



# PYP3 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.

PYP3 PROGRAMME OF INQUIRY

PYP3	<p><b>Central Idea:</b></p> <p>Many systems in our bodies work together to help us function</p>	<p><b>Central Idea:</b></p> <p>People use a variety of tools and processes to learn about and record their past and present.</p>	<p><b>Central Idea:</b></p> <p>Celebrations and traditions are ways to express our cultures</p>	<p><b>Central Idea:</b></p> <p>Access to water influences life</p>	<p><b>Central Idea:</b></p> <p>Wants and needs have an impact on trade</p>	<p><b>Central Idea:</b></p> <p>Mutually dependent organisms live in various ecosystems and maintain biodiversity</p>
	<p><b>Specified concepts:</b></p> <p>function, change, responsibility,</p>	<p><b>Specified concepts:</b></p> <p>perspective, change, form</p>	<p><b>Specified concepts:</b></p> <p>form, perspective, causation</p>	<p><b>Specified concepts:</b></p> <p>causation, responsibility, change</p>	<p><b>Specified concepts:</b></p> <p>causation, responsibility, connection</p>	<p><b>Specified concepts:</b></p> <p>function, change, responsibility</p>
	<p><b>Other concepts:</b> body, interdependence, health, choices, exercise, behavior, improvement</p>	<p><b>Other concepts:</b> history, culture, identity, characteristics, documentation, tradition</p>	<p><b>Other concepts:</b> symbolism, culture, beliefs, values</p>	<p><b>Other concepts:</b> matter, properties, classification, comparison, cycle, conservation</p>	<p><b>Other concepts:</b> interdependence, supply and demand, community, interaction</p>	<p><b>Other concepts:</b> features, duty, relations, classification, biodiversity, habitat, ecosystem, survival</p>
	<p><b>Lines of Inquiry:</b></p> <p>Types and functions of body systems</p> <p>How these systems work together</p> <p>Our responsibility in keeping our bodies healthy</p>	<p><b>Lines of Inquiry:</b></p> <p>Uncovering our personal histories through stories</p> <p>Tools and processes for exploring our past</p> <p>Recording and documenting our present.</p>	<p><b>Lines of Inquiry:</b></p> <p>The characteristics of a culture</p> <p>Similarities and differences between cultures</p> <p>The ways cultures shape our lives</p>	<p><b>Lines of Inquiry:</b></p> <p>States of water, their use and purpose</p> <p>The water cycle and the consequences of its disruption</p> <p>Unequal access to the world's water resources</p>	<p><b>Lines of Inquiry:</b></p> <p>The reasons people trade</p> <p>What it means to be fair and principled</p> <p>How trade connects people and societies</p>	<p><b>Lines of Inquiry:</b></p> <p>Different animal habitats</p> <p>Animal adaptations to their habitats</p> <p>How habitats are affected by human interference</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

PYP3 SUBJECT OVERVIEW

SCIENCE

SCIENCE		
GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
<p>Investigates how body systems work together to support healthy functioning</p> <p>Explores properties, states, and importance of water in sustaining life</p> <p>Examines relationships and interdependence among living things in ecosystems</p> <p>Recognizes cause and effect within natural and human-made systems</p> <p>Develops understanding of conservation and responsible action toward the environment</p>	<p>Identifies and describes main body systems (e.g., circulatory, respiratory, digestive) and their functions</p> <p>Explains how systems are interconnected and work together</p> <p>Describes healthy choices that support body systems</p> <p>Observes and explains states of water (solid, liquid, gas) and changes between them</p> <p>Investigates the importance of water for people, plants, and animals</p> <p>Explores unequal access to water and its effects on living things</p> <p>Identifies features of habitats and how animals adapt to them</p> <p>Explains food chains and ecosystems using correct terminology</p> <p>Recognizes that human activity can disrupt or protect biodiversity</p> <p>Demonstrates responsible action to care for living things and resources</p>	<p>body systems, water, states of matter, ecosystem, habitat, biodiversity, interdependence, adaptation, health, conservation</p>

