



# PYP1 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.

PYP1 PROGRAMME OF INQUIRY

PYP1	<p><b>Central Idea:</b></p> <p>Communities are enriched by their members and the different perspectives they bring.</p>	<p><b>Central Idea:</b></p> <p>People have different types of homes in a variety of places for certain reasons</p>	<p><b>Central Idea:</b></p> <p>Materials have properties which can be manipulated for various creative purposes</p>	<p><b>Central Idea:</b></p> <p>Living things live, thrive, reproduce and adapt to different habitats.</p>	<p><b>Central Idea:</b></p> <p>Transportation systems are created to meet the needs of the community.</p>	<p><b>Central Idea:</b></p> <p>Managing our emotions and mindset helps us to live peacefully with ourselves and others</p>
	<p><b>Specified concepts:</b></p> <p>change, perspective, responsibility</p> <p><b>Other concepts:</b></p> <p>continuity, diversity, community, system, order, conflict/ cooperation, choice</p>	<p><b>Specified concepts:</b></p> <p>form, function, change</p> <p><b>Other concepts:</b></p> <p>location, history, diversity, settlement</p>	<p><b>Specified concepts:</b></p> <p>function, perspective, causation</p> <p><b>Other concepts:</b></p> <p>creativity, interpretation, imagination, empathy, invention, transformation, change/ continuity, value</p>	<p><b>Specified concepts:</b></p> <p>change, connection, causation</p> <p><b>Other concepts:</b></p> <p>ecosystems, habitats, climate, landforms, water sources, natural resources, planet, reproduction, interdependence, evolution</p>	<p><b>Specified concepts:</b></p> <p>causation, function, responsibility</p> <p><b>Other concepts:</b></p> <p>human systems, transportation, community, order, interdependence, structure, change, continuity</p>	<p><b>Specified concepts:</b></p> <p>responsibility, connection, causation</p> <p><b>Other concepts:</b></p> <p>Self-regulation, well-being, empathy, resilience, conflict resolution</p>
	<p><b>Lines of Inquiry:</b></p> <p>Various communities we belong to</p> <p>People (community helpers) within a community</p> <p>Roles and responsibilities within a community</p>	<p><b>Lines of Inquiry:</b></p> <p>Buildings around the world</p> <p>The purposes of various buildings</p> <p>Buildings in the past, present and the future</p>	<p><b>Lines of Inquiry:</b></p> <p>Properties and uses of materials</p> <p>Ways materials can be changed and reused</p> <p>Manipulating materials for creative purposes</p>	<p><b>Lines of Inquiry:</b></p> <p>Living things have different needs</p> <p>Living things reproduce</p> <p>Habitats' features are related to the location on a planet</p>	<p><b>Lines of Inquiry:</b></p> <p>Types of transportation systems in our community</p> <p>Need for transport</p> <p>Designing and making transport</p>	<p><b>Lines of Inquiry:</b></p> <p>How emotions influence our relationships</p> <p>Strategies to calm ourselves and resolve conflicts</p> <p>How a growth mindset helps us overcome challenges and support others</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

PYP1 SUBJECT OVERVIEW

SCIENCE

SCIENCE		
GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
<p>Explores the natural world through observation, inquiry, and experimentation</p> <p>Investigates materials, their properties and uses for creative and practical purposes</p> <p>Observes and describes living things, their needs, and how they adapt to habitats</p> <p>Develops curiosity about patterns, change, and relationships in nature</p> <p>Connects scientific understanding to care for the environment and sustainability</p>	<p>Identifies and describes living and non-living things in the environment</p> <p>Explores the needs of plants and animals and how they depend on their surroundings</p> <p>Investigates habitats and recognizes how they support different forms of life</p> <p>Observes and records weather and seasonal changes</p> <p>Explores and compares materials and their properties (texture, flexibility, strength)</p> <p>Describes how materials can be changed, reused, and repurposed</p> <p>Manipulates materials for creative design or construction</p> <p>Uses simple tools and experiments to observe, test, and describe changes</p> <p>Records observations using drawings, charts, models, or photographs</p>	<p>living things, materials, properties, change, weather, habitat, needs, environment, reuse, experiment</p>

