

APPROVED
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Curriculum
(State standard of primary education)

1. This State standard defines the requirements to the compulsory learning outcomes and competencies of applicants for education (Annex 1), the total amount of their academic load in the core curriculum of primary education (Annex 2) and the form of standardized testing.

2. In this document the terms are used in the following meaning:

1) applicant for education — applicant for education at the first level of complete general secondary education;

2) primary education — the first level of complete general secondary education, which corresponds to the first level of the national qualifications framework.

Other terms are used in the meaning of the Laws of Ukraine “On education”, “On general secondary education” and other normative legal acts.

3. This State standard is the basis for the development of educational programs by general secondary education institutions. Educational programs developed on the basis of curriculum framework do not require separate approval by the State service of education quality.

4. The aim of primary education is the comprehensive development of the child, his/her talents, abilities, competences and cross-cutting skills according to age and individual psychophysiological characteristics and needs, the formation of values, development of independence, creativity and curiosity.

5. Primary education has the following cycles: 1-2 and 3-4 grades which take into account the peculiarities of the age and needs of children and are designed to overcome discrepancies in achievements due to different commitment to education.

6. Requirements for mandatory learning outcomes are determined taking into account the competence-based approach to learning, which is based on key competencies.

7. Key competencies include:

1) fluency in the state language which involves the ability to express thoughts and feelings verbally and in writing, to explain clearly and reasonably the facts, as well as love of reading, a sense of beauty of the word, awareness of the role of language for the effective communication and cultural expression, willingness to use the Ukrainian language as a native in various situations;

2) the ability to communicate in the native (if different from the state language) and foreign languages, which involves the active use of the native language in various communicative situations, in particular in everyday life, educational process, cultural life of society, the ability to understand simple statements in a foreign language, to

communicate in appropriate situations, mastering the skills of intercultural communication;

3) mathematical competence, which involves the identification of simple mathematical functions in the world, modeling processes and situations using mathematical relations and measurements, awareness of the role of mathematical knowledge and skills in personal and social life;

4) competence in the field of natural sciences, engineering and technology, involving formation of curiosity, desire to seek and suggest new ideas, to observe and investigate on their own or in a group, to formulate assumptions and draw conclusions based on the experiments, to know themselves and the world through observation and research;

5) innovation, which implies openness to new ideas, initiation of changes in the near environment (class, school, community, etc.), the formation of knowledge, skills, attitudes on competence-based approach, providing further ability to successfully learn, carry out professional activities, be a part of the community and participate in the community activities;

6) environmental competence, which implies awareness of the basics of environmental management, compliance with the rules of environmental behavior, prudent use of natural resources, understanding the importance of nature conservation for sustainable development of society;

7) information and communication competence, which implies mastering the basis of digital literacy for development and communication, the ability to safely and ethically use the means of information and communication competence in learning and other life situations;

8) lifelong learning, which involves the acquisition of skills necessary for further learning, organization of the learning environment, obtaining new information to assess learning needs, determining their own learning goals and ways to achieve them, learning to work on their own and in a group;

9) civil and social competences related to the ideas of democracy, justice, equality, human rights, well-being and healthy lifestyle, awareness of equal rights and opportunities, that imply cooperation with others to achieve a common goal, activity in class and school life, respect to the rights of others, ability to act in conflict situations related to various manifestations of discrimination, to appreciate the cultural diversity of different peoples and the identification themselves as citizens of Ukraine, respect to their own health and the preservation of the health of other people, observance of a healthy lifestyle;

10) cultural competence, which implies involvement in different types of creative activities (visual, musical and other arts) through the disclosure and development of natural abilities, creative expression of the individual;

11) entrepreneurship and financial literacy, which imply initiative, willingness to take responsibility for their own decisions, the ability to organize their activities to

achieve the goals, awareness of the ethical values of effective cooperation, readiness to implement the initiated ideas, making their own decisions.

8. The basis for the formation of key competencies is the experience of applicants for education, their needs, which motivate learning, knowledge and skills that are formed in different educational environments (school, family), a variety of social situations and determine the formation of attitudes towards them.

9. Common to all key competencies are skills such as reading with understanding, the ability to express their thoughts orally and in writing, critical and systemic thinking, creativity, initiative, ability to justify the position logically, ability to control emotions, assess risks, make decisions, solve problems, cooperate with others.

10. Requirements to the mandatory learning outcomes and competences of applicants for education are defined in the following educational areas:

language and literature (the Ukrainian language and literature, the language and literature of the relevant indigenous peoples and national minorities, foreign language education);

mathematics;

natural sciences;

technology;

information technology;

society and healthcare;

citizenship and history;

art;

physical training.

11. The competence potential of each educational area ensures the formation of all key competencies.

The goals and common learning outcomes of all applicants for education are defined for each educational area. On their basis mandatory learning outcomes of education applicants, which are the basis for their further learning at the following levels of general secondary education, are formed.

12. The language and literature educational area includes the Ukrainian language and literature, the language and literature of the respective indigenous peoples and national minorities, and a foreign language education.

The aim of studying the Ukrainian language and literature, languages and literature of the relevant indigenous peoples and national minorities is the formation of communicative, reading and other key competencies; development of the personality of education applicants by means of various types of speech activity; the ability to communicate in Ukrainian, the languages of the relevant indigenous peoples and national minorities for spiritual, cultural and national self-expression, to use them

in personal and public life, intercultural dialogue; enrichment of emotional and sensory experience, development of speech-creative abilities.

The applicant for education:

interacts with others orally, perceives and uses information to achieve life goals in various communicative situations;

perceives, analyzes, interprets, critically evaluates information in texts of different types, media texts and uses it to enrich their experience;

expresses thoughts, feelings and attitude, interacts with others in writing and in real time, adheres to the norms of the literary language;

examines individual speech for their own speech creativity, observes speech phenomena, analyzes them.

The purpose of foreign language education is the formation of the foreign language communicative competence for direct and indirect intercultural communication, ensuring the development of other key competencies and meeting the different life needs of the applicant for education.

The applicant for education:

perceives information expressed in a foreign language during direct and indirect intercultural communication, and critically assesses such information;

understands foreign-language texts of different types to obtain information or emotional satisfaction, uses the information and critically assesses it;

provides information, expresses thoughts, feelings and attitude, interacts with others orally, in writing and in real time in the foreign language;

13. The purpose of mathematics is the formation of mathematical and other key competencies; the development of thinking, the ability to recognize and simulate processes and situations from everyday life that can be solved with the use of mathematical methods, as well as the ability to make informed choices.