# PYP3 SUBJECT OVERVIEW

## SOCIAL STUDIES

SOCIAL STUDIES		
GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
<p>Explores how history and culture influence identity and community</p> <p>Develops understanding of tools, sources, and methods used to explore the past</p> <p>Recognizes the importance of celebrations, traditions, and cultural expressions</p> <p>Understands how trade and exchange connect people and societies</p> <p>Demonstrates awareness of fairness, equity, and responsibility in economic systems</p>	<p>Identifies and uses primary and secondary sources (photos, objects, stories) to explore the past</p> <p>Describes how people record and preserve history</p> <p>Explores similarities and differences among cultural traditions and celebrations</p> <p>Recognizes that cultures are expressed through symbols, food, music, and stories</p> <p>Describes wants and needs and how they influence decision-making</p> <p>Explains the basic idea of trade and exchange</p> <p>Discusses how trade affects relationships and communities</p> <p>Demonstrates fairness and cooperation in shared group activities</p> <p>Appreciates diversity, empathy, and cultural identity</p>	<p>history, culture, tradition, celebration, trade, needs, wants, community, fairness, diversity, identity</p>

PYP3 SUBJECT OVERVIEW

MATHEMATICS

MATHEMATICS			
DATA HANDLING	<p>Collects, organizes, and represents data using increasingly complex methods</p> <p>Interprets data to solve problems and justify reasoning</p> <p>Explores probability through games and real-life examples</p>	<p>Designs surveys and records results in tables</p> <p>Represents data using bar graphs, pictographs, and introduces line graphs</p> <p>Reads and interprets information from charts and diagrams</p> <p>Uses data to answer questions, make comparisons, and draw conclusions</p> <p>Describes likelihood of events using simple probability language</p>	<p>data, survey, bar graph, line graph, chart, probability, likelihood</p>
MEASUREMENT	<p>Uses standard units of measurement accurately and efficiently</p> <p>Applies measurement skills to real-life and inquiry-based contexts</p> <p>Explores relationships between units of measurement</p>	<p>Measures and records length, mass, and capacity with appropriate tools</p> <p>Estimates and checks measurements for accuracy</p> <p>Reads and writes time to the nearest minute</p> <p>Understands relationships between hours, minutes, and seconds</p> <p>Counts and makes change using coins and notes up to 1000</p> <p>Measures temperature using Celsius accurately</p> <p>Begins to convert between units (cm to m, g to kg)</p>	<p>measurement, length, capacity, weight, conversion, time, money, temperature measurement, length, capacity, weight, conversion, time, money, temperature</p>
PATTERNS AND FUNCTION	<p>Recognizes and extends patterns in numbers and shapes</p> <p>Explores functional relationships in simple algebraic thinking</p> <p>Applies patterns to solve real-world problems</p>	<p>Skip counts by 2s, 3s, 4s, 5s, and 10s</p> <p>Uses multiplication facts for 2, 3, 4, 5, 6,7,8,9 and 10</p> <p>Creates and explains rules for number patterns</p> <p>Represents patterns using words, numbers, and symbols</p> <p>Explores simple function machines and input/output rules</p>	<p>pattern, multiplication, rule, function machine, input, output</p>

SHAPE AND SPACE	<p>Recognizes and analyzes properties of 2D and 3D shapes</p> <p>Explores angles, symmetry, and transformations</p> <p>Applies knowledge of shape and space in maps and design</p>	<p>Identifies and classifies polygons (triangles, quadrilaterals, pentagons, hexagons)</p> <p>Explores right, acute, and obtuse angles</p> <p>Identifies symmetry in 2D shapes and creates symmetrical designs</p> <p>Explores 3D shapes in environment and describes with attributes</p> <p>Uses grid maps and simple coordinates to locate and describe position</p> <p>Creates tessellations and explores transformations (slide, flip, turn)</p>	<p>polygon, angle, acute, obtuse, symmetry, tessellation, grid, coordinates</p>
NUMBERS	<p>Understands the base-ten system and place value to ten thousands</p> <p>Applies operations with increasing fluency</p> <p>Explores fractions, multiplication, and division in real contexts</p>	<p>Reads, writes, and orders numbers up to 10,000</p> <p>Understands place value to ten thousand</p> <p>Adds and subtracts three-digit numbers with regrouping</p> <p>Recalls multiplication facts for 2, 3, 4, 5, 6,7,8,9 and 10</p> <p>Uses multiplication and division facts up to 100</p> <p>Solves word problems involving addition, subtraction, multiplication, and division</p> <p>Represents fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{1}{6}</math>, <math>\frac{1}{8}</math>) using models and number lines</p> <p>Begins to explore equivalent fractions</p> <p>Estimates answers to check for reasonableness</p>	<p>place value, thousands, addition, subtraction, multiplication, division, fraction, equivalent</p>

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LANGUAGE ARTS (ENGLISH LANGUAGE)