PYP1 SUBJECT OVERVIEW

SOCIAL STUDIES

SOCIAL STUDIES		
GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
<p>Explores identity, family, and community roles and relationships</p> <p>Develops understanding of homes, places, and how people live and work together</p> <p>Recognizes change over time in people’s lives, traditions, and buildings</p> <p>Understands how systems such as transport support community needs</p> <p>Appreciates diversity of cultures, perspectives, and ways of living</p> <p>Recognizes how cooperation and empathy strengthen communities</p>	<p>Identifies family members, community helpers, and their roles</p> <p>Recognizes that people belong to different communities and have shared responsibilities</p> <p>Describes different types of homes and reasons for their structure and location</p> <p>Compares buildings in the past and present and discusses how they reflect change</p> <p>Explores maps, symbols, and locations within the local environment</p> <p>Identifies transport systems used in the community and their purposes</p> <p>Describes how transport and systems help people connect and cooperate</p> <p>Demonstrates respect for cultural traditions, celebrations, and diversity</p> <p>Recognizes the importance of kindness, fairness, and emotional awareness in community life</p>	<p>community, family, homes, buildings, change, transport, cooperation, culture, roles, empathy, responsibility</p>

PYP1 SUBJECT OVERVIEW

MATHEMATICS

MATHEMATICS			
DATA HANDLING	<p>Collects, organizes, and represents data in various forms</p> <p>Interprets data to make predictions and informed decisions</p> <p>Applies data handling skills to real-life situations</p> <p>Begins to compare data sets to identify patterns and anomalies</p>	<p>Uses surveys, interviews and observations to gather data</p> <p>Sorts and classifies objects into categories and subcategories</p> <p>Organizes data using tallies, pictographs, bar graphs and charts</p> <p>Identifies highest/lowest, most/least and equal values in data sets</p> <p>Describes data using comparative language</p> <p>Asks questions and makes predictions based on data</p> <p>Interprets tables and Venn diagrams with support</p>	<p>data, attributes, sorting, tally, pictograph, bar graph, chart, survey, compare</p>
MEASUREMENT	<p>Understands measurable attributes of objects and events</p> <p>Applies units, tools, and processes of measurement</p> <p>Develops accuracy and estimation strategies</p> <p>Connects measurement to time, money, temperature, and length</p>	<p>Uses non-standard units to measure and compare</p> <p>Explores standard units and tools of measurement</p> <p>Measures accurately with rulers and tape measures</p> <p>Orders and compares by length, height, weight, capacity</p> <p>Tells time to hour, half-hour and begins quarter-hour</p> <p>Reads and writes time in digital format</p> <p>Uses calendars and timelines for sequencing</p> <p>Identifies and uses coins and notes; makes equivalent amounts</p> <p>Reads thermometers to compare temperatures</p> <p>Estimates and checks measurements in real-life contexts</p>	<p>measurement, length, weight, capacity, time, calendar, money, coin, note, temperature, estimate</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PATTERN AND FUNCTION</p>	<p>Recognizes, describes, and creates patterns</p> <p>Identifies rules and applies patterns to problem-solving</p> <p>Connects patterns to daily life and mathematics</p>	<p>Identifies and extends repeating patterns</p> <p>Creates patterns using objects, sounds, movements</p> <p>Skip counts by 2s, 5s, 10s forwards and backwards</p> <p>Recognizes patterns on number line and hundred chart</p> <p>Explains and predicts 'what comes next' in patterns</p> <p>Creates growing patterns and decreasing sequences</p> <p>Relates patterns to real-life routines and cycles</p> <p>Connects to inquiry units (e.g., patterns in art, music, and nature)</p>	<p>pattern, sequence, rule, skip counting, number line, hundred chart, repeating pattern, growing pattern</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SHAPE AND SPACE</p>	<p>Recognizes and analyzes properties of 2D and 3D shapes</p> <p>Describes spatial relationships with positional language</p> <p>Explores symmetry, transformations and spatial reasoning</p> <p>Applies visualization skills in design and inquiry</p>	<p>Identifies 2D shapes: square, rectangle, triangle, circle, oval, hexagon</p> <p>Recognizes 3D shapes: cube, cuboid, sphere, cylinder, cone, pyramid</p> <p>Describes attributes: sides, corners, edges, faces, curved surfaces</p> <p>Compares and sorts shapes by properties</p> <p>Creates models of 3D shapes with materials</p> <p>Uses positional language: above, below, behind, in front, between</p> <p>Uses coordinates on simple grid (first quadrant)</p> <p>Creates symmetrical patterns and designs</p> <p>Explores transformations: slide, flip, turn</p>	<p>2D, 3D, square, rectangle, triangle, circle, cube, sphere, cylinder, pyramid, symmetry, grid, coordinates, transformation</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">NUMBERS</p>	<p>Understands numbers, representations, and relationships</p> <p>Develops fluency in addition and subtraction</p> <p>Explores place value and operations</p> <p>Introduces fractions and estimation</p> <p>Applies number knowledge to real-life contexts</p>	<p>Reads, writes and orders numbers up to 100 (explores 2-digit numbers and begins understanding 3-digit numbers)</p> <p>Understands place value: tens and ones; explores hundreds</p> <p>Counts forwards and backwards from any number within 100</p> <p>Compares numbers using greater than, less than, equal to</p> <p>Understands concepts of more/less, ten more/ten less</p> <p>Adds and subtracts one- and two-digit numbers, with and without regrouping</p> <p>Recalls addition and subtraction facts to 20</p> <p>Solves simple word problems</p> <p>Understands concept of zero</p> <p>Relates fractions to real-life sharing situations</p> <p>Begins to estimate and check reasonableness of answers</p>	<p>number, digit, tens, ones, hundreds, place value, add, subtract, sum, difference, regrouping, equal, greater, less, zero, fraction, estimate</p>
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PYP1 SUBJECT OVERVIEW

