5 to encourage the pupil to explore his or her musical heritage through play, song, and movement as well as to enjoy the aesthetic, cultural and historical diversity of music</i>	<p>C3</p> <ul style="list-style-type: none"> <li>In addition to musical knowledge and skills, the teaching and learning of music will include the pupils' experiences and observations of music and the different soundscapes of daily life. The significance of music in the pupils' own communities is also discussed.</li> </ul> <p>C4</p> <ul style="list-style-type: none"> <li>The teaching of music utilises singing, play, rhymes, physical exercises, playing and listening tasks</li> <li>When planning the repertoire, the pupils' cultures and the appreciation of their cultural heritage are also taken into account.</li> </ul> <p>C1, C2</p>	T2 Cultural competence, interaction and self-expression T4 Multiliteracy
<i>T6 to help the pupil understand the basic principles of music notation while making music</i>	<p>C2</p> <ul style="list-style-type: none"> <li>As the pupils' skills grow, the range of concepts will be expanded to cover the musical concepts of rhythm, melody, dynamics, timbre, harmony and form.</li> </ul> <p>Hyvinkää:</p> <ul style="list-style-type: none"> <li>learn about notation and practise reading notes</li> <li>teaching the basics of music in connection with creating music</li> </ul> <p>C1, C3, C4</p>	T4 Multiliteracy
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence
<b>Safety and well-being in music</b>		
<i>T7 to guide the pupil to act responsibly in music making</i>	<p>C1</p> <ul style="list-style-type: none"> <li>attention is paid to working as a member of a group when making music</li> <li>appropriate handling of the instruments and equipment available</li> </ul> <p>Hyvinkää:</p> <ul style="list-style-type: none"> <li>learn about copyright, for example, paying attention to the composer and lyricist of a song</li> </ul>	T7 Participation, involvement and building a sustainable future
Detailed goals of the grade	Content areas related to the objectives	Transversal competence
<b>Learning-to-learn skills in music</b>		
<i>T8 to offer the pupil experiences that help him or her understand why setting goals and practising together are important in learning music</i>	<p><b>C4 Repertoire:</b></p> <ul style="list-style-type: none"> <li>A diverse range of music, including children's music and the pupils' own compositions and pieces of music, will be incorporated into the repertoire.</li> </ul> <p>Hyvinkää:</p> <ul style="list-style-type: none"> <li>performing, presenting one's own musical creations</li> </ul>	T1 Thinking and learning to learn

### 13.4.9 VISUAL ARTS

(National basic education core curriculum, p. 143)

#### GRADE 1 VISUAL ARTS

In grade 1, the focus is on imagination and play. Pupils can produce plenty of their own art. Experiment a lot with various colours and tools (different drawing instruments and surfaces). Learn about different techniques and materials through play and exploration, observation and personal work (drawing, painting, printing, collage, composition and shaping) and the basic constructs and concepts of visual arts (line, dot, surface, different shapes, layout, direction, size, 2-dimensionality and 3-dimensionality). The imagination of artists. Describing play in works of art. Art as play. Play as art

The area of focus will be taken into account during the KUPO visit in grade 1 to the visual arts school for children and youth.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence
<b>Visual perception and thinking</b> What is seen, heard, smelt, felt or can be visualised or imagined is observed, i.e. examined, together and by oneself. Play, games and tasks that trigger the imagination are used to observe visual concepts in one's personal surroundings (home, home garden, family contacts and hobbies), the expanding local environment (school, built and natural environment in the home town) and the media and commercial world. Games and play are developed, and images and three-dimensional works of the observations are created. Observation is also practised with works of art and images of works of art. The observations are discussed.		
<i>T1 to encourage the pupil to observe arts, the environment and other forms of visual culture by using multiple senses and producing images</i>	Observations are made of the visual concepts of the surroundings (images, objects, nature and built environment), the images, constructions and works of art made independently or at school by pupils with the use of multiple senses, examination, play and creation of images * C1, C2, C3	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence</i>
<i>T2 to encourage the pupil to discuss his or her observations and thoughts</i>	Personal creations, works of art and observations of the environment will be discussed. * C1, C2, C3	<i>T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence T6 Working life and entrepreneurship</i>
<i>T3 to encourage the pupil to express his or her observations and thoughts using diverse means of visual production</i>	Create images of the observations and the thoughts they provoke. * C1, C2, C3	<i>T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence</i>

