



# PYP2 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.

PYP2 PROGRAMME OF INQUIRY

|      |   |   |  |  |   |   |
|------|---|---|--|--|---|---|
| PYP2 | <p><b>Central Idea:</b></p> <p>People choose different jobs within their communities</p>  | <p><b>Central Idea:</b></p> <p>Cities and towns (communities) are organized to meet the needs of the people who live there</p>  | <p><b>Central Idea:</b></p> <p>People often use art to express their feelings, thoughts and beliefs</p>  | <p><b>Central Idea:</b></p> <p>Weather happens every day and everywhere</p>  | <p><b>Central idea:</b></p> <p>Natural disasters affect people and their environment.</p>   | <p><b>Central Idea:</b></p> <p>Our choices influence our health and well-being.</p>   |
|      | <p><b>Specified concepts:</b></p> <p>form, responsibility, connection</p> <p><b>Other concepts:</b> roles, community, initiative, fulfillment</p>               | <p><b>Specified concepts:</b></p> <p>change, perspective, responsibility</p> <p><b>Other concepts:</b> continuity, diversity, community, system, order, conflict/ cooperation, choice</p> | <p><b>Specified concepts:</b></p> <p>form, perspective, connection</p> <p><b>Other concepts:</b> aesthetics, diversity, heritage, culture, preservation</p>      | <p><b>Specified concepts:</b></p> <p>function, change, causation</p> <p><b>Other concepts:</b> impact, location, landscape, dependence</p>   | <p><b>Specified concepts:</b></p> <p>causation, responsibility, function</p> <p><b>Other concepts:</b> disaster, consequences, prevention, community, environment</p>             | <p><b>Specified concepts:</b></p> <p>form, connection, responsibility</p> <p><b>Other concepts:</b> Well-being, Choice, Habits, Responsibility, Prevention, Influence, Lifestyle</p>  |
|      | <p><b>Lines of Inquiry:</b></p> <p>Different jobs people do</p> <p>Rights and duties of a worker</p> <p>Skills and attitudes required for different careers</p> | <p><b>Lines of Inquiry:</b></p> <p>Elements of a city</p> <p>Maps help us understand the layout, systems, and connections within cities and towns</p> <p>How cities change</p>            | <p><b>Lines of Inquiry:</b></p> <p>The characteristics of art</p> <p>Different types of art</p> <p>Expressing our feelings, thoughts and beliefs through art</p> | <p><b>Lines of Inquiry:</b></p> <p>Collecting and interpreting the weather data</p> <p>Weather variations according to different regions of the world</p> <p>Weather variations impact people's lives around the world</p> | <p><b>Lines of Inquiry:</b></p> <p>How natural disasters happen</p> <p>Impact of natural disasters</p> <p>Safety procedures/ measures to be taken for natural disaster events</p> | <p><b>Lines of Inquiry:</b></p> <p>Different aspects of a healthy lifestyle (nutrition, exercise, sleep, hygiene)</p> <p>The connection between physical and mental health</p> <p>The impact of habits and daily routines on well-being</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  |

## PYP2 SUBJECT OVERVIEW

### SCIENCE

| SCIENCE  |  |   |
|--|--|---|
| GENERAL OUTCOMES   | SPECIFIC OUTCOMES  | KEY WORDS   |
| <p>Investigates natural phenomena such as weather and seasonal change</p> <p>Develops curiosity about how the environment affects living things and people</p> <p>Explores cause and effect relationships in natural events</p> <p>Uses tools and data to observe, record, and interpret patterns in nature</p> <p>Demonstrates understanding of safety, care, and responsibility in relation to natural processes</p> | <p>Observes and records daily and seasonal weather patterns</p> <p>Measures temperature, rainfall, and wind using simple tools</p> <p>Collects and interprets data using charts, tables, and pictographs</p> <p>Describes how weather affects daily life, plants, animals, and communities</p> <p>Identifies different types of natural disasters (earthquakes, floods, storms, fires)</p> <p>Explains simple causes and effects of natural events</p> <p>Understands how people prepare for and respond to natural disasters</p> <p>Demonstrates awareness of safety procedures and environmental care</p> <p>Connects natural systems to human impact and responsibility</p> | <p>weather, temperature, rain, wind, storm, disaster, cause, effect, safety, responsibility, patterns</p> |

