

## Mathematics

### **Remembering**

Making links to prior learning.

### **Understanding**

Grasping meaning and translating knowledge into a new context.

Interpreting facts. Inferring causes and predicting consequences.

### **Applying**

Using information, methods, concepts and theories in new situations.

Solving problems using required skills or knowledge.

### **Analysing**

Seeing patterns and recognising hidden meanings.

### **Using**

Using information to form an idea, opinion or solution to a problem.

### **Evaluating**

Compare and discriminate between ideas. Assess the value of theories and presentations. Make choices based on reasoned argument and verify the value of evidence.

### **Creating**

Making and proving conjectures.

## Religious Education

**REMEMBERING**- Pupils can remember key points from a religious story or teaching.

**UNDERSTANDING**- Pupils can summarise the story or teaching in their own words and can explain the meaning.

**APPLYING**- Pupils can explain how they might apply the message of the teaching or the story to their own lives.

**ANALYSING**- Pupils draw their own conclusion and form their own opinions based on the story or teaching.

**EVALUATING**- Pupils decide how difficult it would be to live their lives by the principles of the story or teaching. Pupils form their own opinions and also value the opinions of others.

**CREATING**- Pupils use what they have learnt and the opinions they have formed to create a story/ teaching/parable that we could live by in our world today.

## Science

**Remembering** - Remember basic science facts and keywords/vocabulary.

**Understanding** - Link correct keywords to something in particular. E.g. a force, a reaction or an organ.

**Applying** - Link a description of something to its function.

**Analysing** - Draw conclusions based on information. Identify trends. Using information to form an idea, opinion or solution to a problem.

**Evaluating** - Look at evidence to form a view. Consider other people's points of view and be open to that effecting your own opinions.



## Guidance for Parents

## The Mastery Curriculum What does this look like?

More Able Pupils at  
Collaton St Mary School



We define 'More Able Pupils' as any pupil who is working above age related expectations in any area of the curriculum.

We believe that more able pupils should be given the opportunity to study subjects to a greater breadth and depth.

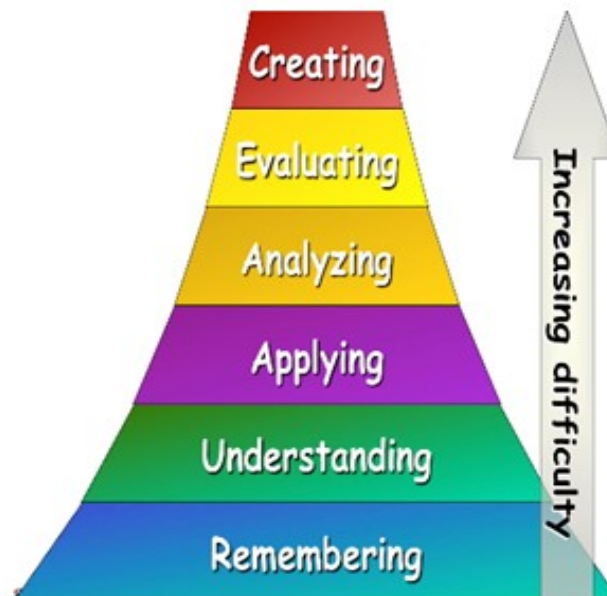
We aim to provide opportunities to develop pupils specific skills and their talents.

We are mindful of the importance of our role in helping to develop the whole child and not just one aspect of their abilities.

# What does Mastery look like in core subjects in the primary classroom?

## Blooms Taxonomy

This is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and mastery. During classroom learning opportunities teachers and other adults use these steps in order to question pupils based on readiness and mastery across the curriculum.



Children will move through the stages as they become mastery of a learning objective.

## Literacy

### Reading

**Remembering**- remembering key words and sounds. Remembering information they have read.

Question words: name, list, describe.

**Understanding**- blend sounds together to make words. Explain what they have read.

Question words: compare, discuss, predict.

**Apply**- read the word within a sentence. Use the information to answer questions.

Question words: show, examine, classify.

**Analyse**- compare and contrast similar stories/themes, explain what you have learnt./found out.

Question words: examine, identify, investigate.

**Evaluate**- justify your opinion or what you know. Rate the book you've read, recommend it to others and say why.

Question words: choose, decide, rate.

**Create**- invent a similar story of your own, or a part 2.

Question words: plan, compose, design, imagine.

### Writing



See:

<http://clickerquestions.pbworks.com/w/f/Blooming%20Peacock.png>