\*T1 e.g., the teacher will draw the pupils' attention to the local environment and expand their world of experiences through images.

T2 e.g., the teacher will be interested in the observations, experiences and thoughts of the pupils and will ask them to talk about them.

T3 e.g., the pupils' observations, thoughts, experiences etc. are the topics of the works.

#### C1 Pupils' own visual cultures

For example, independently created images, the visual world of the home environment and personal favourites: toys, games, books, images, TV series, movies, visual world in the pupils' own room and home (fabrics, colours, shapes)

## C2 Visual cultures in the environment

E.g., book illustrations, comics, games, advertisements, product packaging, objects from the surroundings, nature and built environment

## C3 The worlds of visual arts

E.g., works of art, objects and structures of different periods of time, geographical areas and cultures. The aim is to present the diversity of art and its visual and aesthetic richness. The context and background information of the works are irrelevant.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence
<b>Visual production</b> Experiment a lot with various drawing instruments, colours, surfaces and materials. The focus is on the process, not the finished output. On the other hand, long-term work will be practised by implementing long-term projects. The aim is to practise finishing the work. The significance of personal imagination will be emphasised in the creation of an image.		
<i>T4 to encourage the pupil to experiment with different materials and techniques and to practise the use of different means of producing images</i>	Experimenting with various materials and techniques in the production of own images. Combined with the KUPO visit to the visual arts school for children and youth in May. * C1, C2, C3	<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>T6 Working life and entrepreneurship</i>
<i>T5 to encourage the pupil to engage in persistent work in visual arts independently and together with others</i>	A long-term work will be implemented in connection with personal image production or group work. * C1, C2, C3	<i>T1 Thinking and learning to learn</i> <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>T6 to encourage the pupil to examine the visual means of influence used in their own and other people's images</i>	Examine and experiment on how different colours, shapes and other visual elements affect the appearance of an image. Examine the pupils' own images and images made by others. * C1, C2, C3	<i>T1 Thinking and learning to learn</i> <i>T2 Cultural competence, interaction and self-expression</i> <i>T4 Multiliteracy</i> <i>T7 Participation, involvement and building a sustainable future</i>

\*T4 e.g., a variety of different materials and techniques will be used in the works. Pupils will be allowed to experiment and produce something that is completely their own. Personal colour charts of favourite colours will be made.

T5 e.g., encourage pupils to engage in personal visual production and use of the imagination. Teach them to value their way of doing things and help them identify it, if necessary. Once a personal relationship is found, the motivation to work will also increase. Accustom pupils to draft and plan the forthcoming work. Let the pupils' own contribution show in the finished work. The work can be related, for example, to the multidisciplinary module "Forest" in grade 1.

T6 e.g., when looking at the pupils' works, think of who thought of something completely new, what works are lively?

## C1 Pupils' own visual cultures

For example, let the pupils produce images in the ways and techniques they like. Be interested in the images they produce spontaneously. Develop learning modules based on them.

## C2 Visual cultures in the environment

E.g., take ideas for creating own images and other works (e.g., small and even slightly larger structures (shed, nest)) from the various visual cultures of the environment and nature (cf. Forest, the multidisciplinary module in grade 1)

## C3 The worlds of visual arts

E.g., use works of art and pictures of works of art as a source of inspiration and model of how visual elements can be used.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence
<b>Interpreting visual culture</b> Practise the interpretation of visual culture by examining both personally familiar and newer, stranger visual culture. Interpretation will be conducted based on the pupils' own world of experiences. Encourage the use of imagination and also applying things learned in different contexts when thinking of and examining images. Pay attention to the formal aspects of an image and its contents. Draw comparisons between similar and different things.		