LANGUAGE ARTS (ENGLISH LANGUAGE)			
<p>ORAL LANGUAGE – LISTENING AND SPEAKING</p>	<p>Listens actively and respectfully to peers and adults</p> <p>Expresses ideas clearly and confidently in discussions and presentations</p> <p>Uses oral language to inform, persuade, and reflect</p> <p>Develops presentation skills using tone, pace, and expression</p>	<p>Follows multi-step directions accurately</p> <p>Participates in group discussions, offering relevant ideas</p> <p>Recounts stories or events with clarity and detail</p> <p>Explains ideas using precise vocabulary</p> <p>Presents short reports or projects to the class</p> <p>Uses formal and informal registers appropriately in context</p> <p>Listens critically and asks clarifying questions</p>	<p>listening, speaking, presentation, discussion, formal, informal</p>
<p>VISUAL LANGUAGE – VIEWING AND PRESENTING</p>	<p>Interprets meaning from visual texts</p> <p>Creates and presents visuals to communicate ideas</p> <p>Reflects on techniques used in media and visuals</p> <p>Connects visual communication to cultural and personal contexts</p>	<p>Identifies main idea and details in visual texts</p> <p>Creates posters, diagrams, or slides to present information</p> <p>Explains purpose and message of advertisements or media</p> <p>Compares visuals across different media sources</p> <p>Designs visuals for a specific audience or purpose</p> <p>Evaluates effectiveness of own and peers’ visual presentations</p>	<p>visual, media, poster, advertisement, design, presentation</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WRITTEN LANGUAGE – READING AND WRITING</p>	<p>Reads widely for enjoyment and information</p> <p>Uses comprehension strategies effectively</p> <p>Writes structured narratives, descriptions, and reports</p> <p>Edits and revises writing to improve clarity and correctness</p>	<p>Reads fluently with expression and accuracy</p> <p>Identifies main idea, supporting details, and text features</p> <p>Makes predictions, draws inferences, and draws conclusions</p> <p>Writes multi-paragraph stories with developed plots</p> <p>Writes factual reports with headings, diagrams, and charts</p> <p>Uses descriptive vocabulary and varied sentence structures</p> <p>Revises writing for clarity, organization, and detail</p> <p>Edits writing for spelling, grammar, and punctuation</p>	<p>reading, writing, narrative, report, paragraph, edit, revise</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LANGUAGE STANDARDS – VOCABULARY, GRAMMAR AND SPELLING</p>	<p>Expands vocabulary through reading and research</p> <p>Applies grammar and punctuation accurately in writing</p> <p>Develops spelling strategies for unfamiliar words</p> <p>Explores meaning and use of new vocabulary</p>	<p>Identifies and uses nouns, verbs, adjectives, and adverbs</p> <p>Uses punctuation for dialogue and complex sentences</p> <p>Spells high-frequency and unfamiliar words using rules</p> <p>Applies spelling patterns and rules for plurals and tenses</p> <p>Explores synonyms, antonyms, and homophones</p> <p>Uses dictionaries and thesauruses to extend vocabulary</p>	<p>vocabulary, grammar, spelling, punctuation, nouns, verbs, adjectives, adverbs</p>

PYP3 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 texts</p> <p>Speaks with accuracy and appropriate expression</p> <p>Engages in discussions and presentations in Croatian</p> <p>Uses Croatian to share personal and cultural experiences</p>	<p>Listens for key details in oral Croatian texts</p> <p>Participates in retelling Croatian folk tales and stories</p> <p>Asks and answers questions in Croatian with detail</p> <p>Speaks using expanded vocabulary and grammar structures</p> <p>Presents short oral reports or projects in Croatian</p>	<p>Croatian, listening, speaking, stories, reports, culture</p>
<p>WRITTEN LANGUAGE – READING AND WRITING</p>	<p>Reads Croatian texts fluently with comprehension</p> <p>Writes narratives, descriptions, and reports in Croatian</p> <p>Applies grammar and spelling rules consistently</p> <p>Explores Croatian literature and cultural texts</p>	<p>Reads Croatian literature (stories, poems, fables) with fluency</p> <p>Identifies plot, characters, and themes in Croatian texts</p> <p>Writes multi-sentence narratives and descriptions</p> <p>Spells Croatian words correctly, including diacritical marks</p> <p>Writes reports with headings and illustrations</p> <p>Edits writing for grammar, punctuation, and spelling</p>	<p>reading, writing, Croatian, narrative, description, report, grammar</p>
<p>LANGUAGE STANDARDS – VOCABULARY, GRAMMAR AND SPELLING</p>	<p>Expands Croatian vocabulary through reading and writing</p> <p>Applies grammar knowledge accurately</p> <p>Spells familiar and unfamiliar Croatian words correctly</p>	<p>Identifies and uses parts of speech in Croatian</p> <p>Uses subject-verb agreement in sentences</p> <p>Practices correct use of gender and case endings</p> <p>Explores synonyms, antonyms, and homonyms in Croatian</p> <p>Uses dictionaries and word banks to support vocabulary development</p>	<p>Croatian, vocabulary, grammar, spelling, gender, cases</p>