LANGUAGE ARTS (ENGLISH LANGUAGE)

LANGUAGE ARTS (ENGLISH LANGUAGE)			
ORAL LANGUAGE – LISTENING AND SPEAKING	Listens respectfully to peers and adults Expresses ideas, knowledge, and opinions clearly Participates actively in group discussions Develops confidence in oral communication across contexts Uses oral language to question, explain, and reflect	Identifies and manipulates sounds in spoken words (phonemic awareness) Recognizes beginning, middle, and ending sounds in words Segments and blends sounds orally to form simple words Follows oral instructions with multiple steps Responds to stories with personal connections Asks clarifying questions to peers and teachers Speaks with appropriate tone, volume, and pace Recounts events in sequence with details Explains reasoning in problem-solving discussions Engages in role-play and dramatic expression	listening, speaking, discussion, conversation, expression, role-play, sounds, blending, phonemic awareness
VISUAL LANGUAGE – VIEWING AND PRESENTING	Interprets and responds to visual media Uses visual communication to share ideas Develops awareness of different media formats Reflects on meaning and purpose of visuals	Identifies main idea in illustrations Uses drawings and images to support oral explanations Creates posters and digital slides with teacher support Explains purpose of advertisements or media Expresses personal opinion about films and theatre Compares visual texts of the same story	viewing, presenting, illustration, media, poster, advertisement, ICT

