



Middle Years Programme 1

**Schooljaar
2026 - 2027**

Leerjaar 0

Vakcode	la_ne
Vaknaam	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	1.1 P1 Where we are in place and time	11, 12 & 13	Communication
Related concept(s)	Meaning, patterns					
Global context	Orientation in space and time					
Focus of exploration	natural and human landscapes an resources					
Statement of inquiry	By recognizing patterns in language, we can develop meaningful communication and use our vocabulary and grammar purposefully.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Di, Dii, Diii, Div					
ATL skills	Communication skills, creative-thinking skills					
Content (topics, knowledge, skills)	Students learn the grammar they need to write a story with the correct structure and reference words. Students learn the vocabulary they can use when writing a short story. They also learn how to spell words correctly.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		Written exam	0	8

Vakcode	la_ne
Vaknaam	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	1.2 P2 Jouw verhaal	PO: 10, 11 en 12 Onderbouw VO: 3, 4 en 6	Communication
Related concept(s)	conventions, structure					
Global context	Personal and cultural expression					
Focus of exploration	critical literacy, languages and linguistic systems					
Statement of inquiry	Effective communication arises when we correctly apply language structures and conventions to convey our message clearly and comprehensibly.					
MYP subject specific objective(s)	Bi, Bii, Biii, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Div					
ATL skills	Communication skills					
Content (topics, knowledge, skills)	Sentence parts: subject, finite verb, direct object. Verb conjugation.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		Written exam	0	8

Vakcode	la_ne
Vaknaam	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	1.2 P2 Jouw verhaal	PO: 10, 11 en 12 Onderbouw VO: 3, 4 en 6	Communication
Related concept(s)	conventions, structure					
Global context	Personal and cultural expression					
Focus of exploration	critical literacy, languages and linguistic systems					
Statement of inquiry	Students record a video in which they demonstrate the grammatical structures they have learned, including sentence structure and the correct conjugation of verbs.					
MYP subject specific objective(s)	Ci, Cii, Ciii, Civ,					
ATL skills	Communication skills					
Content (topics, knowledge, skills)	Sentence parts: subject, finite verb, direct object. Verb conjugation.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	0		Practical exam	0	8

Vakcode	la_ne
Vaknaam	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	1.3 P3 Het inoefenen	5, 9, 10, 11 en 12	Creativity
Related concept(s)	idiom, message					
Global context	Scientific and technical innovation					
Focus of exploration	critical literacy, languages and linguistic systems					
Statement of inquiry	Creativity helps us use idioms and messages to explore how scientific and technical innovation shapes our world					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Div					
ATL skills	Communication skills					
Content (topics, knowledge, skills)	Instruction on various spelling rules. Practice spelling rules daily for 20 minutes. Review spelling rules through homework.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		Written exam	0	8