## PYP2 SUBJECT OVERVIEW

### SOCIAL STUDIES

| SOCIAL STUDIES  |  |  |
|---|--|--|
| GENERAL OUTCOMES  | SPECIFIC OUTCOMES  | KEY WORDS  |
| <p>Explores how people, communities, and systems work together to meet needs</p> <p>Recognizes different roles, jobs, and responsibilities within a community</p> <p>Develops understanding of maps, places, and organization of cities and towns</p> <p>Appreciates how art and culture express beliefs and perspectives</p> <p>Demonstrates awareness of healthy choices and their effect on well-being</p> | <p>Identifies different jobs and roles within the community</p> <p>Describes skills, tools, and responsibilities of community workers</p> <p>Understands rights and duties associated with work and citizenship</p> <p>Uses maps and symbols to identify local and global places</p> <p>Explores how cities and towns are structured to meet people's needs</p> <p>Recognizes elements of art and culture as ways people express identity and history</p> <p>Connects food, exercise, sleep, and hygiene to health and lifestyle</p> <p>Explains how personal and collective choices affect community well-being</p> <p>Demonstrates cooperation, empathy, and respect for diverse contributions</p> | <p>community, jobs, city, town, maps, needs, systems, culture, art, health, responsibility</p> |

PYP2 SUBJECT OVERVIEW

MATHEMATICS

| MATHEMATICS   |   |  |   |
|---------------|---|--|---|
| DATA HANDLING | <p>Collects, organizes, and represents data using a variety of tools</p> <p>Interprets data to make predictions, comparisons, and decisions</p> <p>Uses data handling to support inquiry and everyday problem solving</p> | <p>Designs and conducts simple surveys</p> <p>Organizes data using tallies, tables, bar graphs, pictographs, and line plots</p> <p>Interprets data to answer questions and justify reasoning</p> <p>Compares two sets of data to identify similarities and differences</p> <p>Begins to describe probability using everyday terms (likely, unlikely, certain)</p>  | <p>data, tally, table, bar graph, pictograph, line plot, survey, probability</p>            |
| MEASUREMENT   | <p>Applies standard units of measurement accurately</p> <p>Understands and compares attributes of length, mass, volume, time, and temperature</p> <p>Uses measurement in practical and inquiry contexts</p>               | <p>Measures length to the nearest centimeter and meter</p> <p>Estimates and verifies weight and capacity</p> <p>Reads, writes, and interprets time to the hour, half hour, and quarter hour on analogue and digital clocks</p> <p>Uses timelines and calendars to plan and record events</p> <p>Counts money and gives change with coins and notes</p> <p>Reads thermometers to nearest degree Celsius</p> <p>Uses appropriate tools (scales, rulers, measuring cups) for accuracy</p> | <p>measurement, centimeter, meter, capacity, weight, time, calendar, money, temperature</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">PATTERNS AND FUNCTION</p> | <p>Recognizes, extends, and creates patterns in numbers and shapes</p> <p>Explores rules in patterns and applies them to problem-solving</p> <p>Uses patterns to make generalizations</p>           | <p>Skip counts by 2s, 3s, 5s, and 10s up to 100</p> <p>Recognizes patterns in multiplication tables (2, 3, 4, 5, 6, 7, 8, 9, 10)</p> <p>Creates growing and shrinking patterns with objects or numbers</p> <p>Explains the rule for a pattern in words or symbols</p> <p>Predicts future elements of a pattern using reasoning</p> <p>Skip counts by 2s, 3s, 5s, and 10s up to 100</p> <p>Recognizes patterns in multiplication tables (2, 3, 4, 5, 6, 7, 8, 9, 10)</p> <p>Creates growing and shrinking patterns with objects or numbers</p> <p>Explains the rule for a pattern in words or symbols</p> <p>Predicts future elements of a pattern using reasoning</p> | <p>pattern, skip counting, multiplication, sequence, growing pattern, rule</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">SHAPE AND SPACE</p>       | <p>Recognizes and describes attributes of 2D and 3D shapes</p> <p>Explores symmetry, transformations, and positional language</p> <p>Applies shape and space concepts in design and environment</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>     |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">NUMBERS</p> | <p>Understands the base-ten number system and place value</p> <p>Develops fluency in addition, subtraction, and multiplication/division</p> <p>Understands and uses mental and written addition and subtraction strategies</p> <p>Applies number operations to solve real-world problems</p> <p>Explores fractions and estimation</p> | <p>Reads, writes, and orders numbers up to 1000</p> <p>Understands place value to hundreds</p> <p>Adds and subtracts two-digit and three-digit numbers with regrouping</p> <p>Uses multiplication as repeated addition</p> <p>Understands division as sharing or grouping</p> <p>Solves multi-step (2 and 3-step) word problems with addition and subtraction</p> <p>Solves simple word problems with multiplication</p> <p>Represents fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>) using models</p> <p>Estimates sums and differences and checks reasonableness</p> | <p>place value, hundreds, addition, subtraction, multiplication, division, fraction, estimate</p> |
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PYP2 SUBJECT OVERVIEW

