

APPROVED BY
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CURRICULUM
developed under O.Ya. Savchenko's guidance

Grade 1
I Explore The World

Expected learning outcomes of students	Training Content
Human	
<p>Student: <i>realizes</i> man as a part of nature and society, its differences from other living beings; <i>tells</i> about himself/herself, gives his/her residential address; <i>makes</i> a verbal portrait "What I am?", "What am I different from others?", "What can I do", "What do I want to learn?"; <i>has</i> the simplest hygienic skills, self-care skills; <i>describes</i> the possible risks to life and health at home, at school, on the street; <i>understands</i> the benefits of neatness, friendliness, honesty; <i>explores</i> his/her body.</p>	<p>Human is part of nature and society. Knowledge of oneself, one's capabilities; place of residence, and safe behaviour at home and on the street. Sensory organs. Caring for body organs, hygiene skills. Observations in the environment. Organization of studies.</p>
A person among people	
<p>Student: is interested in his/her family's past; <i>distinguishes between</i> the past, the present, the future (It was – It is – It will be); <i>knows</i> the composition of the family, the names of family members, where the parents work, who they are in the profession; <i>knows</i> who works at the school; <i>has an idea</i> of his/her duties as a schoolchild, the rules of conduct in class (on the lesson), on a break; <i>appropriately uses</i> words of etiquette (greeting, request, farewell, appeal, thanks, apology);</p>	<p>Family, school. Behaviour in family, school, public places. Moral norms. Coexistence and cooperation skills; Standards of conduct in society. Behaviour in public places (transport, street, temple, theatre, library). Moral qualities (benevolence, truthfulness, sincerity, separability). Observations in the environment. Organization of studies. Solving</p>

<p><i>communicates friendly</i> with others in joint activities; <i>distinguishes between actions</i>, gives them an assessment from the point of view of morality; <i>has an idea</i> of the need for a friendly and attentive attitude to the elders; <i>uses the rules</i> of cultural behaviour in public places, based on consideration of the interests of others</p>	<p>situations of moral choice.</p>
Human in Society	
<p>Student: <i>knows</i> the name of the country, its capital; <i>has an idea</i> of the content of the symbols of the state (flag, coat of arms, anthem, Ukrainian language), historical monuments of his land; <i>reveals</i> the connections between people in society (who cares about whom, the importance of people's work for the well-being of the country; <i>is oriented</i> in the nearest space; <i>involved</i> in useful community causes</p>	<p>Civil rights and obligations as a member of society. Knowledge of the history of their land, the symbols of the state. Observations in the environment. Organization of studies.</p>
Human and the Environment	
<p>Student: <i>has an idea</i> of the diversity of people in the world, names some countries; is aware of the need for a friendly attitude towards other countries and peoples and is interested in relevant information; <i>gives</i> examples of products that help man in everyday life, examples of inventions of mankind.</p>	<p>Tolerant attitude to the diversity of cultures, customs of peoples living in Ukraine and abroad. Experiments, observations in nature. Human-made bodies, materials and their properties. Inventions of humanity and their impact on human vitality.</p>
Human and Nature	
<p>Student: <i>recognizes</i> bodies of inanimate and living nature, human-made objects; <i>understands</i> the significance of sunlight and heat on Earth; <i>has an idea</i> of air, water, soil, their properties, the diversity of living organisms, <i>tells</i> about daily and seasonal changes in nature, <i>understands</i> the reasons for their repetition; <i>groups</i> objects of nature according to one feature; <i>establishes</i> the simplest relationships in living and inanimate nature, between living organisms and the environment;</p>	<p>Which belongs to nature. Living and inanimate nature. The Sun and its effects on living and inanimate nature. Observation of plants, animals, natural phenomena and human activities at different seasons. Investigation of the properties of the bodies of nature. Manmade bodies, materials and their properties.</p>
<p>between natural conditions and economic activities of people; <i>understands</i> the value of nature for the life of people,</p>	<p>Inventions of humanity and their impact on human life. Protection and preservation of</p>

<p>the dependence of the quality of life of people on the state of the environment; <i>chooses</i> in the immediate surroundings what is interesting to explore; <i>explores</i> nature objects using available equipment (magnifier, thermometer, compass, ruler, etc.); <i>uses</i> different sources to find information about the environment; <i>recognizes</i> manmade bodies in the immediate vicinity; <i>names</i> the materials (wood, rubber, paper, metal, etc.) from which manmade bodies are made; <i>follows the rules</i> of conduct in nature, and <i>explains</i> them to others; <i>participates as much as possible</i> in environmental activities</p>	<p>nature.</p>
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Grade 2
I Explore The World