Practise talking about images, objects, built environment and nature.		
<i>T7 to guide the pupil to use the concepts of visual arts and examine different types of images</i>	Examination of the pupils' own works of art and images and those of the environment and discussing them using the terminology of visual arts* C1, C2, C3	<i>T1 Thinking and learning to learn</i> <i>T4 Multiliteracy</i> <i>T5 ICT competence</i> <i>T6 Working life and entrepreneurship</i>
<i>T8 to encourage the pupil to recognise different products of art and other forms of visual culture in his or her surroundings</i>	The pupils examine and identify visual culture images and products and works of art in the local area and media* C1, C2, C3	<i>T2 Cultural competence, interaction and self-expression</i> <i>T3 Taking care of oneself and managing daily life</i> <i>T6 Working life and entrepreneurship</i> <i>T7 Participation, involvement and building a sustainable future</i>
<i>T9 to inspire the pupil to produce images based on his or her surroundings, different periods of history and different cultures</i>	Use images of one's own surroundings, different eras and cultures and other visual elements as the premise of personal works. * C1, C2, C3 (see below)	<i>T1 Thinking and learning to learn</i> <i>T2 Cultural competence, interaction and self-expression</i> <i>T5 ICT competence</i> <i>T6 Working life and entrepreneurship</i>

*\*T7 E.g., when talking about works of art and the like, also use the following words: colour, shape, line, motion and space. Paintings, sculptures, drafts etc.*

*T8 E.g., learn about works of art at the school. When going on trips, the pupils pay attention to public works of art.*

*T9 E.g., learn about the toys and fantasy figures of different eras and cultures and use them as inspiration for personal work.*

### **C1 Pupils' own visual cultures**

E.g., the pupils bring personally important images and visual culture (photographs, picture books, toys, games) to the school. The pupils examine and discuss what it is that makes them attractive.

### **C2 Visual cultures in the environment**

E.g., the pupils inspect, discuss and make own artistic interpretations of the images and visual items in the personal surroundings (the visual world of books, magazines, traditional and digital games, built environment and nature).

The pupils think about what it is that makes them interesting and what is not attractive about them.

### **C3 The worlds of visual arts**

E.g., the pupils learn about the works of art of different cultures and eras. Examine how artists have used their imagination in the works of art. The pupils examine what could be true and what is imagination in images and works of art. Practise the concepts of visual arts by interpreting the shapes, colours, lines, elements and compositions of images and the techniques used for making them.

Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence
<b>Aesthetic, ecological and ethical values</b> During the observation, creation and interpretation of images and other visual culture, the pupils consider the significance of the image and visual culture: whether they make the environment more or less beautiful, what makes visual items good/bad, what life cycles the images and visual items produced in the world have, whether they could upset someone or make someone feel better (e.g. art in hospitals), whether they can spoil or improve someone's quality of life.		
<i>T10 to guide the pupil to recognise 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 *	<i>T1 Thinking and learning to learn</i> <i>T2 Cultural competence, interaction and self-expression</i> <i>T4 Multiliteracy</i> <i>T7 Participation, involvement and building a sustainable future</i>

*\*T10 E.g., durability, useful life, quantity, equality, beauty, attractiveness, status of toys >> discuss these*

## GRADE 2 VISUAL ARTS

In grade 2, the focus will be on nature.

The pupils will move in nature and make observations using all their senses. Learn about environmental art. Learn about works of art that describe nature. Learn about the basic factors and concepts of visual arts (line, dot, surface, different shapes, layout, direction, size, 2-dimensionality and 3-dimensionality, feel of material) through nature.

The studying of visual arts in grade 2 will take into account the KUPO visit to an arts museum.

