



PYP4 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.

PYP4 PROGRAMME OF INQUIRY

PYP4	<p>Central Idea:</p> <p>Puberty is a significant phase of human development that involves physical, emotional, and social changes</p>	<p>Central Idea:</p> <p>Past civilizations shape present day systems and technologies</p>	<p>Central Idea:</p> <p>Advertising and mass media create and manipulate messages to target specific audiences</p>	<p>Central Idea:</p> <p>Energy exists in different forms and it simplifies people’s lives in different ways</p>	PYP Exhibition	<p>Central Idea:</p> <p>Space exploration and its research have a significant impact on our lives</p>
	<p>Specified concepts:</p> <p>change, connection, causation</p> <p>Other concepts: body, interdependence, health, choices, exercise, behavior, improvement</p>	<p>Specified concepts:</p> <p>form, causation, connection</p> <p>Other concepts: history, culture, society, technology, lifestyle, discovery, progress</p>	<p>Specified concepts:</p> <p>perspective, form, connection</p> <p>Other concepts: audience, visual text, interpretation, meaning, aesthetics, techniques, creativity, influence</p>	<p>Specified concepts:</p> <p>form, change, responsibility</p> <p>Other concepts: transformation, conservation, source, sustainability, efficiency</p>		<p>Specified concepts:</p> <p>function, causation, connection</p> <p>Other concepts: innovation, discovery, system, impact, communication, responsibility, measurement</p>
	<p>Lines of Inquiry:</p> <p>The physical changes that occur during puberty</p> <p>How the brain develops and affects behavior and emotions during puberty</p> <p>The importance of a growth mindset during times of change and challenge</p>	<p>Lines of Inquiry:</p> <p>What were ancient civilizations like</p> <p>How inventions and development bring about change in communities and societies</p> <p>Impact on our present life</p>	<p>Lines of Inquiry:</p> <p>The purpose of advertising</p> <p>The types, styles and locations of advertisements</p> <p>The power of visual communication (persuasive techniques)</p>	<p>Lines of Inquiry:</p> <p>Forms of energy</p> <p>The production and transfer of energy</p> <p>Energy conservation</p>		<p>Lines of Inquiry:</p> <p>Technological developments made space exploration possible</p> <p>Research and discoveries have furthered our knowledge and understanding of space</p> <p>Innovations in space technology contribute to solving challenges on Earth</p>
	Who we are	Where we are in place and time	How we express ourselves	How the world works		How we organize ourselves

PYP4 SUBJECT OVERVIEW

SCIENCE

SCIENCE		
GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
<p>Explores how past civilizations influence present-day systems, inventions, and ways of life</p> <p>Examines technological development and innovation across time</p> <p>Develops understanding of media, communication, and audience influence</p> <p>Recognizes how energy and technology impact human progress and daily life</p> <p>Demonstrates awareness of ethics, responsibility, and perspective in information use</p>	<p>Identifies key features and contributions of ancient civilizations</p> <p>Explains how inventions and discoveries have shaped human development</p> <p>Recognizes changes in societal organization, trade, and communication through time</p> <p>Explores types and purposes of advertisements and how media influences audiences</p> <p>Analyzes techniques and messages used in visual communication</p> <p>Identifies elements of fair use and responsible consumption of media</p> <p>Explains how energy and innovation drive social and economic systems</p> <p>Demonstrates responsible digital and media literacy skills</p> <p>Connects past achievements to present-day technologies and sustainability</p>	<p>civilization, history, technology, innovation, communication, media, advertisement, energy, audience, influence, progress</p>

