APPENDIX

Core objectives primary education

PREAMBLE
Primary education aims to broadly educate children. The education addresses their emotional and intellectual development, the development of their creativity, and their acquisition of social, cultural and physical skills. The core objectives help put all this into practice. The whole of cohesive, and therefore consecutively numbered, core objectives represents the contents of primary education. The core objectives in this list are divided into chapters for Dutch language, English language, Frisian language, mathematics and arithmetic, exploratory social studies, art education and physical education. Core objectives provide guidelines. They indicate the goals each school should at least strive for. Three comments need to be given here, however.

First of all, the objectives describe the desired results of a learning process, not the way in which these are to be achieved. The core objectives do not prescribe any didactics. Considering the nature of primary education, teachers should address and stimulate the children's natural curiosity and their need for development and communication. By offering a structured and interactive educational programme, different forms of exploratory education, and interesting themes and activities, children are stimulated in their development.

Secondly, content and objectives should be closely linked, be connected to everyday life, and presented in coherence with each other. In concrete education, objectives from different chapters are applicable simultaneously. For example, language is important in all subjects; culture does not only apply to the artistic domain; and information technology applies to all areas.

Thirdly, attention should be given to objectives that are important for all learning areas: a good working attitude, use of learning strategies, reflection on one's own actions and learning, expression of one's own thoughts and feelings, respectful listening to and criticising of others' opinions, acquisition and processing of information, development of self-confidence, respectful and responsible dealing with each other, and care and appreciation for the living environment.

DUTCH LANGUAGE

Characteristics
Language education is important because the role of language during the acquisition of content and skills in all learning areas – and the transfer among these – is obvious. Education in Dutch as a second language further reinforced this realisation over the past few years. Language education, therefore, is important for the learning successes of children and for the position they will eventually occupy in society.
In addition, language has a social function. Children need to develop their linguistic skills, because they need them now and in the future. This means that education should include communicative situations: lifelike and fascinating readers, discussions about subjects that are interesting to children, and real correspondence with children in other schools.
Language acquisition and education occur in a circular way: content is similar, while complexity and command increases. In other words, Dutch language education aims to turn children into increasingly competent language users in their command of this language, both inside and outside of the school. These competences can be typified in four key words:
• copy: copy an action as precisely as possible (for example by copying text from the blackboard).

• describe: apply a skill (e.g. report, give information, or ask questions) in their own way and in their own words.
• structure: give structure in their own ways.
• assess: reflect about possibilities, evaluate.

These key words are not easily formulated and included in core objectives, because they often refer to a combination of competences. Written linguistic skills take up an important position. ‘Literacy’ presumes more than just the technique of reading and writing. It also implies insight into its social function and a positive attitude. This development is started before the child attends primary school, when the child is read to or when stories are exchanged in the family environment, and is continued in school. And although the development of written language skills is focussed on, the development of oral language skills remains important as well. Expansion of the child’s vocabulary, attention to language and thinking, application of listening strategies, reading aloud and telling – these are activities that further develop the oral language skills, while also forming preconditions for the written domain.
Linguistics and language use present children with tools to talk and think about language. Traditionally, these mainly concerned grammar and sometimes the consideration of interesting language phenomena. Today, they particularly concern the child’s insight into his own strategies of language use and those of others, so that he learns to use them in an increasingly conscious and purposeful manner. In addition to language as a system, reflection on one’s own language use is important. Linguistics should not form a separate subject, but should be integrated in (parts of) other domains.
Education in Dutch as a second language is often different in nature from education in Dutch as a primary language: the starting situation of the pupils is different, the didactics differ, the educational programme is sometimes phased differently, and there is more emphasis on the expansion of vocabulary. However, the same objectives and the same educational programme apply to all pupils. Many native-speaking children who grow up in disadvantaged situations will benefit from the didactic insights gained from teaching ethnic pupils. One of these insights is that language plays a crucial role during the acquisition of knowledge and skills in the 'other subjects'.

Core objectives

Oral education

1 The pupils learn to acquire information from spoken language. At the same time, they learn to reproduce this information – orally or in writing – in a structured way.
2 The pupils learn to express themselves in a meaningful and engaging manner when giving or requesting information, reporting, giving explanations, instructing, and participating in discussions.
3 The pupils learn to assess information in discussions and in conversations that are informative or opinion forming in nature and learn to respond with arguments.

Written education
4 The pupils learn to retrieve information from informative and instructive texts, including diagrams, tables and digital sources.
5 The pupils learn to write meaningful and attractive texts with different functions, including: informative, instructive, convincing, or enjoyable.
6 The pupils learn to structure information and opinions when reading educational, study-oriented, and other instructive texts, as well as systematically structured sources, including digital ones.
7 The pupils learn to compare and assess information and opinions in different textual forms.
8 The pupils learn to structure information and opinions when writing a letter, a report, a form, or a paper. While doing so, they pay attention to syntax, correct spelling, writing legibly, type page, as well as, in some cases, images and colour.