Detailed goals of the grade	Content areas related to the objective and areas of focus of the content area	Transversal competence
<b>Visual perception and thinking</b> What is seen, heard, smelt, felt or can be visualised or imagined in different natural environments is examined together and by oneself.		
<i>T1 to encourage the pupil to observe arts, the environment and other forms of visual culture by using multiple senses and producing images</i>	C1–C3 Observations are made of the visual concepts of the surroundings (images, objects, nature and built environment), the images, constructions and works of art made independently or at school by pupils with the use of multiple senses, examination, play and creation of images *	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence</i>
<i>T2 to encourage the pupil to discuss his or her observations and thoughts</i>	C1–C3 Personal creations, works of art and observations of the environment are discussed. *	<i>T2 Cultural competence, interaction and self-expression T4 Multiliteracy T5 ICT competence T6 Working life competence and entrepreneurship</i>
<i>T3 to encourage the pupil to express his or her observations and thoughts using diverse means of visual production</i>	C1–C3 Create images of the observations and the thoughts they provoke. *	<i>T2 Cultural competence, interaction and self-expression T3 Taking care of oneself and managing daily life T4 Multiliteracy T5 ICT competence</i>

\*T1 E.g., the pupils will move in nature and make observations using all senses.

Learn about environmental art. Learn about works of art that describe nature. Shapes, lines and colours are seen in nature.

T2 E.g., experiences of personal observations are shared.

T3 Describe nature, also sounds, smells, rhythms etc.

**C1 Pupils' own visual cultures:** E.g., I, my way of depicting nature and animals.

**C2 Visual cultures in the environment:** E.g., nature close to me. Rhythm in nature.

**C3 The worlds of visual arts:** E.g., environmental art, nature in art in different cultures and ages

Detailed goals of the grade	Content areas related to the objective and areas of focus of the content area	Transversal competence
<b>Visual production</b> Experiment a lot with various drawing instruments, colours, surfaces and materials. The focus is on the process, not the finished output. On the other hand, long-term work is practised by implementing long-term modules. The aim is to practise finishing the work. Create works of art in nature, respecting the environment.		

<i>T4 to encourage the pupil to experiment with different materials and techniques and to practise the use of different means of producing images</i>	C1–C3 Experimenting with various materials and techniques in the production of own images. *	<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>T6 Working life competence and entrepreneurship</i>
<i>T5 to encourage the pupil to engage in persistent work in visual arts independently and together with others</i>	C1–C3 A long-term work will be implemented in connection with personal image production or group work. *	<i>T1 Thinking and learning to learn</i> <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>T6 to encourage the pupil to examine the visual means of influence used in their own and other people's images</i>	C1–C3 Examine and experiment on how different colours, shapes and other visual elements affect the appearance of an image. Examine the pupils' own images and images made by others. *	<i>T1 Thinking and learning to learn</i> <i>T2 Cultural competence, interaction and self-expression</i> <i>T4 Multiliteracy</i> <i>T7 Participation, involvement and building a sustainable future</i>

*\*T4 E.g., the pupils make personal colour charts of nature, create works of art in nature (respecting the environment), use a stick as a drawing implement, for example, frottage, use natural materials. How to describe different seasons, different kinds of weather? How to describe different surfaces (scales, fur etc.)*

*T5 E.g., the pupils group work opportunities enabled by the topic. For example, when looking for natural colours in the personal palette, the pupils are encouraged multiple attempts, if necessary.*

*T6 E.g., the pupils examine how colours affect the image, how different lines affect it. What atmospheres are there in the images?*