The applicant for education:

explores situations and identifies problems that can be solved using mathematical methods;

simulates processes and situations, develops strategies (plans) of actions for solving various tasks;

critically assesses the data, process and result of solving educational and practical problems;

applies the experience of mathematical activity to the development of knowledge of the world.

14. The purpose of natural science is the formation of competencies in the field of natural sciences, engineering and technology, environmental and other key competencies through the development of knowledge, skills and methods of activity, the development of abilities that ensure successful interaction with nature, the basis

for the formation of scientific outlook and critical thinking, the formation of responsible, safe and nature-oriented behavior of applicants for education in the world on the basis of sustainable development principles.

The applicant for education:

discovers the world of nature, acquires the experience of its research, seeks answers to questions, observes the world around, experiments and creates learning models, shows curiosity and gets joy from the knowledge of nature;

processes and systematizes information about nature obtained from available sources and presents it in various forms;

realizes the diversity of nature, the relationship of its objects and phenomena, explains the role of natural sciences and technology in human life, demonstrates responsible attitude to the environment;

critically assesses the facts, combines new experience with previously acquired and creatively uses them to solve problems of natural science.

15. The purpose of technology is the formation of competencies in the field of technology and other key competencies, the ability to change the world by means of modern technologies without causing harm to it, to use technologies for their own self-realization, cultural and national expression.

The applicant for education:

transfers a creative idea into a ready product;

takes care of their own daily routine, meet their own needs and the needs of those around them;

effectively uses natural materials taking care of the environment;

practices and creatively applies traditional and modern crafts.

16. The purpose of information technology is the formation of information and communication competence and other key competencies, the ability to solve problems with the use of digital devices, information and communication technologies and critical thinking for development, creative self-expression, their own and public welfare, skills of safe and ethical behaviour in the information society.

The applicant for education:

finds, submits, converts, analyzes, summarizes and systematizes data, critically evaluates information to solve life problems;

creates information products and programs for effective task/problem solving, creative self-expression individually and in collaboration, with and without digital devices;

consciously uses information and communication technologies and digital devices for access to information, communication and cooperation as a creator and (or) consumer, as well as independently mastering new technologies;

is aware of the consequences of the use of information technology for themselves, society, environment and sustainable development, adheres to ethical, intercultural and legal norms of informational interaction.

17. The purpose of society and health care is the formation of social competence and other key competencies, active citizenship, entrepreneurship, the development of independence through personal identification, healthy and safe behavior, maintenance of their own health and the health of others, well-being and sustainable development.

The applicant for education:

takes care of personal health and safety, responds to activities that pose a threat to life, health, well-being;

defines alternatives, predicts the consequences, makes a decision with benefits for health, well-being, their own safety and the safety of others;

makes a reasoned choice in favor of a healthy lifestyle, analyzes and evaluates the consequences and risks;

shows entrepreneurial spirit and behaves ethically to improve health, safety and well-being.

18. The purpose of citizenship and history is the formation of civil and other competencies, their own identity and willingness to change by understanding the links between the past and modern life, active citizenship on the basis of democracy, respect for human rights and freedoms, tolerant attitude to others, gaining experience of life in society, taking into account democratic principles.

The applicant for education:

establishes links between events, people's activities and their results in time, explains the importance of memorable dates (events) for themselves and other citizens of Ukraine;

orientates in a familiar social environment, is involved into its development, explains the impact of nature and human activities on it;

works with various sources of social and historical information, analyzes the content of sources, critically assesses them;

generalizes information from different sources, when telling about the past and the present;

gives reasoned judgments about well-known facts and historical persons, as well as about the events of public life;

has a developed sense of self-esteem, acts in accordance with their own rights and freedoms, respects the rights and dignity of others, combats discrimination and unequal treatment;

is aware of themselves as a citizen of Ukraine, analyzes the cultural and historical grounds of their own identity, recognizes the value of cultural diversity;

adheres to the principles of democratic citizenship, takes an active part in school life and life of the local community.

19. The purpose of art is the formation of cultural and other competencies, values in the process of learning art and artistic and creative self-expression in personal and public life, respect for the national and world artistic heritage.

The applicant for education:

reveals the artistic-figurative, associative thinking in the process of artistic and creative activity through visual, musical and other arts;

learns the art, interprets artistic images, gets emotional and sensual experience, demonstrates the value-based attitude to the art;

understands themselves through artistic and creative activity and art.

20. The purpose of physical training is the formation of social and other key competencies, sustainable motivation of applicants for education to engage in physical culture and sports to ensure harmonious physical development, improve the functionality of the body, improve vital motor skills.

The applicant for education:

is regularly engaged in physical activity, physical culture and sports; demonstrates athletic skills and uses them in various situations;

selects physical exercises to improve physical form;

is guided by the rules of safe and fair play, is able to be persistent, to win and to lose; is aware of the importance of exercise for health, emotional satisfaction, tempering, self-expression and social interaction.

21. Core curriculum for primary education determines the total amount of academic load for applicants for education and provides a holistic view of the content and structure of primary education as the first level of general secondary education, sets the hourly correlation between the educational areas by years of study, determines the maximum weekly load for the applicants for education and the total annual number of hours in educational areas.

For pupils with special educational needs (impaired vision, hearing, musculoskeletal system, intellectual development, severe speech disorders, mental retardation) who get primary education at special institutions (classes) of general secondary education, a core curriculum defines the number of hours for correction pedagogic activities.

22. The core curriculum has the following four options:

for institutions of general secondary education with the Ukrainian language of instruction;

for institutions of general secondary education with instruction in the language of the indigenous people or national minority;

for specialized institutions (classes) of general secondary education with the Ukrainian language of instruction for children with special educational needs;

for specialized institutions (classes) of general secondary education with instruction in the language of the indigenous people or national minority;

23. General secondary education institutions with instruction in the language of the indigenous people or national minority shall independently distribute the academic load between the language of the indigenous people or national minority and the foreign language, reflecting this in the curriculum. According to the decision of the pedagogical council, including when the language of the national minority is the official language of the EU, this language can be studied as a foreign language. The Ukrainian language as the state language in such institutions of general secondary education is studied according to the educational programs that take into account level of the language knowledge of applicants for education and affinity of the native and the state language.

24. On the basis of the core curriculum full or partial integration of various educational areas can be carried out, which is reflected in the curriculum framework and educational program of the general secondary education institution. In the process of integration, the number of hours of study provided for the study of each educational area is redistributed in such a way that their total number is not reduced. The content of natural science, society and health care, citizenship and history, technology, information technology educational areas is integrated in various combinations, forming integrated subjects and courses, the list and names of which are specified in the curriculum framework and educational programs of general secondary education institution.

25. The core curriculum has invariant and variable components. The invariant component is mandatory for all institutions of general secondary education, regardless of their subordination and form of ownership. Omission of the invariant component of any of the educational areas is unacceptable, as it violates the integrity of primary education and continuity with basic secondary education.

