

Educational Area of Natural Sciences

«I explore the world»

Year 1-2

(implemented within the integrated subject in the amount of 7 hours per week, 245 hours per year. Approximate distribution of hours between educational areas within this integrated subject: language and literature – 2 hours per week; mathematics, natural sciences, informatics, technology, social and health-preserving, civil and historical – 1 hour per week)

Proposed content	
1.	<p>«I discover a nature» content line</p> <p>Nature around me. Animate and inanimate nature. How a person discovers the world. Sense organs, through which a person learns about the world around. Objects of animate and inanimate nature and their features (size, color, shape, taste, etc.). Observation and experiment as the main research methods. Guess (hypothesis). Devices that help to explore nature. Adherence to safety rules during observations and research. The sun is a source of light and heat. Observation of seasonal changes in nature. Observation of the formation of shadows from objects. Observation of plants and animals at different times of the year. Air and its properties. Air temperature measurement. Water and its properties. Water temperature measurement. Soil. Research of the composition of the soil. The importance of soil and its protection. Variety of plants. Structure of plants (root, flower, stem, leaves, fruits). Fruits and family. Extraction of sunflower seed oil. Observation of the stages of plant development. Caring for houseplants. Conditions for growing plants. Plant protection. Farm and wild animals. Observations of animals (insects, spiders, fish, frogs, birds, etc.). Conservation. Red Book of Ukraine. Reserves.</p>
2.	<p>«I'm in nature» content line</p> <p>Ukraine is my country. Homeland. The nature of the native land. My city (village). My address. The sun and its significance for life on Earth. Air. The value of air for wildlife. Water. The importance of water in nature and human life. Reservoirs of the native land. Soil. The value of soil for wildlife. Plants and animals of the native land. The concept of the shape of the Earth. The globe is a model of the Earth.</p>

	<p>The rotation of the Earth around its own axis and the Sun. Year. Era. Influence of the Sun on seasonal phenomena in nature. Seasons and their signs. Weather and its elements. Features of plant and animal life at different times of the year. Human. The relationship between human and nature. Rules of the safe behavior in the environment. Connections in nature. Plants and animals of the native land that need special protection. Conservation.</p>
3.	<p>«I am in a human-made world» content line</p> <p>Human and the environment. Natural, artificial and human-made objects, their significance for humans. Human-made bodies and materials, their properties. The use of natural and artificial materials in everyday life. Inventions of mankind and their impact on human life. Human impact on the environment. Conservation.</p>

Compulsory learning outcomes of applicants for education (recording with the State standard of primary education).

Student:

- chooses in the immediate environment what is interesting to explore;
- selects and explains the actions for the study of objects of nature; determines the possible results of observations/research;
- suggests / selects a sequence of steps during observation / experiment;
- explores selected natural phenomena and objects using the provided devices, models;
- describes things learned by observing and experimenting;
- describes and explains what he learned; rejoicing in the knowledge of the new, understands that mistakes are an integral part of knowledge
- finds information about nature;
- depicts information about the world in the form of a picture, a table;
- identifies and describes the obvious relations in nature; explains the need to take them into account in human life;
- cares about the purity of the outside world, cares for plants and animals;
- gives examples of the use of human inventions in everyday life;
- explains the need to conserve natural resources and tries to do so;
- distinguishes between the problems in the world associated with human activity;
- understands the problem in the outside world; reflects what is known about the problem, how to solve it;
- finds common and distinctive features of objects; groups objects of the outside world by one or more features;
- offers a variety of ways to use the objects of the world.