LANGUAGE ARTS (ENGLISH LANGUAGE)

| LANGUAGE ARTS (ENGLISH LANGUAGE)                    |   |  |  |
|---|---|--|--|
| <p>ORAL LANGUAGE –<br/>LISTENING AND SPEAKING</p>   | <p>Listens actively to peers and adults across contexts</p> <p>Communicates clearly with increasing confidence and accuracy</p> <p>Engages in discussions, asking and answering questions</p> <p>Uses oral language to persuade, inform, and reflect</p> <p>Develops presentation skills using voice and expression</p> | <p>Follows multi-step oral directions</p> <p>Participates in collaborative conversations and group tasks</p> <p>Recounts events or stories with sequence and detail</p> <p>Uses specific vocabulary to clarify ideas</p> <p>Explains reasoning in problem-solving discussions</p> <p>Presents information to an audience with visual aids</p> <p>Begins to use formal and informal registers appropriately</p> | <p>listening, speaking, conversation, presentation, expression, discussion</p> |
| <p>VISUAL LANGUAGE –<br/>VIEWING AND PRESENTING</p> | <p>Interprets meaning from visual texts</p> <p>Uses visual media to express and present ideas</p> <p>Reflects on techniques and purpose of visuals</p> <p>Connects visual texts to cultural and personal contexts</p>   | <p>Identifies main idea and supporting details in visual texts</p> <p>Creates posters, diagrams, and digital slides</p> <p>Uses images to support oral or written explanations</p> <p>Begins to evaluate effectiveness of visual communication</p> <p>Compares media techniques across different sources</p> <p>Designs visual texts for a specific audience or purpose</p>                                    | <p>visual, poster, diagram, ICT, media, interpret, design</p>                  |