Invariant component of the core curriculum for specialized institutions (classes) provides for correction pedagogic activities, areas and the contents of which are determined by the peculiarities of psychophysical development of children with special educational needs.

Each educational area provides for mandatory correction pedagogic activity.

The variable component of the core curriculum is distributed by the institution of general secondary education at its discretion, taking into account the peculiarities of the educational process and the individual educational needs of applicants for education and is reflected in the educational program of such institution.

26. The variability of the content of primary education is also provided by the introduction of reserve time in the educational program of a general secondary education institution, which contributes, in particular, to the satisfaction of the

educational needs of applicants for education, alignment of their achievements, the development of cross-cutting skills.

27. General secondary education institution with instruction in the languages of the indigenous peoples and national minorities may additionally use the hours of the variable component of the core curriculum for the implementation of language and literature educational area.

28. State attestation of applicants for education is carried out in the form of tests in order to monitor the quality of educational activities of general secondary education institutions and/or the quality of education.

REQUIREMENTS
to compulsory learning outcomes
of applicants for education

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4

I. Language and literature

The Ukrainian language and literature, language and literature of relevant indigenous peoples and national minorities

Interactions with others orally, perception and use of information to achieve life goals in various communicative situations

Perceives oral information	perceives oral information; asks again, shows attention; responds appropriately	critically perceives the information to achieve different goals; clarifies information taking into account the situation
Converts oral information into various forms of messages	reproduces the gist of the oral message in accordance with the purpose; basing on the information heard draws / gets illustrations; transmits information graphically	basing on the information heard creates associative diagrams, tables; briefly and selectively conveys the gist of the information heard; retells the text according to different tasks
selects information	selects interesting information; transmits it to others	selects the necessary information from various oral sources, in particular media texts, to create own statements for a specific purpose
Analyzes and interprets oral information	recognizes key words and phrases in an oral message, highlights them by voice in own speech; explains why interested in the information; with the help of a teacher discovers obvious ideas in simple texts, media texts	defines and discusses the goals, main ideas and specific details of oral information; explains the content and form of texts, in particular media texts, connects, compares with their own observations, life experience, takes into account the ideas of others

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
Evaluates oral information	expresses opinions on the oral message of a simple text, media text; tries to explain their preferences; appeals to adults for confirmation of the trustworthiness of the information	expresses their attitude to the oral message, simple text, media text, justifies thoughts based on own experience; determines the position of the interlocutor, agrees with it or not
Expresses and defends own views	expresses own views on the subject of discussion; tries to make the statement clear and interesting for other persons; correctly pronounces common words	expresses own views, defends them with examples, considers the views of other persons; complies with the essential rules of literary language, expressing own views
Uses verbal and nonverbal means while presenting own thoughts	recognizes the emotions of their interlocutors, uses well-known verbal and non-verbal means to convey emotions and mood; recognizes figurative expressions and explains what they help to present; creates simple media texts	selects verbal and non-verbal communication, uses them appropriately to communicate and create a simple media text according to communicative purpose; pronounces with correct intonation sentences different by communication goals; uses own speech means of artistic expression in the texts of different genres
Regulates own emotional state	talks about own feelings and emotions from the herd / seen; politely communicates	describes own emotions and emotions of the interlocutor from the heard/seen; appropriately uses formulas of speech etiquette in own speech
<i>Perception, analysis, interpretation, critical evaluation of information in various types of texts, media texts and its use to enrich their own experience</i>		
Perceives the text	from the cover, title and illustrations predicts what the children's book is about; reads aloud correctly, consciously, in whole words, simple by the meaning and	predicts the content of children's books by the cover, title, illustrations and annotations; has full reading skills (aloud and silently), which allows understanding texts of different types

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
	form texts; understands the actual gist of the text read	
Analyzes and interprets text	links information from the text with relevant life situations; distinguishes between the main and secondary in the text; defines the theme of the piece of fiction, as well as a simple media text	links elements of information into a coherent picture; distinguishes facts and opinions about these facts; formulates direct conclusions based on the information found in the text; defines the form and explains the meaning of simple media texts
Enriches the aesthetic, emotional and sensual experience	tells about own feelings and emotions from the text read; reproduces emotions of literary characters during dramatization	describes the emotional state of the characters, empathizes
Evaluates the text	expresses own preferences concerning the content of the books read, fiction characters, tries to explain what is pleasant and what is not; expresses thoughts concerning simple media texts	expresses own attitude to the works of fiction, literary characters, objects of art and the world around, gives simple arguments about own thoughts, using the text, own experience and other sources; describes the impression from the content and form of media text
Selects texts to read	chooses a book to read; explains this choice	determines the purpose of reading (for fun, entertainment, finding the right information) and selects the appropriate texts
Transforms information	based on the text draws / gets illustrations, captures information graphically	creates a plan, table, model based on the text
Reads creatively	experiments with the text (changes the ending, the place of events, improvises with replicas during the staging and the like)	experiments with the text (changes the plot, retells the text from a different position, adds characters, improvises during the staging)

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4

Expression of thoughts, feelings and attitude, interaction with others in writing and in real time, adherence to the norms of the literary language;

Creates written statements	writes in handwritten merged letters, legibly; creates small and simple statements, writes them down; correctly writes words that are spelled as pronounced; creates simple media texts with the help of other people	writes in handwritten letters legibly fast enough to write their own opinion and information from different sources; creates statements, records them, taking into account the purpose and addressee and observing the norms of the literary language, uses a spelling dictionary; creates texts of different types and genres (fairy tale, story, description, reasoning); creates simple media texts, uses various forms of their presentation
Interacts in real-time	exchanges short written messages	creates short messages for protected resources, such as the website of the general secondary education institution
Edits written texts	checks what is written, discovers and corrects the shortcomings of writing independently or with the help of a teacher; discusses the created text and improves it with the help of other people	finds and corrects spelling mistakes, including the use of knowledge about the structure of the word; analyzes and improves the created text in accordance with the purpose of communication, checks its correctness

The study of individual speech, the use of the language for their own speech creativity, observation of speech phenomena, their analysis