Detailed goals of the grade	Content areas related to the objective and areas of focus of the content area	Transversal competence
<b>Interpreting visual culture</b> The pupils practise the interpretation of visual culture by examining both personally familiar and newer, stranger visual environments. Interpretation will be conducted based on the pupils' own world of experiences. Encourage the use of imagination and also applying things learned in different contexts when thinking of and examining images. Pay attention to the formal aspects of an image and its contents. Draw comparisons between similar and different things. Practise talking about images, objects, built environment and nature. The pupils examine nature from an aesthetic perspective.		
<i>T7 to guide the pupil to use the concepts of visual arts and examine different types of images</i>	C1–C3 Examination of the pupils' own works of art and images and those of the environment and discussing them using the terminology of visual arts*	<i>T1 Thinking and learning to learn</i> <i>T4 Multiliteracy</i> <i>T5 ICT competence</i> <i>T6 Working life competence and entrepreneurship</i>
<i>T8 to encourage the pupil to recognise different products of art and other forms of visual culture in his or her surroundings</i>	C1–C3 The pupils examine and identify visual culture images and products and works of art in the local area and media*	<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>T9 to inspire the pupil to produce images based on his or her surroundings, different periods of history and different cultures</i>	C1–C3 Use images of one's own surroundings, different eras and cultures and other visual elements as the premise of personal works. *	<i>T1 Thinking and learning to learn</i> <i>T2 Cultural competence, interaction and self-expression</i> <i>T5 ICT competence</i> <i>T6 Working life competence and entrepreneurship</i>

*\*T7 E.g., when talking about works of art and the like, the pupils also use the following words: colour, shape, line, motion and space, paintings and sculptures etc.*

*T8 E.g., the pupils learn about works of art at the school, when going on trips, pay attention to public works of art, works of art*

*or other images at home*

*T9 E.g., to inspire pupils to produce images based on their surroundings, different periods of history and different cultures*

Detailed goals of the grade	Content areas related to the objective and areas of focus of the content area	Transversal competence
<b>Aesthetic, ecological and ethical values</b> Reflect on beauty and ugliness in the environment. What things make visual items in the environment good, what makes them bad? What belongs in nature, what doesn't?		
<i>T10 to guide the pupil to recognise values expressed in visual arts, the environment and other forms of visual culture</i>	C1, C2, C3*	<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>T11 to encourage the pupil to take cultural diversity and sustainable development into account in his or her visual production</i>	C1, C2, C3	<i>T1 Thinking and learning to learn</i> <i>T2 Cultural competence, interaction and self-expression</i> <i>T4 Multiliteracy</i> <i>T7 Participation, involvement and building a sustainable future</i>

\*T10 E.g., beauty, human impact.

### 13.4.10 CRAFTS

(National basic education core curriculum, p. 146)

<b>GRADE 1 CRAFTS</b>		
<b>Detailed goals of the grade</b>	<b>Content areas related to the objectives</b>	<b>Transversal competence</b>
<i>T1 to encourage the pupil to become interested in crafts and curious about inventing and experimenting with crafts</i>	C1 The pupil will learn to find ideas in the immediate environment and practises the development of a shape, colour and surface for the work. C2, C3, C4	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression</i>
<i>T2 to guide the pupil to implement a complete crafts process and encourage the pupil to present his or her own ideas in visual form and describe the craft's process and the finished product</i>	C1, C2 C3 The pupil will draw, shape, build or explain and practise the creation of a plan. The pupil will practise describing the process and the product.	<i>T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence</i>
<i>T3 to guide the pupil to design and produce craft products or pieces with confidence in his or her own aesthetic and technical decisions</i>	C1, C2, C3 C4 The pupil will produce craft products based on his or her own or the group's designs. The pupil will practise finishing the crafts process. C5	<i>T1 Thinking and learning to learn T7 Participation, involvement and building a sustainable future</i>
<i>T4 to guide the pupil to familiarise himself or herself with multiple materials and working with them as well as to guide the pupil to act safely and responsibly</i>	C2 The pupil will have the opportunity to learn about different hard and soft materials and methods using proper tools. C3 C4 The pupil will learn to work ecologically, safely and responsibly	<i>T4 Multiliteracy T6 Working life competence and entrepreneurship</i>
<i>T5 to support the development of the pupil's self-confidence in crafts through experiences of success, inspiration and invention</i>	C1, C2, C3, C4 C5 The pupil will learn about the possibilities of ICT as a part of creating ideas, designs and documentation C6 Pupils will practise evaluation and giving and receiving feedback in a peer group in a positive manner	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</i>