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| <p>WRITTEN LANGUAGE –<br/>READING AND WRITING</p>                | <p>Reads widely for enjoyment and information</p> <p>Applies comprehension strategies to a range of texts</p> <p>Writes narratives, descriptive, and expository texts</p> <p>Uses writing to communicate ideas clearly and effectively</p> | <p>Reads fluently with attention to punctuation and expression</p> <p>Identifies main idea, details (main and other characters, setting, moral of the story), and text structure (beginning, middle, end)</p> <p>Makes predictions, inferences, and draws conclusions</p> <p>Writes paragraphs with topic and supporting sentences</p> <p>Writes narratives with developed characters and settings</p> <p>Uses descriptive vocabulary and varied sentence structures</p> <p>Writes factual reports with headings, diagrams, and labels</p> <p>Revises and edits writing for clarity and correctness</p> | <p>reading, writing, narrative, description, report, paragraph, edit</p>   |
| <p>LANGUAGE STANDARDS –<br/>VOCABULARY, GRAMMAR AND SPELLING</p> | <p>Expands vocabulary through reading and discussion</p> <p>Applies grammar and punctuation accurately in writing</p> <p>Develops spelling strategies for unfamiliar words</p> <p>Uses knowledge of word families and root words</p>       | <p>Identifies and uses parts of speech (nouns, verbs, adjectives, adverbs)</p> <p>Uses punctuation for dialogue and complex sentences</p> <p>Spells high-frequency and phonetic words with accuracy</p> <p>Begins to apply spelling rules for plurals and tenses</p> <p>Uses dictionaries and thesauruses to explore meanings</p> <p>Explores synonyms, antonyms, and homophones</p>  | <p>vocabulary, grammar, spelling, punctuation, nouns, verbs, adjectives, adverbs, synonyms, antonyms, homophones</p> |

PYP2 SUBJECT OVERVIEW

LANGUAGE ARTS (CROATIAN LANGUAGE)

| LANGUAGE ARTS (CROATIAN LANGUAGE)                            |   |   |   |
|--|---|---|---|
| <p>ORAL LANGUAGE – LISTENING AND SPEAKING</p>                | <p>Listens attentively to Croatian stories, poems, and oral texts</p> <p>Speaks clearly using correct pronunciation and intonation</p> <p>Engages in discussions and presentations in Croatian</p> <p>Develops confidence in using Croatian in social and academic contexts</p> | <p>Listens for main ideas and supporting details</p> <p>Participates in storytelling, retelling, and role play</p> <p>Asks and answers questions in Croatian</p> <p>Speaks using complete sentences and appropriate vocabulary</p> <p>Begins to present short oral reports in Croatian</p>  | <p>Croatian, listening, speaking, storytelling, report, conversation</p>        |
| <p>WRITTEN LANGUAGE – READING AND WRITING</p>                | <p>Reads Croatian texts fluently with comprehension</p> <p>Writes narratives, poems, and reports in Croatian</p> <p>Applies Croatian grammar and spelling rules</p> <p>Connects Croatian literature with culture and identity</p>   | <p>Reads Croatian stories, fables, and poems with understanding</p> <p>Identifies characters, setting, and plot in Croatian texts</p> <p>Writes simple paragraphs and narratives in Croatian</p> <p>Spells Croatian words with correct use of diacritical marks</p> <p>Writes poems and simple informational reports</p> <p>Uses punctuation accurately in Croatian writing</p> | <p>reading, writing, Croatian, poem, narrative, grammar, punctuation</p>        |
| <p>LANGUAGE STANDARDS – VOCABULARY, GRAMMAR AND SPELLING</p> | <p>Expands Croatian vocabulary through reading and writing</p> <p>Applies grammar knowledge in speech and writing</p> <p>Spells familiar and unfamiliar Croatian words correctly</p>  | <p>Identifies nouns, verbs, adjectives, and adverbs in Croatian</p> <p>Practices subject-verb agreement</p> <p>Uses gender and case correctly in simple sentences</p> <p>Explores synonyms, antonyms, and homonyms in Croatian</p> <p>Uses dictionaries for spelling and meaning</p>  | <p>Croatian, vocabulary, grammar, spelling, nouns, verbs, adjectives, cases</p> |