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WRITTEN LANGUAGE – READING AND WRITING</p>	<p>Applies phonics and decoding strategies to read unfamiliar words</p> <p>Engages with texts for enjoyment and information</p> <p>Develops comprehension and fluency through guided and independent reading</p> <p>Writes narratives, descriptions, and simple reports</p> <p>Organizes writing with structure and purpose</p> <p>Uses traits of effective writing</p>	<p>Uses sound–letter relationships to decode and encode simple words</p> <p>Reads high-frequency and CVC words fluently</p> <p>Reads aloud fluently with intonation</p> <p>Identifies story elements (characters, setting, plot)</p> <p>Predicts outcomes and infers meanings</p> <p>Writes short stories with beginning, middle, end</p> <p>Uses descriptive words to enhance sentences</p> <p>Revises and edits writing with guidance</p> <p>Writes factual reports with labeled diagrams</p> <p>Reads charts, diagrams, and reference texts</p>	<p>reading, writing, phonics, decoding, CVC, story, characters, plot, report, diagram, paragraph</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LANGUAGE STANDARDS – VOCABULARY, GRAMMAR AND SPELLING</p>	<p>Understands sound–symbol relationships and word patterns (phonics)</p> <p>Develops phonemic awareness and handwriting fluency</p> <p>Applies grammar and punctuation in writing</p> <p>Expands vocabulary in academic and social contexts</p>	<p>Recognizes and writes all upper- and lowercase letters</p> <p>Identifies short and long vowel sounds</p> <p>Blends and segments phonemes to spell simple words</p> <p>Spells high-frequency and phonetic words</p> <p>Uses capital letters for names and sentence starts</p> <p>Applies punctuation consistently (. ? !)</p> <p>Identifies nouns, verbs, and adjectives</p> <p>Explores irregular plurals and verb tenses</p> <p>Begins to use dictionaries for new words</p>	<p>phonics, phonemic awareness, vowel sounds, blending, segmenting, handwriting, spelling, punctuation, nouns, verbs, adjectiveS</p>

PYP1 SUBJECT OVERVIEW

LANGUAGE ARTS (CROATIAN LANGUAGE)

LANGUAGE ARTS (CROATIAN LANGUAGE)			
<p>ORAL LANGUAGE – LISTENING AND SPEAKING</p>	<p>Listens attentively to spoken Croatian in different contexts</p> <p>Communicates ideas, experiences and feelings clearly in Croatian</p> <p>Participates in discussions and group activities confidently</p> <p>Uses oral Croatian to question, explain, persuade and reflect</p>	<p>Listens for key ideas in stories, poems, and instructions</p> <p>Responds appropriately to Croatian texts read aloud</p> <p>Participates in conversations with appropriate vocabulary and grammar</p> <p>Uses respectful expressions in dialogue</p> <p>Practices retelling Croatian folk tales or cultural stories</p> <p>Begins to present ideas in front of peers in Croatian</p>	<p>listening, speaking, Croatian, conversation, dialogue, folklore</p>
<p>WRITTEN LANGUAGE – READING AND WRITING</p>	<p>Engages with Croatian literary and informational texts</p> <p>Reads with comprehension and appreciation of Croatian culture</p> <p>Writes narratives, poems, and factual texts in Croatian</p> <p>Applies grammar and spelling rules of Croatian language</p>	<p>Reads Croatian stories, poems, and short texts fluently</p> <p>Makes predictions and identifies main ideas in Croatian texts</p> <p>Writes short stories, poems, or reports in Croatian</p> <p>Uses punctuation and grammar correctly in Croatian writing</p> <p>Recognizes Croatian alphabet and special characters (č, ć, ž, š, đ)</p> <p>Begins to edit and revise writing with teacher support</p>	<p>reading, writing, Croatian alphabet, poem, story, culture, punctuation</p>
<p>LANGUAGE STANDARDS – VOCABULARY, GRAMMAR AND SPELLING</p>	<p>Expands Croatian vocabulary through texts and conversation</p> <p>Applies Croatian grammar in speech and writing</p> <p>Spells frequently used Croatian words correctly</p>	<p>Identifies nouns, verbs, and adjectives in Croatian</p> <p>Uses correct gender and number agreement</p> <p>Practices spelling with Croatian diacritical marks</p> <p>Explores synonyms and antonyms in Croatian</p> <p>Uses dictionaries to check spelling and meaning</p>	<p>vocabulary, grammar, spelling, nouns, verbs, adjectives, Croatian</p>