9 The pupils derive pleasure from reading and writing of stories, poems and informative texts intended for them.

Linguistics, including strategies

10 The pupils learn to recognise, express, use, and assess strategies in the objectives for ‘oral language education’ and ‘written language education’.

11 The pupils learn a number of linguistic principles and rules. Within a sentence, they are able to distinguish between subject, verbal predicate, and parts of a predicate.

The pupils know the rules for spelling of verbs, the rules for spelling of other words besides verbs, and the rules for the use of punctuation marks.

12 The pupils acquire an adequate vocabulary and strategies for the understanding of words as yet unknown to them. ‘Vocabulary’ includes terms that allow pupils to think and talk about language.

ENGLISH LANGUAGE

Characteristics

As a result of the increasing internationalisation, a growing mobility, and the ever-expanding possibilities in communication using the new media, command of the English language is increasingly important to everybody. The position of English in primary education is based upon European policy and the principle that a reasonable command of that language is achieved when English education is commenced at an early age. The purpose of English language lessons is to lay a foundation for communication with native English speakers and others who speak English outside of the school. This initial impetus is further developed during the period of basic secondary education. In primary school, education in the English language is linked to the content of other subjects wherever possible. For example to the content of personal and world orientation. This concerns simple, everyday subjects, such as: ‘how do you live’, ‘spare time and hobbies’, ‘your body’, and ‘the weather’.

In primary school, English language education particularly concerns oral communication and the reading of simple text forms. Writing is limited to an introduction to the spelling of a number of common English words. In addition, children learn to look up the meanings and spelling of words using a dictionary.

Core objectives

13 The pupils learn to acquire information from simple spoken and written English texts.

14 The pupils learn to ask and give information in English about simple subjects while developing a confident attitude in expressing themselves in that language.

15 The pupils learn the spelling of a number of simple words about everyday subjects.

16 The pupils learn to look up the meanings and spelling of English words using a dictionary.

FRISIAN LANGUAGE

Characteristics

Primary schools in the province of Friesland are obliged to include education in the Frisian language in their educational programme. This is based on Article 4 of the Primary Education Act: ‘In schools in the province of Friesland, education is also given in the Frisian language, unless the Provincial Executive has granted exemption from this obligation after a request by the competent authorities’. Education in the Frisian language, like education in the Dutch language, has a social function. This social function corresponds to the function of education in the Dutch language: the role of language during the acquisition of content and skills in all learning areas and the transfer between language and ‘other subjects’. Therefore, in schools where Frisian is taught, this education is connected to the education in Dutch. There is a transfer between them, for example: expansion of the vocabulary, listening and reading strategies, linguistics.

In addition to the social function, education in the Frisian language has a cultural function as well. Children familiarise themselves with learning to express themselves in the language that is used in the province, the region, the town, the neighbourhood, and the family, in formal and informal situations. While doing so, they participate in the culture of their own region, insofar it coincides with the use of the Frisian language.
In the educational programme, oral linguistic skills take up an important position. These concern subjects that are familiar to the children and relatively simple competences such as describing and structuring. Some reading skills are also pursued. These concern texts that are interesting to the children, whereby reading enjoyment is more important than practice of their understanding of the texts.
Like education in the Dutch language, the acquisition of listening, reading and vocabulary strategies are important. In part, these are transferable from (or to) education in the Dutch language. Apart from this coherence in strategies, linguistics in the broad sense of the term is a domain that forms a rich source of planned and incidental lessons, e.g. the position of the Frisian language in the Netherlands as a whole and in the province of Friesland in particular, and the differences and similarities between the Frisian and Dutch languages in usage, form, vocabulary, etc.

Core objectives

Oral language education
17 The pupils develop a positive attitude towards the use of Frisian by themselves and others.
18 The pupils learn to acquire information from the spoken Frisian language. These concern texts that give information, enjoyment, opinions or instructions about subjects familiar to them.
19 The pupils learn to express themselves in a meaningful and engaging manner in situations from their everyday life, in which they request or give information about a subject with which they are familiar.

Written language education
20 The pupils learn to acquire information from popular Frisian texts, such as articles from youth headings, songs, stories, etc.
21 The pupils learn to write simple texts in Frisian about everyday subjects, with the purpose of communicating with others about those subjects.

Linguistics, including strategies
22 The pupils acquire a vocabulary of frequently used Frisian words and strategies for the understanding of words as yet unknown to them.