Explores speech phenomena	observes language units and phenomena, discovers some correlation of sounds and letters, meaning of words, their grammatical form and role in the sentence; observes own speech and the speech of other people,	analyzes the meaning of words, taking into account the context, the structure of the word, checks their own understanding of the meaning of the word in dictionaries; uses words with a figurative meaning, synonyms and antonyms, phraseological units in their own
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General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
	improves own speech with the help of other people	speech to achieve the goal of communication; correctly uses the grammatical forms of parts of speech; correctly records different types of sentences
Uses knowledge of the language for speech creativity	experiments with sounds, words, phrases in language games; analyzes literary characters' speech with the help of a teacher	creates simple language games, crosswords, puzzles, experimenting with sounds, words, phrases; highlights the characteristics of own speech (favorite words, phrases); watching their influence on the interlocutors; corrects own speech
Foreign language education		
<i>Perception of information expressed in the foreign language during direct and indirect intercultural communication and critical evaluation of information</i>		
Perceives oral information	understands and responds to short, simple questions, statements, requests/instructions verbally and / or non-verbally	defines information on various tasks on familiar everyday topics during oral communication
Critically evaluates oral information	recognizes familiar words and phrases while listening to oral information	understands the content of an oral statement in the familiar everyday context
<i>Understanding and critical evaluation of different types of foreign language texts read for information or pleasure, using the information read and its critical evaluation</i>		
Perceives the text	recognizes familiar words based on visibility	recognizes familiar names/ titles, words and elementary phrases in short, simple texts
Analyzes the information read		defines information on various tasks on familiar everyday topics in the text
<i>Provision of information, expression of thoughts, feelings and attitude, interaction with others orally, in writing and in real time in the foreign language</i>		
Oral interaction	asks and gives information about themselves and everyday life, using short	communicates on familiar topics, responds to simple statements

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
	well-known expressions and, if necessary, gestures	about meeting urgent needs, and expresses those needs
Verbally expresses own thoughts, feelings, attitudes and positions	describes themselves and their condition in short phrases	tells about people, the world and everyday life in simple, separate phrases and expresses own attitude
Written interaction	provides simple information about themselves in writing (note, questionnaire)	requests and provides personal information in writing using simple words, short sentences and well-known expressions
Expresses own thoughts, feelings, attitudes and positions in writing	writes in short phrases about themselves	provides written information about themselves, the world, life, using simple words and expressions
Interacts in real-time	writes short phrases in real time if necessary using a dictionary	creates real-time simple messages with a few short sentences

II. Mathematics

Exploring situations and identifying problems that can be solved using mathematical methods;

Recognizes among the situations of everyday life those that are solved by mathematical methods	recognizes from situations of their own life the ones that require the enumeration of objects, measuring quantities, calculating	recognizes among life situations those that relate to quantitative relations/forms of objects of the world
Explores, analyzes, evaluates data and links between them to solve mathematical problems	analyzes the problem situations of their life; defines a group of related quantities to solve every day mathematical problems of mathematical content	analyzes the problem situations that arise in life; describes the problem life situations in measurements that are interrelated
Predicts the result of solving the problem situation	predicts the result of arithmetic operations	predicts the result of solving the problem situation based on their own experience

Modeling of processes and situations, development of strategies (plans) for solving various problems

Perceives and converts information (heard, seen, read), builds an	converts information (heard, seen, read) into a diagram, table, schematic drawing	converts information (heard, seen, read) in various ways into a diagram, table, schematic drawing
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General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
auxiliary model of the problem situation		
Develops strategies for solving problem situations	selects a sequence of actions to solve the problem situation	selects the method (s) of solving the problem situation
Simulates the process of solving a problem situation and implements it	selects the numerical data necessary and sufficient to answer a specific question; determines the action (s) to solve the problem situation, performs it (them)	selects the data necessary and sufficient to solve the problem situation; justifies the choice of actions to solve the problem situation; solves the problem situation in different ways
Critical assessment of the data, process and result of solving educational and practical problems;		
Assesses the data of the problem situation, necessary and sufficient to solve it	determines whether the data are sufficient to solve the problem	uses known means of selecting the necessary data to solve the problem situation
Assesses various ways to solve the problem situation, chooses a rational way to solve it	defines ways to solve the problem situation	Explores various ways to solve the problem situation, chooses a rational way to solve it
Checks if the result obtained matches the predicted result	matches the result gained with the predicted result	matches the result gained with the predicted result
Assesses the correctness of the problem solution; identifies and corrects errors	verifies the correctness of the result of the arithmetic operation; detects and corrects errors	Checks the correctness of the problem solution in different ways; identifies and corrects errors
Use of the experience of mathematical activity to the develop knowledge of the world.		
Analyzes the objects of the world and situations of life	defines essential, general and distinctive features of objects of the world; compares, unites and distributes into groups based on common features	defines the essential, general and distinctive features of mathematical objects; compares, generalizes and classifies objects by their essential features
Defines the number of objects, reads and writes numbers,	counts objects, indicates the number of the result of the count; compares the	defines the number of objects; indicates the result of the count by a number; compares the numbers

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
compares and puts them in order	numbers within a hundred and puts them in order	within a million and puts them in order
Is fluent in calculation skills and applies them to academic and practical situations	calculates orally in a convenient way in academic and practical situations	calculates orally and in writing in various life situations
Defines spatial relationships	orients on a plane and in space; describes or depicts schematically the placement, direction and movement of objects	orients on the plane and in space, moves along a certain route; plans routes
Recognizes geometric shapes by their essential features	recognizes familiar geometric plane and three-dimensional shapes among the objects of the world, in the figures	recognizes familiar geometric shapes in complex shapes
Builds, constructs objects	constructs planar and three-dimensional shapes from alternate materials, creates layouts of real and imaginary objects	creates geometric shapes of different designs; builds a plane shapes at a given size
Measures values	measures values with the help of available tools and measuring instruments	defines the general property of objects in the outside world and interprets them as a value for measurement and comparison
Uses algebraic concepts and functions to solve the problem situation; explores the problem	identifies relationship between the components and the result of an arithmetic operation	uses the relationship between the components and the result of the arithmetic operation to solve the problem situation; uses letter symbols to write mathematical statements

III. Natural sciences;

Discovery of nature, the experience of researching it, finding answers to questions, observation of the outside world, experimentation and creation of educational models, the manifestation of curiosity and getting joy from the knowledge of nature

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
Identifies and formulates research problems	chooses in the immediate environment what is interesting to explore	selects in the outside world or from the suggested questions such problems that can be solved by means of research
Determines the purpose of the study and puts forward a hypothesis	selects and explains the actions for the study of objects of nature; determines the possible results of observations/research	defines the purpose of observations / research; predicts the possible results of observations / research
Plans a study	suggests / selects a sequence of steps during observation / experiment	determines the sequence of steps during the observation / experiment; selects the necessary conditions for the study
Observes, experiments, models	explores selected natural phenomena and objects using the provided devices, models	conducts monitoring of selected or proposed natural phenomena and objects, conducts research, creates training models
Analyzes and justifies the results of research, formulates conclusions	describes things learned by observing and experimenting	establishes links between objects and natural phenomena; draws conclusions from observations and research with a teacher or independently
Conducts self-assessment of research activities	describes and explains what he learned; rejoicing in the knowledge of the new, understands that mistakes are an integral part of knowledge	determines success factors, analyzes errors that occur during the study, changes conditions or sequence of actions during the study
Processing and systematization of information about nature obtained from available sources and presentation it in various forms;		
Finds information and organizes it	finds information about nature	finds, systematizes (according to the plan) information about the world; uses technical devices and devices to search for information
Converts information from one form to another	depicts information about the world in the form of a picture, a table	presents information in the form of a picture, diagram, graph, text, presentation, etc