Vakcode	la_ne
Vaknaam	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	1.3 P3 Het inoefenen	5, 9, 10, 11 en 12	Creativity
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	idiom, message					
	Scientific and technical innovation					
	critical literacy, languages and linguistic systems					
	Creativity helps us use idioms and messages to explore how scientific and technical innovation shapes our world					
	Ai, Aii, Aiii, Bi, Bii, Biii, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Div					
	Communication skills					
	Students deliver and submit an argumentative that they have developed in collaboration with I&S. They are assessed on the spelling and grammatical components that have been covered during this schoolyear.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	0		Practical exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	0	1.1 P1 Me and my family	12,13,14, 17,18	Connections, Identity
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Audience, purpose					
	Identities and relationships					
	Relationships					
	Understanding ourselves, our culture, and our families helps us connect with others and build strong relationships.					
	Ai, Aii, Aiii					
	Communication skills, organization skills, reflection skills, critical - and creative-thinking skills					
	Unit vocabulary, theme-based texts, reading, listening, speaking, Grammar: pronouns, present simple, WH-questions, and comparative/superlative forms, numbers					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	nvt		Practical assessment	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	1.2 P2 Eat to live, or live to eat?	11,12,13, 15,16,18	Culture
Related concept(s)	Meaning, Audience, Purpose					
Global context	Personal and cultural expression					
Focus of exploration	Global interactions, change					
Statement of inquiry	Our food choices are influenced by culture, health, and advertising, and we can share our opinions by explaining our ideas and giving reasons.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Di, Dii, Diii, Div					
ATL skills	Self management, organisational skills					
Content (topics, knowledge, skills)	Unit vocabulary, theme-based texts, reading, listening, speaking, Grammar: past simple, past continuous, and singular/plural forms.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		Written exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	0	1.2 P2 Eat to live, or live to eat?	11,12,13, 15,16,18	Culture
Related concept(s)	Meaning, Audience, Purpose					
Global context	Personal and cultural expression					
Focus of exploration	Global interactions, change					
Statement of inquiry	Our food choices are influenced by culture, health, and advertising, and we can share our opinions by explaining our ideas and giving reasons.					
MYP subject specific objective(s)	Ci,Cii,Ciii,Civ					
ATL skills	Self management, organisational skills					
Content (topics, knowledge, skills)	Unit vocabulary, theme-based texts, reading, listening, speaking, Grammar: past simple, past continuous, and singular/plural forms.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	nvt		Practical assessment	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	1.3 P3 Flying free	11,13,14,16,17,18	Creativity
Related concept(s)	Form, Communication					
Global context	Personal and Cultural expression					
Focus of exploration	Expression					
Statement of inquiry	Exploring real and imaginary flight can help us invent new ideas and write original stories.					
MYP subject specific objective(s)	Ai,Aii,Aii, Bi, Bii, Biii, Di, Dii, Diii,Div					
ATL skills	Thinking skills, Social skills, Communicaiton skills					
Content (topics, knowledge, skills)	Unit vocabulary, 200 high freequency words, theme-based texts, reading, listening, speaking, verschil fiction/ non fiction, writing short stories, Grammar: pase simple, past continuous					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		Written exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	0	1.3 P3 Flying free	11,13,14,16,17,18	Creativity
Related concept(s)	Form, Communication					
Global context	Personal and Cultural expression					
Focus of exploration	Expression					
Statement of inquiry	Exploring real and imaginary flight can help us invent new ideas and write original stories.					
MYP subject specific objective(s)	Ci,Cii,Ciii, Civ					
ATL skills	Thinking skills, Social skills, Communicaiton skills					
Content (topics, knowledge, skills)	Unit vocabulary, 200 high frequency words, theme-based texts, reading, listening, speaking, verschil fiction/ non fiction, writing short stories, Grammar: pase simple, past continuous					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	nvt		Practical assessment	0	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	1.1 P1 Basic skills	23, 24, 25, 26, 32, 33	Form
Related concept(s)	Patterns, Quantity					
Global context	Identities and relationships					
Focus of exploration	Identity formation, self-esteem					
Statement of inquiry	By using the correct writing form and practice, we develop an understanding of quantities, proportions, and number structures.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii					
ATL skills	reflection skills, critical thinking skills					
Content (topics, knowledge, skills)	The students learn and review basic skills with whole and decimal numbers and with fractions. They also practice with word problems					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		written exam	0	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	1.2 P2 Maths	23, 24, 25	Logic
Related concept(s)	models, space, validity					
Global context	orientation in space and time					
Focus of exploration	scale, duration, frequency, variability					
Statement of inquiry	Through the use of logic, students can develop mathematical models to analyze and present space, data, and numbers in a structured and meaningful way.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Div, Dv					
ATL skills	collaboration skills, reflective skills, critical thinking skills, transfer skills					
Content (topics, knowledge, skills)	The students learn and review the metric system, calculating perimeter, area and volume, and calculating percentages.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		written exam	0	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	1.3 P3 Mathematics for a Fair World	23, 24, 25	logic
Related concept(s)	quantity, representation					
Global context	fairness and development					
Focus of exploration	structuur, orde en eerlijkheid					
Statement of inquiry	Mathematics is used through logical reasoning, representations, measurements, and numerical structures to organize situations in both the real and imagined world in a fair and structured way.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Div, Dv					
ATL skills	collaboration skills, reflective skills, critical thinking skills, transfer skills					
Content (topics, knowledge, skills)	The students learn and review the conversion of fractions, percentages and decimal numbers, statistics, powers and roots, negative numbers, and the order of operations.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		written exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	1.1 P1 The World Inside and Out	49	Change
Related concept(s)	causality					
Global context	Orientation in space and time					
Focus of exploration	Natural and human landscapes and resources					
Statement of inquiry	The exogenous and endogenous forces of the Earth shape the surface and create unique features such as mountains and volcanoes, affecting the people who live there.					
MYP subject specific objective(s)	Ai, Aii,					
ATL skills	Organization skills, Reflection skills and information literacy skills.					
Content (topics, knowledge, skills)	Students learn about the structure of the Earth and can explain how certain landscapes were formed. They can describe this in Dutch for a new situation.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		written exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	0	1.1 P1 The World Inside and Out	49	Change
Related concept(s)	causality					
Global context	Orientation in space and time					
Focus of exploration	Natural and human landscapes and resources					
Statement of inquiry	The exogenous and endogenous forces of the Earth shape the surface and create unique features such as mountains and volcanoes, affecting the people who live there.					
MYP subject specific objective(s)	Bi, Bii, Biii, Biv, Cii, Di					
ATL skills	Organization skills, Reflection skills and information literacy skills.					
Content (topics, knowledge, skills)	Students learn about the structure of the Earth and can explain how certain landscapes were formed. They can describe this in Dutch for a new situation.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	N/A		Practical exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	1.2 P2 Citizens and Steam Engines	36, 47, 50, 52	Change
Related concept(s)	causality, innovation, revolution					
Global context	scientific and technical innovation					
Focus of exploration	modernization, industrialisation, engineering					
Statement of inquiry	Scientific and technological innovations can drive societal changes that sometimes lead to revolutionary shifts in how people live and work.					
MYP subject specific objective(s)	Ai, Aii,					
ATL skills	Reflection skills, creative thinking skills, transfer skills					
Content (topics, knowledge, skills)	Students learn about the era of citizens and steam engines. They study the revolutionary changes of the 19th century, which are still noticeable today.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		written exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	0	1.2 P2 Citizens and Steam Engines	36, 47, 50, 52	Change