PYP2 SUBJECT OVERVIEW

ARTS

| ARTS                                    |  |   |  |
|---|--|---|--|
|   | GENERAL OUTCOMES   | SPECIFIC OUTCOMES   | KEY WORDS  |
| MUSIC –<br>CREATING AND RESPONDING      | <p>Explores rhythm, tempo, melody, and musical form</p> <p>Expresses ideas and feelings through singing and playing instruments</p> <p>Differs types of instruments (percussion, string, woodwind and brass)</p> <p>Appreciates music from different cultures and genres</p> <p>Reflects on music as a creative expression</p> | <p>Sings songs with attention to pitch and dynamics</p> <p>Claps and plays rhythms using instruments</p> <p>Composes simple rhythmic or melodic patterns</p> <p>Performs solo and group pieces</p> <p>Listens and responds to music from different cultures</p>                               | <p>music, rhythm, melody, pitch, dynamics, composition, performance</p>    |
| VISUAL ART –<br>CREATING AND RESPONDING | <p>Explores techniques using different art media</p> <p>Expresses observations and imagination through art</p> <p>Connects artwork to cultural traditions and identity</p> <p>Reflects on personal artistic growth and peer work</p>   | <p>Uses line, color, texture, and space in artworks</p> <p>Creates drawings, paintings, collages, and sculptures</p> <p>Designs art pieces inspired by Croatian cultural motifs</p> <p>Explains artistic choices in group discussions</p> <p>Participates in exhibitions and art displays</p> | <p>art, drawing, painting, color, texture, sculpture, collage, culture</p> |
| DRAMA                                   | <p>Uses movement, gesture, and voice in dramatic play</p> <p>Collaborates to create and perform dramatic pieces</p> <p>Explores cultural and imaginative storytelling</p> <p>Reflects on drama as a way of expression</p>  | <p>Performs short skits and improvisations</p> <p>Creates characters using body and voice</p> <p>Collaborates in group performances</p> <p>Retells folk tales through drama</p> <p>Shares reflections about dramatic experiences</p>  | <p>drama, acting, performance, role-play, storytelling, improvisation</p>  |

PYP2 SUBJECT OVERVIEW

PERSONAL, SOCIAL AND PHYSICAL EDUCATION

| PERSONAL, SOCIAL AND PHYSICAL EDUCATION |   |   |   |
|---|---|---|---|
|   | GENERAL OUTCOMES  | SPECIFIC OUTCOMES   | KEY WORDS   |
| IDENTITY                                | <p>Explores personal identity and growth</p> <p>Recognizes and manages emotions effectively</p> <p>Develops strategies for health and well-being</p> <p>Practices reflection and goal-setting</p> | <p>Identifies personal strengths and areas of improvement</p> <p>Explains and names emotions in different contexts</p> <p>Practices mindfulness and relaxation</p> <p>Applies healthy routines for eating, hygiene, and exercise</p> <p>Sets and reviews simple goals for improvement</p>   | <p>identity, emotions, reflection, health, hygiene, mindfulness, goals</p>            |
| INTERACTION                             | <p>Builds respectful relationships and collaboration skills</p> <p>Practices conflict resolution and empathy</p> <p>Contributes positively to group and community life</p>                        | <p>Works cooperatively in group projects</p> <p>Practices fair play in games and sports</p> <p>Resolves conflicts peacefully and respectfully</p> <p>Shows empathy and respect for others' perspectives</p> <p>Participates in classroom/gym/playground responsibilities and routines</p>   | <p>relationships, cooperation, empathy, conflict resolution, fair play, community</p> |
| ACTIVE LIVING                           | <p>Develops motor skills, coordination, and balance</p> <p>Applies teamwork and strategy in physical activities</p> <p>Demonstrates safe practices in play and sports</p>                         | <p>Walks, runs, jumps, throws, and catches with accuracy</p> <p>Explores balance and spatial awareness</p> <p>Performs forward and backward roll with accuracy</p> <p>Manipulates with handball, basketball, football (leading, passing, catching, shooting)</p> <p>Performs simple dance structures</p> <p>Participates in cooperative and competitive games</p> <p>Works as part of a team using strategies</p> <p>Follows safety rules in games and activities</p> | <p>movement, coordination, games, teamwork, safety, balance, fitness</p>              |

