

## Stretching more able learners across the curriculum

### History

More able children should be encouraged to:

- Compare events and people using logical explanations.
- Explain the significance of events, people and changes in history.
- Use several sources simultaneously with confidence and perception, including complex and ambiguous ones.
- Question, challenge and develop own lines of enquiry.
- Create hypotheses, make judgements and justify them.
- Lead debates, evaluate evidence and formulate balanced arguments. Make conclusions based on the evidence provided.
- Link periods of history together and explain the progression over time – For example, the development of transport.
- Be able to explain the importance of the history of Birmingham from a national perspective - Link their knowledge of industry from Year 1 and Year 2 (Manufacturing) to the reasons behind the bombings of Birmingham/ Coventry during WW2.

### Geography

More able children should be encouraged to:

- Make interpretations, develop hypotheses, reach conclusions and explore solutions.
- Reason, argue and think logically.
- Manipulate abstract symbols and recognise patterns and sequences.
- Use and apply mathematical principles and formulae to solve geographical tasks and problems.
- Create their own geographical questions and sequence investigations
- Explain, complex processes and interrelationships.
- Consider and explain opinions on issues such as the environment and life in different places.
- Apply their knowledge of their local area to wider geographical locations.

### Science

More able children should be encouraged to:

- Explain patterns and relationships within science data.
- Create hypotheses and predictions based on valid evidence and draw concise conclusions.
- Formulate clear methods to fairly investigate and manipulate variables.
- Independently research obscure facts and apply scientific theories, ideas and models when explaining a range of phenomena.
- Explain why data is unreliable, invalid or inaccurate.
- Generalise ideas and adapt their problem solving approaches during an experiment.
- Create scientific questions to investigate.
- Debate scientific discoveries and their effectiveness.
- Evaluate findings with critical thought.
- Explain how finding in the classrooms relate phenomena in the wider world
- Explore how scientific discoveries are impacting on wider society ( both past and present.)

### PE

More able children should be encouraged to:

- Maintain a high degree of control of their body: good control of gross and fine body movements and handle objects skilfully.
- Practise and perform regularly.
- Explain the focal principles of health-related exercise and their application in a variety of activities.
- Perform advanced skills and techniques and transfer skills between activities.
- Lead small and whole group sessions for demonstrations, warm ups and cool downs.
- Explain why effective coaching is necessary to develop sporting abilities.
- To be able to compare and evaluate their performances with previous ones.
- To be able to attack and defend in a tournament
- To implement a skill learnt and apply it in certain game situations

### Computing

More able children should be encouraged to:

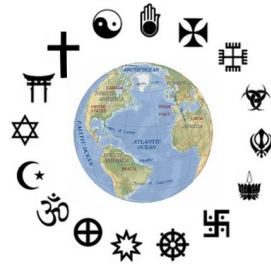
- Continue their learning on their iPads at home and to use Dojo/OneNote etc to share their ideas
- Make presentations to showcase their learning in videos, Clips, Keynotes etc
- Use Tynker as an extra coding scheme – this is free <https://www.tynker.com/community/projects/>
- Develop quizzes on Kahoot (unfortunately Microsoft forms cannot be set up for children to write own quizzes on)
- Develop systems that meet personal needs and interests.
- Exploit the potentials of more advanced ICT systems and coding.
- Explore independently beyond the given ICT topic.
- Explain the logic of required steps within an ICT unit.



### RE

More able children should be encouraged to:

- Analyse a range of religions and world views.
- Evaluate origins of the world's religions and their key stories and teachings.
- Compare and contrast, similarities and differences between religious festivals.
- Identify, investigate and respond to a variety of issues.
- Explain comparisons between religious views and beliefs.
- Create well-researched descriptions of the lives of key religious figures and outline their views.
- Evaluate views on commitment and truth, such as: the existence of God, the problem of evil, science and religion, life after death, knowing right from wrong, animal rights, global issues etc.



### Design & Technology

More able children should be encouraged to:

- Explain new ideas, methods and finishes to products and the design choices made.
- Create design ideas expressing innovation and unique ideas.
- Apply different ways of working, or different approaches to engineering issues.
- Create conclusions and solutions from complex, disorganised variables.
- Evaluate existing and individual designs.
- Translate 2D figures into 3D.
- Consider aesthetic, social and cultural issues when designing and evaluating.
- Conduct independent research to solve problems.
- Identify the needs of the user and create a product to meet these.



### Art

More able children should be encouraged to:

- Use more than one material to create the piece of artwork that the rest of the class are.
- Create art with freedom and independence, selecting the materials that would create the best effect for the viewer.
- Can explain design choices of famous artists, art forms and culture.
- Analyse artwork, both from themselves and others and present this analysis in creative and practical ways.
- Apply a wide range of tools and techniques skilfully.
- Critically evaluate visual work and other information.