Related concept(s)	causality, innovation, revolution					
Global context	scientific and technical innovation					
Focus of exploration	modernization, industrialisation, engineering					
Statement of inquiry	Scientific and technological innovations can drive societal changes that sometimes lead to revolutionary shifts in how people live and work.					
MYP subject specific objective(s)	Ci, Cii, Ciii, Di, Dii, Div					
ATL skills	Reflection, creative thinking, transfer					
Content (topics, knowledge, skills)	Students learn about the era of citizens and steam engines. They study the revolutionary changes of the 19th century, which are still noticeable today.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	N/A		Practical exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	0	1.3 P3 Dutch and European Government Structure and the Role of the Citizen	47,48,50	Systems
Related concept(s)	choice, perspective					
Global context	fairness and development					
Focus of exploration	democracy, politics, government and social society					
Statement of inquiry	Within political systems, different perspectives influence the choices of citizens and policymakers.					
MYP subject specific objective(s)	Ai, Aii, Ci, Cii, Ciii, Di, Dii, Diii, Div					
ATL skills	communication skills, organization skills					
Content (topics, knowledge, skills)	Students acquire knowledge about the political system in the Netherlands and Europe. They learn about citizens' rights and responsibilities. Students gain an understanding of democratic processes and develop critical thinking about politics.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		written exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	312	PW3	0	1.3 P3 Dutch and European Government Structure and the Role of the Citizen	47,48,50	Systems
Related concept(s)	choice, perspective					
Global context	fairness and development					
Focus of exploration	democracy, politics, government and social society					
Statement of inquiry	Within political systems, different perspectives influence the choices of citizens and policymakers.					
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div					
ATL skills	communication skills, organization skills					
Content (topics, knowledge, skills)	Students campaign for their self-designed political party. They create a slogan, design a poster, write and deliver an argumentative speech, and take part in a debate.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	120		oral exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	1.2 P2 Steam Engines and Other Energy Sources	42 t/m 45	systems
Related concept(s)	energy, function, transformation					
Global context	scientific and technical innovation					
Focus of exploration	systems, models, methods					
Statement of inquiry	The transition to renewable energy sources requires an understanding of the function of energy and how energy is converted from natural sources into usable electricity.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Cv, Di, Dii, Diii Div					
ATL skills	critical thinking, creative thinking					
Content (topics, knowledge, skills)	Students create a poster presenting a self-designed invention. This fictional invention must adres or improve a global issue. In the poster students demonstrate an understanding of the basic principles of how electricity functions and operates. They also show the ability to reflect on their own work and of their classmates.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		practical exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	1.3 P3 Plastic soup	28 t/m 39	Systems
Related concept(s)	Consequences, environment					
Global context	Globalization and sustainability					
Focus of exploration	human impact on the environment					
Statement of inquiry	If we look at how plastic pollutes the oceans, we understand how our behavior affects a large system of nature, people, and animals, and what consequences this has for the environment					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Cv, Di, Dii, Diii, Div					
ATL skills	Knowledgeable, principled, caring					
Content (topics, knowledge, skills)	Students learn about causes, consequences and risks of the plastic soup. They conduct research into plastic use in their local environment and based on their findings, make appropriate recommendations to reduce and improve plastic use.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		practical exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	0	1.4 P3 Technolab lessons	44 en 45	development
Related concept(s)	form en function					
Global context	Personal and cultural expression					
Focus of exploration	Products, systems and institutions					
Statement of inquiry	The scientific and technological development of digital systems determines the structure and functioning of games, hackerspaces, and attractions, and influences how users interact and experience them.					
MYP subject specific objective(s)	Aii, Aiii, Biv, Ci, Civ, Cv, Di, Dii					
ATL skills	critical thinking, creative thinking, transfer skills.					
Content (topics, knowledge, skills)	Students learn about hacking and hackers, the different types of hackers, and their intentions. They step into the shoes of a game designer, design their own game, and bring it to life. Students design an attraction and set it in motion. They learn about and discuss the ethical aspects of hacking and gaming.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	N/A		practical exam	0	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	1.1 P1 Spirit animal	48, 49, 50, 51, 52	Identity
Related concept(s)	Play					
Global context	Identities and relationships					
Focus of exploration	Transitions					
Statement of inquiry	We use playful artistic expression to understand and communicate our identity and how we relate to others.					
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Ci, Di, Dii					
ATL skills	Communication skills					
Content (topics, knowledge, skills)	Students use visual interpretation to express identity and emotion by merging human and animal features.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		Practical exam	0	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	1.2 P2 Culture & Patterns	48, 49, 50, 51, 52	Communication, Identity
Related concept(s)	InterpretationNarrativePlay					
Global context	Personal and Cultural expression					
Focus of exploration	Ritual and play					
Statement of inquiry	Stories and their expressive forms reveal underlying patterns of a culture.					
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Ci, Di, Dii					
ATL skills	Creative-thinking skills					
Content (topics, knowledge, skills)	Students explore folk culture through analytical research, creative writing, dance, and theatrical performance, transforming traditional stories into contemporary artistic expressions.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		Practical exam	0	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	1.3 P3 Media	48, 49, 50, 51, 52	Communication
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Audience, Visual culture					
	Personal and Cultural expression					
	Artistry, craft, creation, beauty					
	Creation and craftsmanship shape digital media culture, enabling communication to reach audiences and convey meaning.					
	Ai, Aii, Bi, Bii, Ci, Di, Dii					
	Critical-thinking skills					
	Students discover that choices in digital media influence how a message is received and interpreted through different cultural and personal contexts.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		Practical exam	0	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	1.1 P1 Who am I as a Designer? (MDS)	n.v.t.	Communication
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Form, Perspectives					
	Identities and Relationships					
	Artistry,craft, creation, beauty					
	Door onderzoek naar identiteit en relaties, verbanden zoeken ‘tussen’ vormen en systemen.					
	Aiii, Aiv, Bii, iii, Ci, Cii, Di ,ii					
	Communication skills					
	Na deze unit kan de leerling zijn/haar identiteit omzetten in een grafisch patroon, vormen en kleuren herkennen, spellen en systemen herkennen					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	180		Practical exam	0	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	1.2 P2 Miniature Fair (MDS)	n.v.t.	Systems
Related concept(s)	Adaptation, Resources					
Global context	Scientific & technical innovation					
Focus of exploration	Systems, models, methods					
Statement of inquiry	By applying systems and forms through innovative methods, we turn waste into resourceful designs					
MYP subject specific objective(s)	Ai, Aii, Bi, Biv, Ciii, Civ, Diii, Div					
ATL skills	Collaboration skills					
Content (topics, knowledge, skills)	group project: presentation of their own designed miniature fair					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	180		Practical exam	0	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	1.3 P3 Design a Character (MDS)	n.v.t.	Relationships
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Invention, collaboration					
	Personal and cultural expression					
	Attitudes, motivation, independence					
	Creative design can communicate identity, personality and emotions through visual form and symbolism.					
	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Di, ii, Diii, Div					
	Creative thinking, visual research, communication, reflection					
	Students explore character design, identity and visual storytelling by creating a character based on aspects of themselves. They develop sketching, color, symbolism and presentation skills through the design process.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	180		Practical exam	0	8

