



PYPO SUBJECT OVERVIEW

Matija Gubec International School in Zagreb

School year 2025/2026

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

MG MISSION STATEMENT

Matija Gubec International School empowers students to reach their full potential in a supportive and challenging learning environment preparing them to be confident, caring, respectful and internationally minded lifelong learners and global citizens ready to change the world for the better.

MG PHILOSOPHY

Matija Gubec International School is committed to educating the whole child, in an academically challenging, caring, and student-centred environment. We are committed to creating optimal learning environments where all students are accepted for who they are, valued for their strengths, appropriately challenged in their learning, encouraged to reflect on their learning, participate in learning decisions, and develop the attributes of the learner profile. We emphasize freedom of expression, independent thinking, and positive personal values and qualities while maintaining a sense of responsibility to others through respect and collaboration. The educational framework of Matija Gubec International School represents the balance between learning processes and outcomes while promoting intercultural understanding, cultural identity, and global citizenship.

Matija Gubec International School fosters an educational environment that meets individual learning needs and supports the well-being of all students, ensuring that everyone has the opportunity to prosper and succeed. We aim to provide all students, regardless of their diverse cultural and linguistic backgrounds, abilities, or needs, with equal access to learning opportunities in a supportive environment.

We offer a high-quality education based on the inquiry-based approach to teaching and learning that stimulates lifelong learning, develops skills and globally relevant concepts, generates good learning habits and promotes positive attitudes. Using a broad, inquiry-based curriculum, we emphasize literacy; written and oral communication; the creative process of the arts and music; the acquisition and mastery of multiple languages; reasoning in the sciences and mathematics; the pursuit of a physically active and healthy lifestyle; and technology to enhance the learning and discovery process.

As they prepare to become engaged and responsible members of society, our students grow into socially and morally responsible individuals, demonstrating understanding and respect for others while actively serving their community. At Matija Gubec International School, we enhance each student's self-worth, confidence, and pride by providing programs that make the most of our diverse intercultural school community

INTEGRATING MISSION, PHILOSOPHY, AND TRANSDISCIPLINARY LEARNING

Our school's mission and philosophy reflect a commitment to nurturing inquiring, knowledgeable, and caring learners who are prepared to engage meaningfully with the world. In Matija Gubec International School, our curriculum is guided by the IB Primary Years Programme (PYP), which emphasizes a holistic, transdisciplinary approach to learning that develops the whole child—academically, socially, and emotionally. Through the Programme of Inquiry, all subjects are embedded in rich, meaningful contexts, with science and social studies serving as key lenses for exploring natural and human systems, while literacy, mathematics, the arts, and personal, social, and physical education complement and extend these inquiries.

The PYP framework encourages students to take an active role in their learning, fostering **learner agency** and cultivating skills for life-long inquiry. Students develop **Approaches to Learning (ATL) skills** across communication, research, thinking, social, and self-management domains, while embodying attributes of the **IB Learner Profile**, including being thinkers, communicators, principled, and reflective. Our transdisciplinary themes provide a conceptual framework for inquiry, ensuring that learning is relevant, connected, and meaningful, and that students are encouraged to take **action** based on their understanding.

Transdisciplinary Theme	Descriptor
Who We Are	Who we are explores identity as individuals and as part of a collective, emphasizing physical, emotional, social, and spiritual well-being, as well as the importance of relationships, belonging, learning, and growing.
Where We Are in Place and Time	Where we are in place and time examines histories and our orientation in place, space, and time, considering periods, events, and artefacts, while connecting to communities, heritage, culture, and environment, and exploring the natural and human drivers of movement, adaptation, and transformation.
How We Express Ourselves	How we express ourselves celebrates the diversity of voice, perspectives, and expression, exploring inspiration, imagination, and creativity through various modes and practices of communication, while reflecting on intentions, perceptions, interpretations, and responses.
How the World Works	How the world works focuses on understanding the world and its phenomena through patterns, cycles, and systems, exploring diverse practices, methods, and tools, and examining discovery, design, and innovation as pathways to new possibilities and impacts.
How We Organize Ourselves	How we organize ourselves investigates systems, structures, and networks, exploring interactions within and between social and ecological systems, examining approaches to livelihoods and trade practices, and reflecting on representation, collaboration, and decision-making.
Sharing the Planet	Sharing the planet considers the interdependence of human and natural worlds, emphasizing rights, responsibilities, and the dignity of all, and seeking pathways to just, peaceful, and reimagined futures that value nature, complexity, coexistence, and wisdom.