Expected learning outcomes of students	Training Content
Human	
<p>Student: <i>tells</i> about himself and others, expresses his preferences; <i>describes</i> himself/herself, his/her character, admirations that distinguish him/her from others; <i>recognises</i> and describes hazards at home or school;</p>	
<p><i>makes</i> decisions on simple household situations with health and safety benefits; <i>explains what</i> the safety in the street, at home, at school depends on; <i>determines</i> healthy and harmful habits, rules for the care of body organs; <i>examines</i> the changes taking place; <i>studies</i> positive and negative influences on the choice of healthy and safe behaviour; <i>explores the</i> changes taking place with a human</p>	<p>Knowledge of yourself, your capabilities, and healthy and safe behaviour. Parts of the human body and their functions. Health care. Organization of studies.</p>

Human among people	
<p>Student: <i>explains</i> what he/she can do in the family, among peers, at school; <i>adheres to</i> rules of conduct that demonstrate respect for others; <i>appropriately uses</i> the words of courtesy; <i>assists</i> when asked and requested; <i>pronounces</i> judgment on the act, event, phenomena; <i>draws</i> evidence to his/her conclusions;</p>	<p>Standards of conduct in society. Moral norms. Coexistence and cooperation skills.</p>
<p><i>does not violate the rights</i> of other children, reveals and condemns acts that offend or humiliate others; <i>collaborates</i> in groups to achieve common goals</p>	
Human in Society	
<p>Student: <i>recognizes</i> the state symbols of Ukraine, respects them; <i>inquires and collects</i> information about his region and state, historical events, famous persons; <i>asks</i> elders about the past, takes an active part in joint events of national importance; <i>adheres to</i> the established rules of conduct during public holidays, classroom, school and public events</p>	<p>Civil rights and obligations as a member of society. Knowledge of their land, history, and symbols of the state. The contribution of Ukrainians to world achievements. Glorious Ukrainians. Observations in the environment. Organization of studies.</p>
Human and the Environment	
<p>Student: <i>has</i> an idea of the diversity of people in the world, names some countries; <i>is aware</i> of the need for tolerance towards other countries and peoples, is interested in relevant information; <i>shows</i> interest in information about other countries and peoples; on concrete examples <i>proves</i> the importance of interconnections and interaction between countries; <i>shows</i> a friendly attitude toward people of other nationalities, to their cultures and customs</p>	<p>A tolerant attitude to the diversity of cultures, and customs. The contribution of Ukrainians to world achievements. Historical events. Prominent historical figures. Solving situations of moral choice.</p>

Human and Nature

Student:

has an idea of the shape of the Earth, the influence of the Sun on seasonal phenomena in nature, the causes of changes since the beginning of the year;
names the seasons and the corresponding months, phenomena in living and inanimate nature at different seasons, plant growing conditions;
provides examples of the relationship between humans and nature;
recognizes changes in living and inanimate nature; organs of plants; animals of different groups;
distinguishes the shapes of the earth's surface;
classifies plants and animals of their terrain, bodies of inanimate nature by certain characteristics;
determines the purpose of the study, *chooses* the sequence of actions and equipment for their implementation;
performs study tasks: studies the properties of air, water, soil, rocks, plants in their area; measures the temperature of the air, water; observes animals, daily and seasonal changes in nature; determines the essential signs of objects of inanimate and living nature based on the conducted study;
records study results in accessible ways and concludes;
learns about nature using different sources of information;
applies knowledge of nature in educational and life situations;

Air. Water. Water bodies of the native land. Shapes of the Earth's surface. The rocks. Soil, its properties and significance.
 The structure and diversity of the plants. Conditions for growing plants.
 The animals are wild and their own. Animal Observations
 The Earth and its shape. Rotation of the Earth. Year. Month. Day.
 Influence of the Sun on seasonal phenomena in nature
 The seasons and their signs.
 Features of life of plants and animals in different seasons.
 Observation of daily and seasonal changes in nature. Environmental protection. The connection between humans and nature.
 Red Book of Ukraine. Human-made bodies, materials and their properties.
 Use of man-made materials in everyday life.
 Inventions of humanity and their impact on human life.

gives examples of products that help a person in everyday life;
tells about the use of materials based on their properties;
finds information about the most important inventions of mankind, using a variety of sources;
concludes: nature needs protection;
participates as much as possible in environmental protection activities.