Vakcode	phe
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	1.1 P1 Green games	53,56	Relationships
Related concept(s)	Interaction					
Global context	Identities and relationships					
Focus of exploration	teams, affiliation and leadership					
Statement of inquiry	The way we communicate and the choices we make during interactions in green games influence our identity and relationships within the community.					
MYP subject specific objective(s)	Ai, Aii, Aiii & Di, Dii, Diii					
ATL skills	Collaboration skills					
Content (topics, knowledge, skills)	Students get to know themselves by participating in collaborative activities. They learn about their own preferences when working with others and how they approach problem-solving. Students learn to listen to one another, how to communicate effectively, and how to contribute to a team effort. Based on what they have learned about collaboration, students design a group task that requires teamwork and present this task to each other.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	nvt		Practical exam	0	8

Vakcode	phe
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	0	1.2 P1 Sport games \ Korfbal \ Frisbee \ Fairplay	54, 56, 57	Communication
Related concept(s)	Adaptation					
Global context	fairness and development and issues in sport					
Focus of exploration	Competition and cooperation					
Statement of inquiry	Effective communication and the ability to adapt promote fairness and development in competitive and cooperative situations, helping individuals and teams create balanced and respectful sporting experiences.					
MYP subject specific objective(s)	Ci, Cii, Ciii					
ATL skills	Communication skills					
Content (topics, knowledge, skills)	Experience different games while playing with fairplay. What is fairplay and why is it so important? how do you improve the fairness in a group? and how do you develop a sustained sport participation					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		Practical exam	0	8