Through this integrated, concept-driven approach, all subjects contribute to students' **inquiry and understanding**, with science and social studies often providing the initial contexts for investigation. Students are encouraged to make connections across disciplines, reflect on their learning, demonstrate **agency**, and take informed **action**, ensuring that learning is not only meaningful but also transformative.

PYPO PROGRAMME OF INQUIRY

PYPO	<p>Central Idea: Making balanced choices about daily routines enables us to have a healthy lifestyle.</p>	<p>Central Idea: Art reflects the time in which it was created</p>	<p>Central Idea: We can share our feelings and respect others to help everyone feel safe and cared for</p>	<p>Central Idea: Animals and plants grow and change in different ways</p>	<p>Central Idea: Shared rules and routines are making communities function better</p>	<p>Central Idea: Our personal choices can change the environment</p>
	<p>Specified concepts: function, causation, connection</p> <p>Other concepts: image, diversity, health</p>	<p>Specified concepts: form, change, connection</p> <p>Other concepts: change, diversity, needs, time, history, culture</p>	<p>Specified concepts: form, function, perspective</p> <p>Other concepts: emotions, Self-regulation, well-being, cooperation</p>	<p>Specified concepts: function, change, causation</p> <p>Other concepts: cycle, classification, responsibility, habitats, climate</p>	<p>Specified concepts: form, connection, responsibility</p> <p>Other concepts: roles, community, system, cooperation</p>	<p>Specified concepts: connection, causation, responsibility</p> <p>Other concepts: function, system, biodiversity, environment</p>
	<p>Lines of Inquiry: Daily habits and routines (hygiene, sleep, play, eating) Balanced choices Consequences of choices</p>	<p>Lines of Inquiry: Different forms of art How art changes through time Traditional songs and dances</p>	<p>Lines of Inquiry: People express themselves in a variety of ways Self-expressions leads to agency Respecting emotion supports wellbeing</p>	<p>Lines of Inquiry: Classification of living things, their properties, similarities, and differences Life cycle Our responsibility towards animals and nature</p>	<p>Lines of Inquiry: How rules are made Rules are important and why A community needs rules</p>	<p>Lines of Inquiry: Origins of waste Reusing and recycling different materials Reducing waste</p>
	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet

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SCIENCE

SCIENCE		
GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
<p>Explores the natural world using senses and curiosity</p> <p>Observes and describes living things and their growth</p> <p>Investigates similarities, differences, and patterns in the environment</p> <p>Begins to understand cause and effect in natural changes</p> <p>Develops care and responsibility for living things and the environment</p>	<p>Observes and names animals and plants in the local environment</p> <p>Identifies basic needs of living things (food, water, air, light)</p> <p>Describes how animals and plants grow and change</p> <p>Sorts living and non-living things based on observable features</p> <p>Explores how weather and seasons affect people, animals, and plants</p> <p>Recognizes that personal actions can help or harm the environment</p> <p>Participates in caring for plants, animals, and natural spaces</p> <p>Sorts materials for reuse and recycling</p> <p>Uses drawings, photos, and simple charts to record observations</p>	<p>living things, plants, animals, growth, needs, change, recycle, environment, care, seasons</p>

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SOCIAL STUDIES

SOCIAL STUDIES		
GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
<p>Explores identity, family, and community roles</p> <p>Recognizes routines, rules, and responsibilities at home and school</p> <p>Develops awareness of healthy habits and balanced choices</p> <p>Appreciates how people express themselves and cooperate</p> <p>Begins to understand that people and communities change over time</p>	<p>Identifies family members and familiar community helpers</p> <p>Describes daily habits and routines that support health and well-being</p> <p>Explains how rules help people live and work together</p> <p>Participates in class and community routines responsibly</p> <p>Expresses feelings appropriately and shows respect for others</p> <p>Recognizes different types of homes, traditions, and celebrations</p> <p>Begins to identify and compare art and music from different times or places</p> <p>Understands that people can make choices that help their community and the planet</p>	<p>family, community, routines, health, rules, cooperation, culture, art, care, responsibility</p>