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
Understanding diversity of nature, relationship of its objects and phenomena, explanation of the role of natural sciences and technology in human life, treating the environment responsibly;		
Discovers relationships in nature and takes them into account in their activities	identifies and describes the obvious relations in nature; explains the need to take them into account in human life	acts in the outside world, taking into account the relationships between objects of wildlife and inanimate nature
Acts in the outside world, understanding the consequences of their own behavior	cares about the purity of the outside world, cares for plants and animals	establishes links between human activity and the state of the world; makes rules of conduct in the world and adheres to them
Uses scientific advances to solve problems	gives examples of the use of human inventions in everyday life	explains the importance of inventions in everyday life, of the importance to preserve nature
Responsible and economical use of natural resources	explains the need to conserve natural resources and tries to do so	determines the approximate cost of natural resources used in the family, ways to reduce them
Critical evaluation of the facts, the combination of new experience with the one acquired earlier and its creative use to solve problems in the area of natural sciences		
Identifies the problem by correlating new facts with previous experience	distinguishes between the problems in the world associated with human activity	explains the importance of what studies for their own life, distinguishes between the main and the secondary
Critically assesses the problem	understands the problem in the outside world; reflects what is known about the problem, how to solve it	identifies known and unknown in a problem, provides proofs of correctness of judgments
Groups and classifies objects of the outside world	finds common and distinctive features of objects; groups objects of the outside world by one or more features	classifies objects of the outside world according to several features and properties
Generates new ideas to solve the problem	offers a variety of ways to use the objects of the world	offers their own way to solve the selected or proposed problem

IV. Technology;

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
The embodiment of the creative idea in the finished product		
Plans their own activities for the manufacture of a product	with the help of adults or independently plans their own activities to manufacture a product, predicts the final result	selects the object of labor and predicts the final result of their own activities; independently plans the sequence of technological operations in the manufacture of products
Reads and develops graphic images	reads and analyzes graphic images with the help of adults and uses them in the process	reads and analyzes graphic images; draws simple geometric images and is guided by them in the process
Selects materials and technologies for the manufacture of products	with the help of adults or independently selects construction materials and technologies for manufacture of a product	Selects materials and technologies for manufacture of a product
Models, designs and manufactures a product	models, constructs and manufactures a product from prefabricated elements with the help of adults; produces and decorates a product with the help of adults	models, constructs and manufactures a product from prefabricated elements; produces and decorates a product with the help of known technology
Evaluates and presents the results of their own or collective activities	evaluates and presents the results of their own or collective activities with the help of adults	presents the result of their own and collective activities and tries to evaluate it
Care of their own daily routine, meet their own needs and the needs of those around them;		
Applies the technological operations of traditional and modern crafts	performs simple technological operations of traditional and modern crafts with the help of adults or independently	Performs simple technological operations of traditional and modern crafts independently
Creates a product using technology of traditional and modern crafts	observes the process of making products by folk artists; creates a product with the help of adults or independently according to the sample or their own	Independently creates a product using technology of traditional and modern crafts

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
	design, using the technology of traditional and modern crafts	
	Effective use of natural materials, care about the environment	
Calculates costs	with the help of adults calculates the estimated cost and the amount of materials for manufacture of a product	with the help of adults or independently calculates the estimated cost and the amount of materials for manufacture of a product
Uses materials efficiently	during the manufacture of products tries to use materials efficiently; with the help of adults prepares the remains for secondary processing	uses materials efficiently; sorts wastes according to certain rules
Practical and creative application of traditional and modern crafts		
Organizes their own life activities	with the help of adults plans actions and performs them in their own life	plans and performs actions in their own life
Solves practical problems in everyday life	performs practical tasks in everyday life; organizes workplace with the help of adults	safely uses simple devices at home; independently organizes the workplace in accordance with the defined needs and objectives
Safety is observed in the manufacture of the product	adheres to safe methods of work when using tools and devices	
V. Information technology;		
Search, representation, transformation, analysis, generalization and systematization of data, critical evaluation of information for solving life problems		
Explores the world of information around	explains the perception of information by various senses basing on their own observations	explains the main information processes in the near environment (home, school, street) on the basis of their own observations

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
Finds, feeds, converts, analyzes, and stores data of various types	distinguishes and captures data, analyzes and organizes simple sequences	finds information, stores data on digital media, converts information from one form to another using the templates, compares different ways of presenting information, analyzes and organizes sequences
Selects objects to create models	defines objects, their properties and property values with teacher's support; distinguishes between models and their analogues in the real world, creates simple models	classifies objects by their properties, compares the features of real and digital world models, analyzes the impact of events on the properties, explores objects using the created models
Critically evaluates information from a variety of sources	distinguishes between true and false statements obtained from different sources	assesses the reliability of information obtained from digital sources, distinguishes between facts and judgments
Creation of information products and programs for effective task/problem solving, creative self-expression individually and in collaboration, with and without digital devices;		
Develops and implements algorithms	creates an action plan, provides examples of repeating and performing actions on a specific task in daily activities	develops algorithms (in particular, for own or group activities) from sequential actions, conditions, repetitions
Creates and debugs software projects	makes a simple plan for accurate and unambiguous instructions for performers, identifies errors in it, evaluates compliance with the expected result	creates simple software according to the plan or algorithm and debugs it; predicts and formulates the expected result of the created software
Develops modular projects	completes the whole from the suggested parts, explains how the replacement of individual parts leads to another whole	divides tasks into simple ones, performed according to separate instructions or sequence of instructions and vice versa (composes)
Develops and creates information products	uses ready-made and creates simple information products	creates information products by combining text, images, sound, etc.