Vakcode	phe
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	1.3 P2 Create a choreo \ Dance & Rythm / Wrestling games	53,54	development
Related concept(s)	systems					
Global context	fairness and development					
Focus of exploration	modernization, industrialisation, engineering					
Statement of inquiry	the development of choreography involves the creative exploration of systems to orient movement and expression in space and time.					
MYP subject specific objective(s)	Bi, Bii, Ci, Cii, Ciii, Di, Dii, Diii					
ATL skills	creative thinking					
Content (topics, knowledge, skills)	Students learn all aspects of the basic of gymnastics and, based on this knowledge, create their gymnastic demo.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	Nvt		Practical exam	0	8

Vakcode	phe
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	0	1.4 P2Tag- and ThrowOff games	55	Development
Related concept(s)	Movement					
Global context	fairness and development.					
Focus of exploration	natural resources and public goods					
Statement of inquiry	Through the development of a personalized tag and throw-off game, students will explore how the movement of natural resources and the reuse of materials can contribute to sustainable solutions, promoting fairness and responsible development in our communities.					
MYP subject specific objective(s)	Bi, Bii					
ATL skills	Communication skills					
Content (topics, knowledge, skills)	In practical lessons, students will develop movement skills, game strategies, and collaboration techniques while participating in a variety of tag and throw-off activities. They will reflect on how rules, equipment choices, and teamwork can promote fairness and inclusion. By the end of the unit, students will present and play their personalized games, demonstrating creativity, responsible thinking, and an understanding of sustainable solutions in everyday life.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60		Practical exam	0	8

Vakcode	phe
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	1.5 P3 Rules & Refs. \ Athletics \ Football	54, 56, 57	development
Related concept(s)	interaction, perspective					
Global context	fairness and development					
Focus of exploration	authority, security and freedom					
Statement of inquiry	Experiencing sport from the perspective of a referee helps us develop an understanding of fair interaction and shared responsibility.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Ci, Cii, Ciii, Di, Dii, Diii					
ATL skills	Communication, Affective, Collaboration, Information literacy, Critical thinking					
Content (topics, knowledge, skills)	In different sports we have different rules. wich rules can be compared? We will practice refereeing, evaluate and give each other feedback. How does your intrepetation and perspective affects the fairness of the game. what happens when 2 teams have a different intrepetation of situations? How do you get players to take responsibility?					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	No	60		Practical exam	0	8

