

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

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

Established Integrated Attention

Integrated Attention
Blank 3+

Understanding sentences
(emerging - established)

More Controlled Single Channelled Attention

Single Channelled Attention
Blank 1 - Blank 2

Understanding words

Attends to Own Choice of Activity

Fleeting 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