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
using different types of data	(text, images, sounds) for receiving, transmitting information or presenting own ideas, results of activity	to present ideas and / or results of activity
Collaborates in a team to create an information product	independently and responsibly performs certain tasks; works in a team with others to achieve a common goal	manages own actions and explains own contribution to the overall result of the team's work, comments on successful and unsuccessful steps in the process
<p>Conscious use of information and communication technologies and digital devices to access information, communication and cooperation as a creator and / or consumer, independent mastering of the new ones</p>		
Uses a wide range of digital devices	uses digital devices at home, at school, at the street and explains their purpose	chooses a digital environment, devices, means to solve a life task/problem, explains their choice
Organizes own information environment	organizes own workplace with the help of adults; recognizes and describes simple problems and failures that occur in the operation of available digital devices, asks for help and support	configures the appropriate software environment for own needs; determines failures in the operation of the available digital devices with the help of the correct terminology, eliminates simple malfunctions
Communicates, learns and collaborates online	uses digital devices, technology to access information and to communicate	collaborates and communicates in a secure network community for exchange of views, implementation of joint tasks, finding information and learning
<p>Awareness of the consequences of the use of information technology for themselves, society, environment and sustainable development, adherence to ethical, intercultural and legal norms of informational interaction</p>		
Uses of information technology in everyday life responsibly, protects themselves	complies with the rules of safe work; protects their information space; talks about the problems of adults	responsible use of technology for their own safety, regulates their own time with digital devices, discusses the different consequences of the

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
and their information space		use of information technology in school, at the street, at home etc.
Adheres to the norms of social, intercultural and interpersonal interaction	takes into account the technical capabilities of digital devices for communication inter alia with people with special needs, respects the privacy of messages, tolerates cultural differences, traditions and different opinions	selects the necessary means to communicate with others, in particular with people with special needs directly and through the Internet, is aware of the responsibility for their activities on the Internet; recommends interesting and safe sites to friends
Adheres to the norms of legal interaction	notes the authorship of own works; shows respect for the authorship of others	visits only useful and safe sites; complies with the rules of use of own and others' works

VI. Society and health care

Care about personal health and safety, response to activities that pose a threat to own life, health, well-being and those of the others;

Acts responsibly	demonstrates behaviors that prevent or reduce risks to life and health	demonstrates various behavioral practices that prevent or reduce risks to life and health
Defends own interests and interests of others	counteracts manifestations of pressure, disrespect and humiliation in relation to themselves and others, asking adults for help	counteracts the manifestation of pressure, disrespect and humiliation against themselves and others, independently or with the help of adults, depending on the risk
Gives help	knows where and how to seek help; describes examples of such activities	determines the need to help themselves and others, assesses the possibility of its provision
Behaves ethically	recognizes healthy ethical behavior (integrity, justice, honesty, responsibility, courage, loyalty) and follows it	behaves ethically, demonstrating integrity, fairness, honesty, responsibility, etc.

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
Finding alternatives, predicting consequences, making decision with benefits for health, well-being, their own safety and the safety of the others;		
Recognizes dangerous situations	recognizes and describes the dangers at home, school and outside	explains what to do in dangerous situations at home, at school and outside
Predicts consequences	explains that every action (decision) has consequences	predicts the possible consequences of their actions (decisions) for themselves and others
Makes a decision	decides how to act in everyday situations without a threat to life and health	decides how to act in everyday situations with health, safety and well-being benefits
Behaves safely	explains what the safety of the house, school and the world depends on	behaves safely, taking into account themselves and others at home, at school, at the street, in public places
Reasoned choice in favor of a healthy lifestyle, analysis and assessment of consequences and risks		
Considers alternatives to their own actions and decisions	defines healthy and unhealthy habits	finds alternative solutions for compliance with healthy or harmful habits
Accepts changes of own body	notes changes in their own body and accepts them	observes changes in their body depending on physical condition, mood, activity, lifestyle; explains and accepts them
Analyzes the impact of behavior on health	determines the positive and negative impact on the choice of healthy and safe behavior	analyzes the positive and negative impact on the choice of healthy and safe behavior
Makes a choice and gets pleasure	recognizes what brings pleasure and benefit	chooses an activity that brings pleasure and benefit
Entrepreneurial spirit and ethical behaviour to improve health, safety and well-being.		
Learns to learn without harm to health	organizes their own training according to their needs and recommended conditions	plans and organizes own training, taking time to rest
Finds and validates information	recognizes signs, symbols, and warnings of potential hazards	tries to evaluate information about goods and services critically

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
Acts effectively and independently	explains their needs and needs of others; determines on whom and what satisfaction depends	distinguishes between the necessary and excessive needs of their own and others; defines short-term goals and plans, specific actions to meet their own needs
Communicates constructively	listens attentively, asks about needs of others and formulates so as not to offend other people	perceives critical information about themselves and ethically responds to it
Demonstrates a culture of consumption	recognizes the importance of moderation in consumption of services and products	tries to use resources efficiently
Plans the future	explains the importance of schooling for their life and well-being; plans their day (school and day off)	knows their goal and tells how to achieve it; explains how their own success and well-being depends on the attitude to study
Collaborates to achieve results	performs various roles in the group, explains the value of teamwork	agrees to the role that can do better; together with the others determines the purpose of the collaboration, tries to achieve it

VII. Citizenship and history

Establishment of links between events, people's activities and their results in time, explains the importance of memorable dates for themselves and other citizens of Ukraine;

Understands historical time	sets the sequence of events (earlier/after, before/after, long ago/recently); explains how and why people determine time	defines the sequence of events; correlates time units
Reveals the duration and variability of events over time	describes the sequence of stages of human development; tries to explain how events are related to each other	defines the number of generations in their family, reveals the relationship between current and previous generations
Identifies and predicts social (historical) changes	distinguishes between present, past and future (was-is-will)	gives examples of cultural and historical heritage of Ukraine; highlights important events for the

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
		citizens of Ukraine, explains how they affect life
	Orientation in a familiar social environment, involvement in their own development, explanation of the impact of nature and human activities on it;	
Orients in social environment	orients in the environment close to the place of residence and reclaimed by people	recognizes well-known objects of the social environment, plans a walk/trip/tour to the cultural heritage of their native land, Ukraine
Reveals the relationship between natural and social environments	shows how nature gives people means of living; describes the changes observed in a familiar place associated with human activity	explains the value of nature for life and the role of human activity in the development of the world
Creates a public space together with others	explores public facilities in their area; observes the rules of conduct during the game, walk and rest	distinguishes between public objects and private objects; counteracts (involving adults) violation of the rules of conduct in public places
	Work with various sources of social and historical information, analysis of the content of sources, their critical evaluation	
Selects the source of historical and socially important information	explains where to find the information needed; discovers the main content of the source of information; asks older people about the past	finds the necessary information about the past and the present; selects the source of information according to the needs and interests
Analyses social (historical) information	asks about what was interesting; finds answers to questions; highlights the source of information about a famous person/event	highlights individual events, characters, concepts in the text; articulates clear questions about people, past or present events
Assesses the reliability of social (historical) information	distinguishes between fabulous events and events of the past; suggests the veracity of the information	identifies facts that raise doubts; finds information that refutes or confirms doubts; explains the possible consequences of the dissemination of false information
	Generalization of information from different sources, narration about the past and the present	