<b>Grade 2 CRAFTS</b>		
<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>
<i>T1 to encourage the pupil to become interested in crafts and curious about inventing and experimenting with crafts</i>	C1 The pupil will learn to find ideas in the immediate environment and practises the development of a shape, colour and surface for the work. C2, C3, C4	T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression
<i>T2 to guide the pupil to implement a complete crafts process and encourage the pupil to present his or her own ideas in visual form and describe the craft's process and the finished product</i>	C1, C2, C3 The pupil will draw, shape, build or explain and practise the creation of a plan. The pupil will practise describing the process and the product.	T1 Thinking and learning to learn T4 Multiliteracy T5 ICT competence
<i>T3 to guide the pupil to design and produce craft products or pieces with confidence in his or her own aesthetic and technical decisions</i>	C1, C2, C3 C4 The pupil will produce craft products based on his or her own or the group's designs. The pupil will practise finishing the crafts process. C5	T1 Thinking and learning to learn T7 Participation, involvement and building a sustainable future
<i>T4 to guide the pupil to familiarise himself or herself with multiple materials and working with them as well as to guide the pupil to act safely and responsibly</i>	C2 The pupil will have the opportunity to learn about different hard and soft materials and methods using proper tools. C3 C4 The pupil will learn to work ecologically, safely and responsibly	T4 Multiliteracy T6 Working life competence and entrepreneurship
<i>T5 to support the development of the pupil's self-confidence in crafts through experiences of success, inspiration and invention</i>	C1, C2, C3, C4 C5 The pupil will learn about the possibilities of ICT as a part of creating ideas, designs and documentation C6 Pupils will practise evaluation and giving and receiving feedback in a peer group in a positive manner	T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life

### 13.4.11 PHYSICAL EDUCATION

(National basic education core curriculum, p. 148)

<b>Grade 1 PHYSICAL EDUCATION “Exercising by playing together”</b>		
<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>Physical functional capacity</b>		
<i>T1 to encourage the pupil to be physically active, try new and different physical activities independently and together with others and express himself or herself through physical activity</i>	C1 Pupils can experiment with and try different forms of physical activity and sports tasks through play. The pupil will learn to enjoy various challenges and successes through physical activity and will be encouraged to express himself or herself.	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</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 Pupils will become familiar with observing their body and mimicking poses, motions and directions. The pupil will learn to identify the rhythm of a motion and music and to implement it. *	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy</i>
<i>T3 to support the learning of fundamental movement skills (balance, locomotor, and manipulative skills) so that the pupil learns to apply them in different learning environments, in different situations and during different seasons</i>	C1 moving in different environments and using different tools* (see pre-primary education curriculum)	<i>T3 Taking care of oneself and managing daily life</i>
<i>T4 to guide the pupil in learning to move safely in different environments, using different equipment</i>	C1 gym, nature, snow, ice, various fields	<i>T3 Taking care of oneself and managing daily life</i>
<i>T5 to introduce the pupil to water sports and to ensure that the pupil masters rudimentary swimming skills</i>	C1 water sports and play, practising swimming skills	<i>T3 Taking care of oneself and managing daily life</i>
<i>T6 to guide the pupil in safe and appropriate behaviour in physical education lessons</i>	C1 practising safe activity according to instructions	<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>



Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence
<b>Social functional capacity</b>		
<i>T7 to guide the pupil to regulate his or her actions and expressions of emotion in interactive situations involving physical activity</i>	C2 practising companionship and considering others and identifying and controlling emotions in everyday situations cooperation, helping others	<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>T8 to support team work skills, such as following jointly agreed rules, by guiding the pupil to assume responsibility for the success of joint activities, such as games and play</i>	C2 simple sports play with rules, tasks and games	<i>T2 Cultural competence, interaction and self-expression T6 Working life competence and entrepreneurship T7 Participation, involvement and building a sustainable future</i>
Detailed goals of the grade	Areas of focus of the content area and content areas related to the objective	Transversal competence
<b>Psychological functional capacity</b>		
<i>T9 to support the pupil in strengthening a positive self-image and to guide the pupil in independent work and diverse self-expression</i>	C3 feelings of success and facing emotionally variable situations in a supported way	<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>T10 to ensure that the pupil gains positive experiences of physical activity and to encourage the pupil to test the boundaries of his or her psychological functional capacity</i>	C3 play and games that engender joy and recreation	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression</i>

<b>Grade 2 PHYSICAL EDUCATION “Exercising by playing together”</b>		
<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>Physical functional capacity</b>		
<i>T1 to encourage the pupil to be physically active, try new and different physical activities independently and together with others and express himself or herself through physical activity</i>	C1 The pupil can experiment with and try out different forms of physical activity and sports tasks through play. The pupil will learn to enjoy various challenges and successes through physical activity and will be encouraged to express himself or herself.	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life</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 The pupil becomes familiar with observing his or her body and mimicking poses, motions and directions. The pupil will learn to identify the rhythm of a motion and music and to implement it. *	<i>T1 Thinking and learning to learn T3 Taking care of oneself and managing daily life T4 Multiliteracy</i>
<i>T3 to support the learning of fundamental movement skills (balance, locomotor and manipulative skills) so that pupils learn to apply them in different learning environments, in different situations and during different seasons</i>	C1 Agility tracks, jumping tracks, running and catching games. Balancing on different platforms. Utilisation of different balls: catching, pushing, rolling, hitting, throwing, kicking indoors and outdoors in play.	<i>T3 Taking care of oneself and managing daily life</i>
<i>T4 to guide the pupil in learning to move safely in different environments, using different equipment</i>	C1 Moving in different learning environments • gym, nature, snow, ice, fields	<i>T3 Taking care of oneself and managing daily life</i>
<i>T5 to introduce the pupil to water sports and to ensure that the pupil masters rudimentary swimming skills</i>	C1 Water sports and play	<i>T3 Taking care of oneself and managing daily life</i>
<i>T6 to guide the pupil in safe and appropriate behaviour in physical education lessons</i>	C1 Guide the pupil to work according to instructions and avoid danger.	<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>
<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>Social functional capacity</b>		
<i>T7 to guide the pupil to regulate his or her actions and expressions of emotion in interactive situations involving physical activity</i>	C2 Enjoying shared success, working in cooperation with others and experiences of helping others	<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>T8 to support team work skills, such as following jointly agreed rules, by guiding the pupil to assume responsibility for the success of joint activities, such as games and play</i>	C2 Sports play, tasks and games with rules	<i>T2 Cultural competence, interaction and self-expression T6 Working life competence and entrepreneurship T7 Participation, involvement and building</i>

		<i>a sustainable future</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
<b>Psychological functional capacity</b>		
<i>T9 to support the pupil in strengthening a positive self-image and to guide the pupil in independent work and diverse self-expression.</i>	C3 Facing the emotionally variable situations in play, games and tasks in a supported way.	<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>T10 to ensure that the pupil gains positive experiences of physical activity and to encourage the pupil to test the boundaries of his or her psychological functional capacity</i>	C3 Select tasks through which the pupil can enjoy his or her success Encouraging the pupil to try new things and make an effort in an encouraging and safe situation.	<i>T1 Thinking and learning to learn T2 Cultural competence, interaction and self-expression</i>

#### 13.4.12 GUIDANCE COUNSELLING

(National basic education core curriculum, p. 150)