PYP3 SUBJECT OVERVIEW

ARTS

ARTS			
	GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
MUSIC – CREATING AND RESPONDING	<p>Explores rhythm, melody, harmony, and musical form</p> <p>Expresses ideas through singing, playing, and composing</p> <p>Appreciates music from diverse cultures and traditions</p> <p>Reflects on music as a means of communication and expression</p>	<p>Sings songs in unison and explores rounds</p> <p>Claps, plays, and creates rhythmic patterns</p> <p>Uses percussion and melodic instruments in performances</p> <p>Composes short rhythmic or melodic pieces</p> <p>Reflects on mood and effect of different music styles</p>	<p>music, rhythm, melody, harmony, composition, performance</p>
VISUAL ART – CREATING AND RESPONDING	<p>Explores and applies art techniques and media</p> <p>Expresses ideas, feelings, and observations through art</p> <p>Connects art to cultural traditions and identity</p> <p>Reflects on and evaluates own and others’ artworks</p>	<p>Creates drawings, paintings, collages, and sculptures</p> <p>Explores line, color, shape, texture, and perspective</p> <p>Designs art pieces inspired by cultural and natural themes</p> <p>Shares and explains artistic choices in group discussions</p> <p>Reflects on and provides feedback on peer artwork</p>	<p>art, drawing, painting, color, line, sculpture, perspective, reflection</p>
DRAMA	<p>Uses movement, gesture, and voice in dramatic expression</p> <p>Collaborates to create and perform dramatic works</p> <p>Explores storytelling through improvisation and scripts</p> <p>Reflects on drama as a creative and cultural form</p>	<p>Performs short plays and improvisations</p> <p>Explores characters through movement and dialogue</p> <p>Collaborates in group performances and rehearsals</p> <p>Adapts folk tales or stories into dramatic form</p> <p>Reflects on performance and audience response</p>	<p>drama, acting, performance, storytelling, character, improvisation</p>

PYP3 SUBJECT OVERVIEW

PERSONAL, SOCIAL AND PHYSICAL EDUCATION

PERSONAL, SOCIAL AND PHYSICAL EDUCATION			
	GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
IDENTITY	<p>Explores personal identity, strengths, and challenges</p> <p>Develops strategies for managing emotions and stress</p> <p>Practices reflection and goal-setting for growth</p>	<p>Identifies personal strengths and achievements</p> <p>Recognizes and manages emotions in different contexts</p> <p>Practices mindfulness and relaxation strategies</p> <p>Applies routines for healthy lifestyle choices</p> <p>Sets goals and reflects on progress with teacher support</p>	<p>identity, emotions, reflection, health, mindfulness, goals</p>
INTERACTION	<p>Builds positive relationships through collaboration and empathy</p> <p>Practices conflict resolution and responsible decision-making</p> <p>Contributes actively to classroom and community life</p>	<p>Collaborates effectively in pairs and groups</p> <p>Practices fair play and sportsmanship in activities</p> <p>Resolves conflicts respectfully and peacefully</p> <p>Shows empathy and respect for diverse perspectives</p> <p>Takes responsibility in class and group routines</p>	<p>relationships, empathy, cooperation, conflict resolution, community, responsibility</p>
ACTIVE LIVING	<p>Develops motor skills, coordination, and teamwork</p> <p>Applies strategies in games and physical activities</p> <p>Practices safe behaviors in physical contexts</p>	<p>Runs, jumps, throws, and catches with control and accuracy</p> <p>Practices balance, coordination, and agility</p> <p>Participates in team games with rules and strategies</p> <p>Collaborates with peers in cooperative games</p> <p>Applies safety rules and respectful play in activities</p>	<p>movement, teamwork, coordination, safety, games, fitness</p>