

## Secondly: Define 'Mastery and Depth'

The statements that follow in Chapter 3 for 'being at the National Standard' have been carefully constructed by looking at the objectives for each subject in each year within the National Curriculum.

When it comes to considering the 'mastery' statements, many aspects have been brought together. They are not just drawn from the next year group's 'at the National Standard' statements. In essence, there are four main considerations. These are outlined below:

A deeper level of reasoning	The 'mastery' statements require pupils to use their reasoning skills. This enables pupils to give reasons for opinions and actions, to draw inference and make deductions, to use precise language to explain their thinking and to make sound judgements and informed decisions.
Applying skills in the context of history, geography and science	In this respect, we are looking for the pupils' ability to apply their knowledge in their learning in other subjects, especially, but not exclusively, history, geography and science. For example, using pupils' knowledge of negative numbers to work out the time difference between a BC and a AD date.
Using the objectives in context	Pupils should be able to make use of their knowledge when applying it to their context. For example, considering the literacy or mathematics involved in their parents' employment. If, for example, one parent was a postman, the mathematics required in Year 1 would be associated with ordering number but in Year 2 it might be associated with different weights of parcels, etc.
Drawing from next year's objectives	Some of the 'mastery' statements will touch upon the objectives in the next year group. Where this is happening it is where there is a natural link with the present year group's objectives, for example, learning tables. More able pupils should find it interesting learning in the patterns associated with the 9x table in Year 3.