PYP4 SUBJECT OVERVIEW

SOCIAL STUDIES

SOCIAL STUDIES		
GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
<p>Explores how past civilizations influence present-day systems, inventions, and ways of life</p> <p>Examines technological development and innovation across time</p> <p>Develops understanding of media, communication, and audience influence</p> <p>Recognizes how energy and technology impact human progress and daily life</p> <p>Demonstrates awareness of ethics, responsibility, and perspective in information use</p>	<p>Identifies key features and contributions of ancient civilizations</p> <p>Explains how inventions and discoveries have shaped human development</p> <p>Recognizes changes in societal organization, trade, and communication through time</p> <p>Explores types and purposes of advertisements and how media influences audiences</p> <p>Analyzes techniques and messages used in visual communication</p> <p>Identifies elements of fair use and responsible consumption of media</p> <p>Explains how energy and innovation drive social and economic systems</p> <p>Demonstrates responsible digital and media literacy skills</p> <p>Connects past achievements to present-day technologies and sustainability</p>	<p>civilization, history, technology, innovation, communication, media, advertisement, energy, audience, influence, progress</p>

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MATHEMATICS

MATHEMATICS			
DATA HANDLING	<p>Collects, organizes, and represents data using a variety of graphs and charts</p> <p>Interprets and analyzes data to solve problems</p> <p>Explores probability using everyday language and models</p>	<p>Designs and conducts surveys with clear questions</p> <p>Organizes and presents data in bar graphs, line graphs, and pie charts</p> <p>Reads and interprets complex charts and diagrams</p> <p>Draws conclusions and justifies reasoning using data</p> <p>Describes probability of events as certain, likely, unlikely, or impossible</p>	<p>data, survey, bar graph, line graph, pie chart, probability, analysis</p>
MEASUREMENT	<p>Uses standard units of measurement in practical contexts</p> <p>Applies understanding of relationships between units</p> <p>Solves real-world problems involving measurement</p>	<p>Measures length, perimeter, and area using standard units</p> <p>Estimates and calculates with accuracy</p> <p>Reads and writes time to the nearest minute and solves elapsed time problems</p> <p>Uses money in real-life contexts, calculating totals and change</p> <p>Converts between units (cm to m, g to kg, ml to l)</p> <p>Solves word problems involving perimeter, area, and capacity</p> <p>Measures and interprets temperature data over time</p>	<p>measurement, perimeter, area, conversion, time, money, temperature</p>
PATTERNS AND FUNCTION	<p>Explores patterns and rules in numbers and shapes</p> <p>Develops understanding of functional relationships</p> <p>Applies algebraic thinking to problem-solving</p>	<p>Identifies and extends numeric and geometric patterns</p> <p>Explains and represents rules for number sequences</p> <p>Explores multiplication and division patterns</p> <p>Uses function machines with one or two-step rules</p> <p>Begins to use variables to represent unknowns in equations</p>	<p>pattern, sequence, function, rule, algebra, variable</p>

SHAPE AND SPACE	<p>Recognizes and describes properties of 2D and 3D shapes</p> <p>Explores angles, transformations, and symmetry</p> <p>Applies spatial reasoning in maps, grids, and design tasks</p>	<p>Identifies properties of polygons and 3D solids</p> <p>Measures and compares angles (acute, obtuse, right)</p> <p>Creates symmetrical patterns and tessellations</p> <p>Explores reflections, rotations, and translations</p> <p>Uses coordinates in the first quadrant</p> <p>Applies spatial reasoning to interpret and design maps</p>	<p>polygon, angles, symmetry, tessellation, reflection, rotation, translation, coordinates</p>
NUMBERS	<p>Understands place value to one million</p> <p>Develops fluency with all four operations</p> <p>Explores fractions, decimals, and their relationships</p>	<p>Reads, writes, and orders numbers up to a million</p> <p>Adds, subtracts, multiplies, and divides multi-digit numbers</p> <p>Recalls multiplication facts to 10x10</p> <p>Solves multi-step word problems with all four operations</p> <p>Represents and compares fractions and decimals</p> <p>Finds equivalent fractions and simplifies</p> <p>Converts between fractions and decimals in simple cases</p> <p>Uses estimation to check reasonableness of answers</p>	<p>place value, operations, multiplication, division, fractions, decimals, estimation</p>

PYP4 SUBJECT OVERVIEW

LANGUAGE ARTS (ENGLISH LANGUAGE)