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MATHEMATICS

MATHEMATICS			
EXPLORING NUMBERS	<p>Explores numbers through songs, rhymes, and play</p> <p>Begins to recognize and name numbers in the environment</p> <p>Develops awareness of counting and quantities in everyday situations</p>	<p>Recites numbers in order through songs and chants</p> <p>Counts objects in play-based contexts (blocks, toys, snacks)</p> <p>Matches numbers to groups of objects up to 10</p> <p>Recognizes numbers on calendars, clocks, and classroom labels</p> <p>Explores simple comparisons (more, less, same) during play</p>	<p>counting, numbers, quantity, more, less, songs, play</p>
MEASUREMENT	<p>Explores concepts of size, weight, and capacity through play</p> <p>Begins to compare and order objects</p> <p>Develops awareness of daily routines linked to time</p>	<p>Compares objects by size (big/small, tall/short)</p> <p>Explores weight using hands and balance scales</p> <p>Fills and empties containers in sand and water play</p> <p>Uses simple language: 'longer', 'shorter', 'heavier', 'lighter'</p> <p>Begins to notice daily routines (snack time, story time, home time)</p>	<p>size, weight, capacity, compare, big, small, routine, time</p>

PATTERNS	<p>Notices and creates patterns in play</p> <p>Explores repetition and sequencing through movement, sound, and visuals</p>	<p>Claps or moves to simple repeated rhythms</p> <p>Creates bead or block patterns with colors or shapes</p> <p>Recognizes repeated patterns in stories, songs, and environment</p> <p>Predicts what comes next in simple repeating patterns</p>	<p>pattern, repeat, sequence, rhythm, colors, blocks</p>
SHAPE AND SPACE	<p>Compares objects by size (big/small, tall/short)</p> <p>Explores weight using hands and balance scales</p> <p>Fills and empties containers in sand and water play</p> <p>Uses simple language: 'longer', 'shorter', 'heavier', 'lighter'</p> <p>Begins to notice daily routines (snack time, story time, home time)</p>	<p>Identifies regular and irregular polygons</p> <p>Explores properties of quadrilaterals</p> <p>Describes 2D shapes using corners, sides, straight and curved sides</p> <p>Describes 3D shapes using edges, faces, and vertices</p> <p>Creates symmetrical patterns and explores reflections</p> <p>Locates objects on simple coordinate grids</p> <p>Uses directional and positional vocabulary to describe routes and locations</p>	<p>polygon, quadrilateral, symmetry, reflection, coordinate, direction</p>

PYPO SUBJECT OVERVIEW

LANGUAGE ARTS (ENGLISH LANGUAGE)

LANGUAGE ARTS (ENGLISH LANGUAGE)			
<p>ORAL LANGUAGE – LISTENING AND SPEAKING</p>	<p>Listens to familiar stories, songs, and rhymes</p> <p>Expresses needs, feelings, and ideas through spoken language</p> <p>Participates in conversations and group play using language</p>	<p>Listens and responds to simple questions</p> <p>Repeats phrases and sentences from songs and rhymes</p> <p>Uses simple sentences to describe pictures or actions</p> <p>Shares personal experiences in group circle time</p> <p>Asks simple questions ('What's that?' 'Why?')</p>	<p>listening, speaking, stories, songs, questions, play</p>
<p>VISUAL LANGUAGE – VIEWING AND PRESENTING</p>	<p>Enjoys looking at books, pictures, and visual stories</p> <p>Uses pictures and drawings to communicate ideas</p> <p>Begins to interpret meaning from visual texts</p>	<p>Identifies familiar objects in pictures</p> <p>Explores picture books independently and with adults</p> <p>Uses drawings to share personal stories or feelings</p> <p>Matches pictures with spoken or written words</p> <p>Creates simple posters or collages during play</p>	<p>books, pictures, drawing, viewing, collage, visual</p>
<p>WRITTEN LANGUAGE – EARLY READING AND WRITING</p>	<p>Explores letters, sounds, and early writing through play</p> <p>Begins to connect spoken and written language</p> <p>Develops awareness of print in the environment</p>	<p>Recognizes own name in print</p> <p>Identifies some letters of the alphabet</p> <p>Pretends to write in play (lists, signs, letters)</p> <p>Draws symbols or marks to represent ideas</p> <p>Begins to connect sounds to letters through phonics games</p>	<p>letters, alphabet, reading, writing, phonics, pretend play</p>