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
Groups and summarizes social (historical) information	identifies unknown words and with the help of adults learns their meaning; comes up with the name of the work, reflecting its content	collects information on an interesting topic; identifies important and less important information and justifies it; compares events, actions of persons
Talks about the past and the present	talks about themselves, their family and others	expresses in various ways the ideas of famous historical events, cultural monuments, outstanding people
Giving reasoned judgments about well-known historical facts and historical persons, as well as about the events of public life;		
Formulates and provides judgments in selecting the arguments	expresses own preferences; highlights interesting phrases and / or actions; takes into account the impact of their words and / or actions on the opinion of others	formulates own opinion regarding the behaviour, event, monuments; gets a simple proof; follows a sequence of opinions presentation
Awareness of self-esteem, taking into account own rights and freedoms, respect to the rights and dignity of others, combating discrimination and unequal treatment		
Presents themselves as a personality, asserts own dignity	describes themselves, their character, hobbies, how differs from other persons	defines own character traits, moral qualities; talks about own dreams and explains the ways of their implementation
Protects human rights	explains own responsibilities in the family, school; observes the rules of conduct, showing respect to others; asks adults for help when insulted or seeing others insulted	discovers and condemns misconduct; recognizes violations of the rights of the child; explains who can be contacted when somebody is insulting and/or humiliating them or other persons, and acts accordingly in such situations
Counteracts and prevents manifestations of discrimination and inequality	recognizes actions and words that may support or offend; respects diversity, treats others fairly	communicates taking into account other people's peculiarities; explains why one needs to act fairly

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4

Self-awareness as a citizen of Ukraine, analysis of cultural and historical grounds of their own identity, recognition of the value of cultural diversity

Is aware of being part of the community	collects information and tells about their family, classmates, Ukraine; explains what it means to be a member of the family, community, class; observes family and national traditions, explains their importance for themselves	examines own origin, pedigree, determines their role in the school, community, state; explores what traditions and holidays are honored in the family, families of friends and classmates, respects these traditions and holidays
Cooperates with others	explains the importance of team work; together with others determines the sequence of tasks; performs various roles in the group	defines the purpose of the collaboration; plans the sequence of actions of the group to perform the task; agrees to the role that is able to perform better

Observance of the principles of democratic citizenship, active participation in school life and life of the local community.

Makes responsible choices	agrees with classmates about the rules of interaction, adheres to the agreements reached, explains why it is important	defines together with classmates and uses rules and procedures to address issues related to the life of the class; explains how their own choices and actions can affect others
Is involved in solving the problems of community	talks about own successes, the successes of the class, their family; talks about their problems, chooses solutions; joins the useful initiatives in the family, class, school	talks about their achievements, achievements of the class, their family, school, community; analyzes the problems of the class, school, community and offers solutions; explains the factors that have helped to succeed or led to the problem; joins initiatives useful for the class, school, community

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
Comprehends social and political life	tells about Ukraine as the Homeland, recognizes the state symbols of Ukraine, treats them respectfully	explains what it means to be a citizen of Ukraine and how Ukraine is related to Europe
VIII. Art		
Artistic-figurative, associative thinking in the process of artistic and creative activity through visual, musical and other arts;		
Creates using variety of means and methods	creates using well-known artistic means and ways	selects means and ways to create an artistic image
Improvises	experiments using the well-known techniques of artistic and creative activity, sounds, rhythms, movements, lines, colors, shapes, materials, etc. to create artistic images	experiments using the well-known techniques of artistic and creative activity, sounds, rhythms, movements, lines, colors, shapes, materials, etc., combining elements for implementation of ideas in an artistic image
Aesthetically transforms the world around	observes the outside world, with the help of a teacher captures interesting phenomena as ideas for creativity; helps to decorate the place where studies, lives	watches the world go by, captures a different way of interesting phenomena; uses them in creative activities; proposes the idea of finishing the place of learning, living, and implements them independently or with the help of others
Cognition of art, of interpretation of artistic images, experience of emotional suffering, value-based attitude to the art		
Analyzes, interprets, appreciates art	perceives works of different types of art and shows emotional and value-based attitude to them in different ways (words, movements, facial expressions, lines, colors, etc.)	perceives the works of different types of art and shows emotional-value attitude to them in different ways; focuses on the details; explains what likes in the work, and what does not, determines the known means of artistic expression
Learns the language of art	distinguishes between types of art (musical, visual,	distinguishes elements of the artistic language, characteristic of different

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
	theatrical, choreographic, etc.) and recognizes their inherent means of expression	types of art (musical, visual, theatrical, choreographic, etc.)
Understanding themselves through artistic and creative activity and art.		
Evaluates own creativity	evaluates own work according to certain benchmarks; explains how they managed to realize the plan	evaluates own creativity according to certain benchmarks; with the help of teachers determines necessary for self-improvement actions; defends the right to self-expression
Presents their own achievements	presents the created artistic images in a clear way, explaining the created	presents the created artistic images, explains their plan, defends the opinion
Interacts with others through art	participates in collective creative activity, complies with the rules of creative cooperation; shares with others impressions about the perception of art and creative activity	participates in collective creative projects, performs various actions / roles in the creative process; discusses with others impressions of the perception of art and creative activity, respecting the choice of others
Regulates own emotional state by means of art	defines among the works and types of artistic and creative activity the favourite ones; shares emotions from the perception of works of art; creates for their own pleasure	recognizes own emotions from perception of works of art, chooses works and types of art and creative activity according to the mood; explains from what receives pleasure in own creativity

IX. Physical training

Physical activity, physical culture and sports;
demonstration of motor skills, their
use in various life situations