LANGUAGE ARTS (ENGLISH LANGUAGE)			
ORAL LANGUAGE – LISTENING AND SPEAKING	Listens critically to peers and adults Communicates ideas clearly and confidently Uses oral language to persuade, inform, and reflect Develops formal and informal presentation skills	Follows and gives multi-step oral directions Participates actively in class discussions Presents ideas with logical sequence and clarity Uses specific vocabulary and examples to explain thinking Presents short reports and projects to an audience Adapts register and tone depending on context Listens and responds respectfully to others’ viewpoints	listening, speaking, presentation, discussion, persuade, inform
VISUAL LANGUAGE – VIEWING AND PRESENTING	Interprets meaning from visual and multimedia texts Creates visual presentations for specific purposes Reflects on techniques used in media communication	Identifies purpose and audience of visual texts Designs posters, diagrams, and digital presentations Evaluates effectiveness of advertisements and media Uses visuals to enhance oral or written presentations Creates visual texts with clear message and structure Analyzes how images influence meaning in communication	visual, media, poster, advertisement, presentation, ICT

<p>WRITTEN LANGUAGE – READING AND WRITING</p>	<p>Reads widely for enjoyment, information, and research</p> <p>Applies comprehension strategies to analyze texts</p> <p>Writes narratives, expository texts, and reports</p> <p>Edits and revises writing for clarity and correctness</p>	<p>Reads fluently with expression and accuracy</p> <p>Identifies main ideas, supporting details, and themes</p> <p>Makes inferences, draws conclusions, and summarizes texts</p> <p>Writes structured multi-paragraph narratives and reports</p> <p>Uses descriptive language and varied sentence structures</p> <p>Writes informational texts with clear organization and supporting details</p> <p>Revises drafts for clarity, organization, and style</p> <p>Edits writing for spelling, punctuation, and grammar</p>	<p>reading, writing, narrative, report, paragraph, revise, edit</p>
<p>LANGUAGE STANDARDS – VOCABULARY, GRAMMAR AND SPELLING</p>	<p>Expands vocabulary across subject areas</p> <p>Applies grammar and punctuation rules consistently</p> <p>Develops strategies for accurate spelling</p> <p>Explores word meaning, roots, and families</p>	<p>Identifies and uses nouns, verbs, adjectives, adverbs, and conjunctions</p> <p>Applies punctuation for complex and compound sentences</p> <p>Spells words with prefixes and suffixes correctly</p> <p>Explores synonyms, antonyms, homophones, and idioms</p> <p>Uses dictionaries, thesauruses, and digital tools for vocabulary</p> <p>Begins to analyze root words and word origins</p>	<p>vocabulary, grammar, spelling, punctuation, prefix, suffix, idioms</p>

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LANGUAGE ARTS (CROATIAN LANGUAGE)

LANGUAGE ARTS (CROATIAN LANGUAGE)			
<p>ORAL LANGUAGE – LISTENING AND SPEAKING</p>	<p>Listens critically to Croatian stories, poems, and oral texts</p> <p>Speaks fluently and confidently using correct grammar</p> <p>Engages in discussions and presentations in Croatian</p> <p>Uses Croatian to share cultural and personal perspectives</p>	<p>Identifies key ideas and details in Croatian oral texts</p> <p>Participates in storytelling, debates, and role play</p> <p>Presents short oral reports in Croatian</p> <p>Uses expanded vocabulary in different contexts</p> <p>Adapts tone and register for audience and purpose</p>	<p>Croatian, listening, speaking, storytelling, presentation, debate</p>
<p>WRITTEN LANGUAGE – READING AND WRITING</p>	<p>Reads Croatian texts fluently and with comprehension</p> <p>Writes narratives, reports, and reflections in Croatian</p> <p>Applies grammar and spelling rules consistently</p> <p>Connects Croatian literature with culture and identity</p>	<p>Reads Croatian stories, novels, and poems with understanding</p> <p>Identifies themes, characters, and author’s purpose</p> <p>Writes narratives and descriptive paragraphs in Croatian</p> <p>Spells words correctly, including diacritical marks</p> <p>Writes factual and reflective reports in Croatian</p> <p>Edits and revises Croatian writing for accuracy</p>	<p>Croatian, reading, writing, narrative, report, culture, grammar</p>
<p>LANGUAGE STANDARDS – VOCABULARY, GRAMMAR AND SPELLING</p>	<p>Expands Croatian vocabulary through reading and writing</p> <p>Applies grammar knowledge accurately in writing</p> <p>Spells familiar and unfamiliar Croatian words correctly</p>	<p>Identifies and uses all parts of speech in Croatian</p> <p>Applies subject-verb agreement in complex sentences</p> <p>Uses correct gender, case, and tense endings</p> <p>Explores synonyms, antonyms, homonyms, and idioms in Croatian</p> <p>Uses dictionaries and reference tools for vocabulary development</p>	<p>Croatian, vocabulary, grammar, spelling, cases, tenses</p>