MATHS/ARITHMETIC

Characteristics
In the course of primary education, the children will gradually acquire – in the context of situations that are meaningful to them – familiarity with numbers, measurements, forms, structures, and the relationships and calculations that apply to these. They will learn to use ‘mathematical language’ and gain ‘mathematical literacy’ and skills in calculus. This mathematical language concerns arithmetical, mathematical and geometrical terms, formal and informal notations, schematic representations, tables and graphs, and exercises for the calculator. ‘Mathematical literacy’ and skills in calculus particularly applies to coherent insight in numbers, insight in measurements and three-dimensional insight, a repertoire of ready knowledge, important reference numbers and measurements, characteristic examples and applications, and practice in arithmetic, measurements and geometry. Geometry concerns three-dimensional orientation, the description of phenomena in reality, and the ability to reason on the basis of images in two and three dimensions. The subjects according to which children develop their ‘mathematical literacy’ have different origins: everyday life, other development areas, and mathematics itself. When selecting and offering the subjects, the children’s levels of knowledge

and ability are kept in mind, as well as their other areas of development, their interests, and topicalities, so that children will feel challenged to carry out mathematical activity and be able to do maths at their own level, with satisfaction and pleasure, both independently and as a part of a group. In short, that they are able to ask mathematical questions and formulate and solve mathematical problems. During the arithmetic or maths lesson, the children learn to solve a problem in a mathematical way and explain to others the solution in mathematical language. They learn to give and receive mathematical criticism with respect for another person's point of view. Explanations, formulations and notations, as well as the giving and receiving of criticism, are all part of a specifically mathematical method that will teach children to organise and motivate ways of thinking and to avoid mistakes, independently as well as together with others.

Core objectives

Mathematical insight and operation
23 The pupils learn to use mathematical language.
24 The pupils learn to solve practical and formal arithmetical and mathematical problems and clearly represent argumentation.
25 The pupils learn to motivate approaches for solving arithmetical/mathematical problems and learn to assess solutions.

Numbers and calculations
26 The pupils learn to understand the general structure and interrelationship of quantities, whole numbers, decimal numbers, percentages, and proportions, and to use these to do arithmetic in practical situations.
27 The pupils learn to quickly carry out the basic calculations in their heads using whole numbers, at least to 100, whereby adding and subtracting up to 20 and the multiplication tables are known by heart.
28 The pupils learn to count and calculate by estimation.
29 The pupils learn clever ways to add, subtract, multiply and divide.
30 The pupils learn to add, subtract, multiply and divide on paper, according to more or less contracted standard procedures.
31 The pupils learn to use the calculator with insight.

Measuring and geometry
32 The pupils learn to solve simple geometrical problems.
33 The pupils learn to measure and calculate using units and measurements, such as time, money, length, circumference, surface area, volume, weight, speed, and temperature.

PERSONAL AND WORLD ORIENTATION

Characteristics
In this learning area, pupils orientate on themselves, on how people relate to each other, how they solve problems, and how they give meaning to their existence. Pupils orientate on their natural environment and the phenomena occurring in it. Pupils also orientate on the world around them – nearby and faraway; then and now – and while doing so make use of cultural heritage. Children are naturally curious. They are always on the lookout to learn about themselves and explore the world. This development need is a starting point for this learning area. At the same time, society, in which the children are growing up, is making its demands. Children are fulfilling, and will fulfil, tasks and roles, for which education is preparing them. These concern the role of consumer, the role of traffic participant, and the role of citizen in a democratic constitutional state. Knowledge about and insight in important values and standards, and knowing how to act accordingly, are preconditions for coexistence. Respect and tolerance are forms of these.

When learning about the ways in which people organise their environment, economic, political, cultural, technological, and social aspects play an important part. These concern matters that are of importance to the giving of meaning to existence, to sustainable development, to (food) safety and health, and to technological achievements.
Orientation on nature includes ourselves, animals, plants, and natural phenomena. Orientation on the world includes the creation of a world view in terms of space and time. Area by area and using map skills, pupils develop a geographic world view.
They develop a historic world view. This means they have knowledge of historic events in parts of the world and of chronology. Pupils learn to continually update their world view (about themselves and the world) by means of current topics.
Wherever possible, educational content about people, nature and the world are presented in coherence. This promotes the pupils' understanding and contributes to a reduction of the overloadedness of the educational programme. Contents from other learning areas are applied to 'personal and world orientation'. For example the reading and writing of texts (reading comprehension), the measuring and processing of information in tables, timelines, graphs, etc. (maths/arithmetic), and the use of images and expressive material (art education). After all, education is particularly aimed at giving pupils insight into meaning and coherence.

Core objectives

Social studies
34 The pupils learn to care for their own physical and psychological health and that of others.
35 The pupils learn to behave in a self-sufficient manner – socially, in traffic situations, and as a consumer.
36 The pupils learn about the essentials of Dutch and European politics and citizen's duties.
37 The pupils learn to behave from a sense of respect for generally accepted standards and values
38 The pupils learn essentials of religious movements that play an important part in the Dutch pluralistic society, and they learn to respect people's differences of opinion.
39 The pupils learn to handle the environment with care.