Vakcode	Il_ne
Vaknaam	Language and literature

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	1.1 P1 Your story	PO: 8, 9, 11, and 12 VO: 34, 35 and 39	connections
Related concept(s)	character, structure					
Global context	personal and cultural expression					
Focus of exploration	critical literacy, languages and linguistic systems - Products, systems en institutions					
Statement of inquiry	Connections between structure and character shape how people express themselves through language, systems and cultural products.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div					
ATL skills	organisation skills					
Content (topics, knowledge, skills)	Students read various books. They can create an alternative ending to a book they have read. They also do this using short stories. Students write a summary of an informative text.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	N/A		practical exam	0	8

Vakcode	Il_ne
Vaknaam	Language and literature

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	0	1.1 P1 Your story	PO: 8, 9, 11, and 12 VO: 34, 35 and 39	connections
Related concept(s)	character, structure					
Global context	personal and cultural expression					
Focus of exploration	critical literacy, languages and linguistic systems - Products, systems en institutions					
Statement of inquiry	Connections between structure and character shape how people express themselves through language, systems and cultural products.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div					
ATL skills	organisation skills					
Content (topics, knowledge, skills)	Students read various books. They create summaries of two books. They also do this using short stories. Students write a summary of an informative text.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		written exam	0	8

Vakcode	Il_ne
Vaknaam	Language and literature

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	1.2 P2 writers and storytellers.	5, 8, 9, 11 and 12	creativity
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	self-expression, style					
	personal and cultural expression					
	In the coming period, students may choose a story or book themselves, write a summary, create an alternative ending, write it out, and present it. Spelling will be practiced as part of this process.					
	By using language, style, and self-expression creatively, we can convey unique messages that influence how others understand and experience our ideas.					
	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div, Dv					
	communication skills					
	Students rewrite a poorly structured text. Students write a short story or a column with a deliberate stylistic choice. Students write an opinion piece or an advertisement message. Students choose one of their own texts and analyze how style and form strengthen their message. Students choose one text from Wetenwaardig and write a summary.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		written exam	0	8

Vakcode	Il_ne
Vaknaam	Language and literature

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	0	1.2 P2 writers and storytellers.	5, 8, 9, 11 and 12	creativity
Related concept(s)	self-expression, style					
Global context	personal and cultural expression					
Focus of exploration	In the coming period, students may choose a story or book themselves, write a summary, create an alternative ending, write it out, and present it. Spelling will be practiced as part of this process.					
Statement of inquiry	By using language, style, and self-expression creatively, we can convey unique messages that influence how others understand and experience our ideas.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div, Dv					
ATL skills	communication skills					
Content (topics, knowledge, skills)	Students rewrite a poorly structured text. Students write a short story or a column with a deliberate stylistic choice. Students write an opinion piece or an advertisement message. Students choose one of their own texts and analyze how style and form strengthen their message. Students choose one text from Wetenwaardig and write a summary.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	N/A		practical exam	0	8

Vakcode	Il_ne
Vaknaam	Language and literature

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	1.3 P3 communicating with impact	4, 5, 6, 7 en 8	Communication
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Structure, Style					
	Identities and relationships					
	self-esteem					
	Language and communication can be used to persuade people and influence societal decisions.					
	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div					
	Writing for different purposes					
	Students create a video message in which they communicate effectively and persuasively. They submit the final video product develop a plan and a script. The content of the message align with the topic "grenzen en staatsinrichting" from individuals and societies (I&S).					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	nvt		practical exam	0	8

Vakcode	Il_ne
Vaknaam	Language and literature

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	0	1.3 P3 communicating with impact	4, 5, 6, 7 en 8	Communication
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Structure, Style					
	Identities and relationships					
	self-esteem					
	Language and communication can be used to persuade people and influence societal decisions.					
	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div					
	Communication, creative thinking					
	Students create a political poster in which they communicate effectively and persuasively. They create the product by developing a plan and a script.					
Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	nvt		practical exam	0	8