PYP4 SUBJECT OVERVIEW

ARTS

ARTS			
	GENERAL OUTCOMES	SPECIFIC OUTCOMES	KEY WORDS
MUSIC – CREATING AND RESPONDING	<p>Explores rhythm, melody, harmony, and musical structure</p> <p>Expresses creativity through singing, playing, and composing</p> <p>Appreciates music from diverse cultures and historical periods</p> <p>Reflects on music as a form of communication and identity</p>	<p>Sings songs with attention to pitch and dynamics</p> <p>Performs individually and in groups using instruments</p> <p>Composes simple rhythmic or melodic pieces</p> <p>Explores harmony through group singing or instrumental work</p> <p>Reflects on the cultural and emotional impact of music</p>	<p>music, rhythm, melody, harmony, composition, performance, culture</p>
VISUAL ART – CREATING AND RESPONDING	<p>Explores and applies techniques in drawing, painting, and design</p> <p>Expresses ideas and emotions through personal artworks</p> <p>Connects artworks to cultural and historical contexts</p> <p>Reflects on artistic growth and evaluates peer work</p>	<p>Uses line, color, shape, texture, and space in compositions</p> <p>Creates artworks inspired by nature, literature, and culture</p> <p>Explores perspective and proportion in visual art</p> <p>Participates in exhibitions and group critiques</p> <p>Explains and reflects on artistic choices and processes</p>	<p>art, drawing, painting, color, line, perspective, culture, reflection</p>
DRAMA	<p>Uses voice, movement, and expression to communicate ideas</p> <p>Collaborates to create and perform dramatic works</p> <p>Explores cultural and literary texts through drama</p> <p>Reflects on drama as performance and art form</p>	<p>Performs scripted and improvised scenes</p> <p>Explores character development and role play</p> <p>Collaborates in rehearsals and group performances</p> <p>Adapts literature or cultural stories into drama</p> <p>Reflects on performance process and audience impact</p>	<p>drama, acting, performance, role play, character, improvisation</p>

PYP4 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 self-management and resilience</p> <p>Practices reflection and sets goals for growth</p>	<p>Identifies strengths and areas for improvement</p> <p>Manages emotions in challenging situations</p> <p>Practices mindfulness and stress management</p> <p>Applies routines for healthy lifestyle choices</p> <p>Sets and reviews personal and academic goals</p>	<p>identity, self-management, resilience, health, mindfulness, goals</p>
INTERACTION	<p>Builds positive relationships and collaboration skills</p> <p>Practices empathy, respect, and conflict resolution</p> <p>Contributes responsibly to classroom and community life</p>	<p>Collaborates effectively in group projects</p> <p>Practices fair play and sportsmanship</p> <p>Resolves conflicts respectfully using strategies</p> <p>Shows empathy and respect for diverse perspectives</p> <p>Takes responsibility in class and school roles</p>	<p>relationships, empathy, cooperation, conflict resolution, community, responsibility</p>
ACTIVE LIVING	<p>Develops fitness, motor skills, and coordination</p> <p>Applies teamwork and strategies in games and activities</p> <p>Practices safety and respect in physical contexts</p>	<p>Runs, jumps, throws, and catches with control</p> <p>Practices balance, agility, and coordination in activities</p> <p>Participates in team sports with strategies and rules</p> <p>Collaborates with peers in cooperative and competitive games</p> <p>Follows safety rules and respectful behavior in play</p>	<p>fitness, teamwork, coordination, safety, games, sports</p>