Nature and technology
40 The pupils learn to distinguish and name many common plants and animals in their own environment and the way they function.
41 The pupils learn about the makeup of plants, animals and humans and about the form and function of their parts.
42 The pupils learn to research materials and physical phenomena, including light, sound, electricity, power, magnetism, and temperature.
43 The pupils learn to describe the weather and climates in terms of temperature, precipitation, and wind.
44 Concerning products from their own environment, the pupils learn to find connections between form, material use, and the way things work.
45 The pupils learn to design, realise and evaluate solutions for technical problems.
46 The pupils learn that the position of the earth in relation to the sun causes the differences between seasons and night and day.

Space
47 The pupils learn to compare the spatial organisation of their own environment with other environments in the Netherlands and abroad, from the perspectives of landscape, living, working, government, traffic, recreation, welfare, culture, and religion. Attention is at least given to two member states of the European Union and two countries that became a member in 2004, to the United States, and to a country in Asia, one in Africa, and one in South-America.
48 Children learn about the measures that are taken/ have been taken in the Netherlands in order to enable living in areas threatened by water.

49 The pupils learn about global spatial spread of population densities and religions, about climates, energy sources and natural landscapes such as volcanoes, deserts, tropical rainforests, high mountain ranges, and rivers.
50 The pupils learn to handle maps and atlas, command the basic topography of the Netherlands, Europe and the rest of the world, and develop an up-to-date geographic view of the world.

Time
51 The pupils learn to use simple historic sources and learn to handle time indications and arrangements.
52 The pupils learn about the characteristic aspects of the following eras: hunters and farmers; Greeks and Romans; monks and knights; cities and states; explorers and reformers; kings and regents; revolutions and periwigs; commoners and steam engines; the World Wars and the Holocaust; television and the computer.
53 The pupils learn about important historic persons and events from Dutch history and are able to connect these with examples from world history.

ART EDUCATION

Characteristics
Art education helps children become acquainted with the artistic and cultural aspects of their world. This domain is especially concerned with those aspects of cultural heritage that people have used during the course of time to give form and meaning to their existence.
Another thing art education is concerned with is the acquisition of some knowledge of the present-day artistic and cultural diversity. This takes place both in school and via regular interaction with the outside world. Through art education, children learn to open their minds: they observe paintings and sculptures, they listen to music, they enjoy language and movement. Art education also encourages them to appreciate cultural and artistic works of expression in the world around them. Furthermore, they learn to express themselves, using the means linked to the artistic domain: They learn to investigate the expressive possibilities of various materials by means of aspects such as colour, form, space, texture and composition; they make drawings and three-dimensional works; they learn songs and use rhythmic instruments to support their singing; they play and move.
Wherever possible, subjects are used that are linked to those in other learning areas. This way, education becomes more cohesive and therefore more meaningful for pupils. But above all, the authentic contribution made by art education is to stimulate children in their development.

Core objectives
54 The pupils learn to use images, language, music, games and movement to express their feelings and experiences and to communicate with.
55 The pupils learn to reflect upon their own work and the work of others.
56 The pupils acquire knowledge about and learn to appreciate aspects of cultural heritage.

PHYSICAL EDUCATION

Characteristics
Children love to move and move around a lot. Just watch how toddlers behave in the playground during playtime. An important goal of this learning area is to maintain this active lifestyle. To achieve this, children learn to participate in a wide range of exercise activities during physical education lessons, in order to build up a broad ‘movement repertoire’.
This repertoire includes motor aspects as well as social skills.
During attractive exercise situations, pupils learn about the principal aspects of the most important forms of exercise and sports. These include movements such as balancing, jumping, climbing, swinging, tumbling, running, and moving to music. Also included are sports and games, such as playing tag, goal games, throwing games, juggling, and romping games. From this programme,

children will also be able to find their way in the out-of-school exercising and sports culture and the more seasonal activities.
Most exercise and sports activities are participated in as a group, which makes it necessary to learn about the rules that apply, how to abide by them, and who plays which part. In addition, it is necessary to learn to help each other, watch over each other's safety, respect each other's possibilities, and explore one's own possibilities. Exercising is and should be fun. Fun is essential in order to continue to participate in exercising activities.

Core objectives
57 The pupils learn to participate in a responsible way in the surrounding exercise culture and learn to experience and perform the main principles of the most important sports and exercise forms.
58 In collaboration with others, the pupils learn to participate in exercise activities in a respectful way, agree on regulations thereof, evaluate their own exercise possibilities and take these into account when participating in activities.