

# PRINCES PRIMARY SCHOOL ACQUISITION OF KNOWLEDGE

Acquisition comprehension and application of more detailed subject specific knowledge providing pupils are at secure Blank Level 3  
(comparing, contrasting and evaluating)

## FORMAL

### CREATE

Using prior knowledge to create

### EVALUATE

Opinions and justification

### ANALYSE

Begin to compare, contrast and examine knowledge

### APPLY

Demonstrate an understanding of contextual information

Introduction to more complex subject specific knowledge and beginning to apply this knowledge. (specific to individual understanding and secure Blank Level 2)

## SEMI - FORMAL +

The application and combination of;

Materials • Resources • Vocabulary • People • Events • Environments

Introduction to basic subject specific knowledge (specific to individual understanding and working within Blank Level 2)

## SEMI - FORMAL

Exposure to, Understanding of, Discrimination between and Use of broader concepts;

Materials • Resources • Vocabulary • People • Events • Environments

(specific to individual understanding and working at Blank Level 1 and 2)

(and introduction of new topics at semi -formal level)

## PRE - FORMAL +

Exposure to, Understanding of, Discrimination between and Use of core concepts;

Materials • Resources • Vocabulary • People • Events • Environments

(Specific to individual understanding and working towards Blank Level 1 and Engagement Model)

## PRE - FORMAL

### UNDERSTAND

contextual vocabulary

### REMEMBER

contextual vocabulary

Understanding ideas and concepts

Attends to Own Choice of Activity

Fleeting Attention

Blank 3+

Understanding sentences (emerging - established)

More Controlled Single Channelled Attention

Single Channelled Attention

Blank 1 - Blank 2

Understanding words

Established Integrated Attention

Integrated Attention

Pre-Blank - Blank 1

\* Bloom's Taxonomy

## WELL-BEING

**Self Actualisation** (Morality, Creativity, Spontaneity, Problem Solving, Lack of Prejudice, Acceptance of Others, Interpersonal Relationships, Behavioural Regulation) **Esteem** (Attempting Daily Tasks, Making Choices, Developing Confidence, Mutual Love and Respect) **Love / Belonging** (Intensive Interaction, Accessible Resources, Social Relationships, Communicating Needs) **Safety** (Sensory Regulation, Routines, Home-School Consistency, Appropriate Learning Environments, Correct Use of Language, Visuals) **External Factors** (Family Situation, Conflict, Change of Circumstance and Routine) Physiological (Eating, Sleeping, Hydration, Sleep, EHCP, EHAT, Multi-Agency)

EXPLORATION

REALISATION

ANTICIPATION

PERSISTENCE

INITIATION

ENCOUNTER

EXPERIENCE

ACQUIRE

CONSOLIDATE

GENERALISE

REACTIVATE

MAINTAIN