PYP1 SUBJECT OVERVIEW

ARTS

ARTS			
	GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
MUSIC – CREATING AND RESPONDING	<p>Explores and responds to sounds, rhythms, and melodies</p> <p>Expresses creativity through singing and playing instruments</p> <p>Appreciates diverse cultural music traditions</p> <p>Reflects on music as a form of expression and communication</p>	<p>Sings songs in tune and with rhythm</p> <p>Explores beat, tempo, dynamics, and pitch</p> <p>Plays simple percussion instruments</p> <p>Creates simple compositions and sound patterns</p> <p>Performs individually and in groups</p> <p>Responds to music from different cultures and genres</p>	<p>music, rhythm, melody, tempo, dynamics, singing, instruments, performance</p>
VISUAL ART – CREATING AND RESPONDING	<p>Explores and applies a variety of art materials and techniques</p> <p>Expresses ideas, feelings, and observations visually</p> <p>Connects art-making with culture and identity</p> <p>Reflects and evaluates personal and peer artworks</p>	<p>Uses drawing, painting, collage, and sculpture</p> <p>Explores line, shape, color, texture, and space</p> <p>Creates artworks inspired by cultural traditions</p> <p>Shares and discusses personal artistic choices</p> <p>Begins to critique art respectfully</p> <p>Participates in class or school exhibitions</p>	<p>art, drawing, painting, color, line, texture, sculpture, collage, exhibition</p>
DRAMA	<p>Uses voice, movement, and expression to communicate ideas</p> <p>Explores imagination and creativity through role play</p> <p>Collaborates in dramatic performances</p> <p>Reflects on personal and group dramatic experiences</p>	<p>Participates in improvisation and storytelling</p> <p>Uses gestures, facial expressions, and voice projection</p> <p>Creates characters in short plays and skits</p> <p>Collaborates in group rehearsals and performances</p> <p>Reflects on dramatic experiences and audience response</p>	<p>drama, role play, improvisation, expression, performance, storytelling</p>

PYP1 SUBJECT OVERVIEW

PERSONAL, SOCIAL AND PHYSICAL EDUCATION

PERSONAL, SOCIAL AND PHYSICAL EDUCATION			
	GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
IDENTITY	<p>Explores identity, emotions, and personal growth</p> <p>Practices self-regulation and reflection</p> <p>Develops strategies for health and well-being</p>	<p>Identifies personal strengths and areas of growth</p> <p>Recognizes and names different emotions</p> <p>Practices mindfulness and relaxation techniques</p> <p>Explores healthy routines for hygiene, nutrition, and rest</p> <p>Sets simple personal goals and reflects on progress</p>	<p>identity, emotions, reflection, health, hygiene, mindfulness</p>
INTERACTION	<p>Builds relationships through cooperation and empathy</p> <p>Practices conflict resolution and fair play</p> <p>Contributes positively to classroom and community life</p>	<p>Works cooperatively in groups and pairs</p> <p>Practices fair play and respect in games</p> <p>Resolves conflicts peacefully with guidance</p> <p>Shows empathy and respect for diversity</p> <p>Contributes to classroom responsibilities</p>	<p>relationships, cooperation, empathy, conflict resolution, fair play, community</p>
ACTIVE LIVING	<p>Explores identity, emotions, and personal growth</p> <p>Develops awareness of thoughts, feelings, and actions</p> <p>Develops coordination, balance, and fundamental movement skills</p> <p>Applies teamwork and strategies in physical activities</p> <p>Demonstrates safe practices in physical education</p>	<p>Identifies and names different emotions</p> <p>Recognizes how actions and words affect others</p> <p>Develops a growth mindset through positive self-talk and perseverance</p> <p>Explores fundamental movements (running, jumping, throwing, catching)</p> <p>Develops spatial awareness and body control</p> <p>Participates in cooperative and competitive games</p> <p>Practices teamwork and strategies in group activities</p> <p>Follows safety rules during physical play and sports</p>	<p>movement, games, teamwork, safety, balance, coordination, fitness</p>