Performs a vital physical action	performs movement exercises (walking, running, jumping, climbing, swimming, sliding), exercises with and without objects (if applicable)	performs movement exercises (walking, running, jumping, climbing, swimming, sliding) with and without objects, evaluates own performance of motor actions and performance of exercises by other persons (if applicable)
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General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
Models motor activity	recognizes, selects and performs physical exercises for morning gymnastics; distinguishes, selects and performs physical exercises from various sports for the development of physical qualities	recognizes, selects and performs physical exercises for morning gymnastics, physical training minutes and pauses; selects the appropriate equipment for each sport, distinguishes and performs exercises from different sports for the development of physical qualities
Performs physical exercises during game activities and competitions	performs motor actions during outdoor games under teacher's guidance	performs motor actions in outdoor games during school and leisure
	Selection of physical exercises to improve physical form;	
Controls own physical condition	monitors own well-being with the support of adults in the institution of secondary education and beyond	is able to control themselves during exercise
Analyzes and evaluates the impact of physical activity on health	explains the importance of exercise for human health	analyzes the impact of positive and negative factors on human health; assesses own health by heart rate and respiration rate
Selects physical exercises for the development of physical qualities and health	selects with the help of a teacher and performs exercises/games and elements of different sports for the development of physical qualities	regulates the intensity of the load (speed, duration, sequence of exercise) in accordance with certain tasks
	Compliance with the rules of safe and fair play, ability to be persistent, to win and to lose; awareness of the importance of physical exercise for health, emotional satisfaction, tempering, self-expression and social interaction.	
Performs various social roles	performs various roles during outdoor games, fun, ceremonies and other forms of motor activity	effectively interacts with colleagues to achieve common team goals during motor activity
Adheres to safe behavior	adheres to safety rules in person and during joint	observes safety rules during physical activity in the institution of general

Continuation of Annex 124

General learning outcomes of applicants for education	Compulsory learning outcomes of applicants for education	
	Grades 1—2	Grades 3—4
	physical activities with friends	secondary education and beyond, explains the meaning of these rules and their consequences
Adheres to ethical standards in physical activity	adheres to the rules of fair play during physical activities; is not upset because of the defeat	adheres to the rules of fair play during physical activities; strives to win, is not upset because of defeats and takes them with dignity

Annex 2
to the Standard

Core curriculum
of primary education

Core curriculum of primary education for institutions of general
secondary education with the Ukrainian language of instruction

The name of the educational area	Number of hours per year				
	Grade 1	Grade 2	Grade 3	Grade 4	total
The invariant component					
Language and literature, including:	315	315	315	315	1260
the Ukrainian language and literature	245	245	245	245	
Foreign language education	70	70	70	70	
Mathematics	140	140	140	140	560
Natural sciences;	140	175	210	210	735
Society and healthcare					
Citizenship and history					
Technology					
Information technology					
Art	70	70	70	70	280
Physical training*	105	105	105	105	420
The variable component					
Additional hours for studying subjects of educational areas, optional courses, individual consultations and group classes	35	70	70	70	245
Total annual number of training hours financed from the budget (without division into groups)	805	875	910	910	3500
The maximum allowable weekly/annual load of the applicant for education	20/700	22/770	23/805	23/805	88/3080

Core curriculum of primary education for
general secondary education institutions with instruction in the language of
the
indigenous people or national minority

The name of the educational area	Number of hours per year				
	Grade 1	Grade 2	Grade 3	Grade 4	total
The invariant component					
Language and literature, including:	385	385	385	385	1540
the Ukrainian language and literature	175	175	210	210	
language and literature of the indigenous or national minority and foreign language education**	210	210	175	175	
Mathematics	140	140	140	140	560
Natural sciences;	105	175	175	175	630
Society and healthcare					
Citizenship and history					
Technology					
Information technology					
Art	70	70	70	70	280
Physical training*	105	105	105	105	420
The variable component					
Additional hours for studying subjects of educational areas, optional courses, individual consultations and group classes			35	35	70
Total annual number of training hours financed from the budget (without division into groups)	805	875	910	910	3500
The maximum allowable weekly/annual load of the applicant for education	20/700	22/770	23/805	23/805	88/3080

Core curriculum of primary education for specialized
institutions (classes) of general secondary education with the Ukrainian
language of instruction
for children with special educational needs;

The name of the educational area	Number of hours per year				
	Grade 1	Grade 2	Grade 3	Grade 4	total
The invariant component					
Language and literature, including:	315	315	315	315	1260
the Ukrainian language and literature	245	245	245	245	
foreign language education***	70	70	70	70	
Mathematics	140	140	140	140	560
Natural sciences;	140	175	175	175	665
Society and healthcare					
Citizenship and history					
Technology					
Information technology					
Art	70	70	70	70	280
Physical training*	105	105	105	105	420
Correction pedagogic activity:					
for deaf children	560	560	560	560	2240
for children with hearing impairment	630	630	630	630	2520
for children with visual impairment	420	455	455	455	1785
for children with musculoskeletal disorders	315	315	315	315	1260
for children with severe speech disorders	420	420	420	420	1680
for children with mental retardation	350	350	350	350	1400
for children with intellectual disabilities	280	280	280	280	1120
The variable component					
Additional hours for studying subjects of educational areas, optional courses, individual consultations and group classes	35	35	70	70	210
The maximum allowable weekly/annual load of the applicant for education	20/700	21/735	22/770	22/770	85/2975

Core curriculum of primary education for specialized
institutions (classes) of general secondary education with instruction in the
language
of the indigenous people or national minority

The name of the educational area	Number of hours per year				
	Grade 1	Grade 2	Grade 3	Grade 4	total
The invariant component					
Language and literature, including:	350	350	350	350	1400
the Ukrainian language and literature	140	175	210	210	
language and literature of the indigenous or national minority and foreign language education****	210	175	140	140	
Mathematics	140	140	140	140	560
Natural sciences;	140	175	175	175	665
Society and healthcare					
Citizenship and history					
Technology					
Information technology					
Art	70	70	70	70	280
Physical training*	105	105	105	105	420
Correction pedagogic activity:					
for deaf children	560	560	560	560	2240
for children with hearing impairment	630	630	630	630	2520
for children with visual impairment	420	455	455	455	1785
for children with musculoskeletal disorders	315	315	315	315	1260
for children with severe speech disorders	420	420	420	420	1680

The name of the educational area	Number of hours per year				
	Grade 1	Grade 2	Grade 3	Grade 4	total
for children with mental retardation	350	350	350	350	1400
for children with intellectual disabilities	280	280	280	280	1120
The variable component					
Additional hours for studying subjects of educational areas, optional courses, individual consultations and group classes			35	35	70
The maximum allowable weekly/annual load of the applicant for education	20/700	21/735	22/770	22/770	85/2975

* Hours provided for physical education does not count in determining the maximum allowable weekly/annual load of the applicant for education.

** Educational programmes of general secondary education institutions with instruction in the language of the indigenous people or national minority in the expected results of the study of the Ukrainian language take into account the proficiency level of applicants for education and closeness of their native and state languages.

*** Foreign language education for children with intellectual disabilities is not provided. Hours are distributed between other areas at teacher's choice.

**** Educational programmes of general secondary education institutions with instruction in the language of the indigenous people or national minority in the expected results of the study of the Ukrainian language take into account the proficiency level of applicants for education and closeness of their native and state languages. Foreign language education for children with intellectual disabilities is not provided. Hours are distributed between other areas at teacher's choice.