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LANGUAGE ARTS (CROATIAN LANGUAGE)

LANGUAGE ARTS (CROATIAN LANGUAGE)			
ORAL LANGUAGE – LISTENING AND SPEAKING	<p>Listens to Croatian songs, rhymes, and stories</p> <p>Begins to use Croatian words in everyday routines</p> <p>Expresses feelings and needs in Croatian during play</p>	<p>Repeats Croatian words from songs and rhymes</p> <p>Participates in greetings and polite expressions</p> <p>Names familiar objects in Croatian</p> <p>Responds to simple instructions in Croatian</p> <p>Begins to use short sentences in daily interactions</p>	<p>Croatian, songs, rhymes, listening, speaking, play</p>
EARLY LITERACY	<p>Explores Croatian print in the environment</p> <p>Develops awareness of Croatian alphabet and sounds</p> <p>Uses drawing and symbols to represent meaning</p>	<p>Recognizes Croatian letters in books and labels</p> <p>Pretends to write Croatian words during play</p> <p>Draws and labels with teacher support</p> <p>Connects spoken Croatian sounds to written letters</p> <p>Listens to Croatian folk stories and retells parts orally</p>	<p>Croatian, alphabet, letters, sounds, stories, writing</p>

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ARTS

ARTS			
	GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
MUSIC – CREATING AND RESPONDING	<p>Explores sounds and rhythm through play</p> <p>Expresses joy through singing and movement</p> <p>Responds to music from different cultures</p>	<p>Claps and taps simple rhythms</p> <p>Sings familiar songs with peers</p> <p>Plays with simple percussion instruments</p> <p>Moves creatively to music</p> <p>Listens and responds to different styles of music</p>	<p>music, singing, rhythm, movement, instruments</p>
VISUAL ART – CREATING AND RESPONDING	<p>Explores colors, shapes, and textures in art play</p> <p>Expresses feelings through drawing and painting</p> <p>Begins to reflect on personal creations</p>	<p>Paints and draws using a variety of tools</p> <p>Explores mixing colors in play</p> <p>Creates collages with different textures</p> <p>Shares artwork with peers and adults</p> <p>Participates in classroom art displays</p>	<p>art, drawing, painting, color, texture, collage</p>
DRAMA	<p>Uses imagination and role-play in daily activities</p> <p>Expresses ideas and stories through movement and voice</p> <p>Collaborates in pretend play with peers</p>	<p>Pretends to be characters from stories or daily life</p> <p>Acts out simple scenarios with peers</p> <p>Uses facial expressions and gestures to communicate</p> <p>Creates simple role-play costumes or props</p> <p>Participates in group dramatic play</p>	<p>drama, pretend play, role-play, expression, imagination</p>

PYPO SUBJECT OVERVIEW

PERSONAL, SOCIAL AND PHYSICAL EDUCATION

PERSONAL, SOCIAL AND PHYSICAL EDUCATION			
	GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
IDENTITY	<p>Explores own identity and emotions</p> <p>Begins to develop independence in routines</p> <p>Practices healthy habits through play</p>	<p>Identifies feelings (happy, sad, angry)</p> <p>Chooses preferred activities and expresses likes</p> <p>Washes hands and tidies up with support</p> <p>Follows daily routines independently</p> <p>Explores mindfulness through breathing games</p>	<p>identity, emotions, independence, health, routine</p>
INTERACTION	<p>Builds relationships through cooperative play</p> <p>Learns to share and take turns</p> <p>Practices empathy and kindness</p>	<p>Plays alongside and with peers</p> <p>Shares toys and materials willingly</p> <p>Says kind words and offers help to friends</p> <p>Follows simple group rules</p> <p>Begins to resolve small conflicts with guidance</p>	<p>sharing, turn-taking, kindness, empathy, play</p>
ACTIVE LIVING	<p>Explores movement and body control</p> <p>Develops coordination, balance, and strength</p> <p>Participates safely in physical play</p>	<p>Runs, jumps, hops, and climbs confidently</p> <p>Explores balance on playground equipment</p> <p>Throws and catches large balls</p> <p>Participates in group movement games</p> <p>Follows safety rules during active play</p>	<p>movement, balance, play, coordination, safety</p>