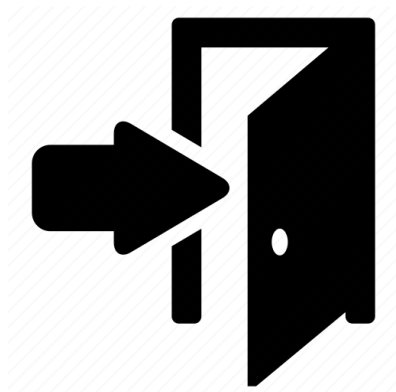


# Revision, Retention and Retrieval

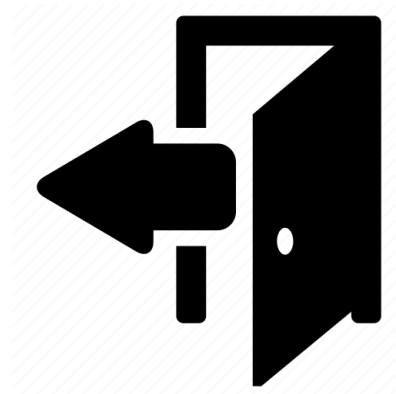
What is revision?

Revision is a learning strategy where pupils focus on encoding **knowledge into** their memory or **getting information in**.

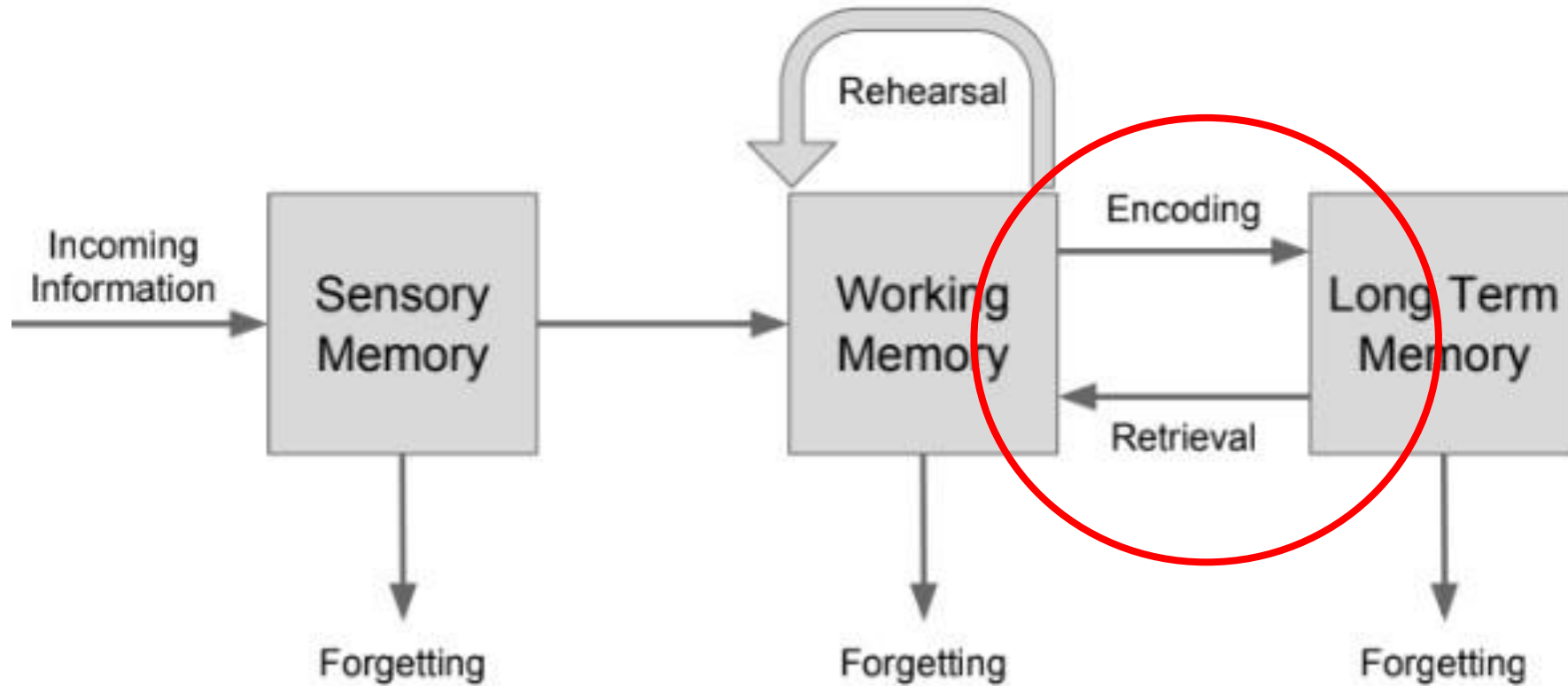


What is retrieval practice?

Retrieval practice is a learning strategy where we focus on **getting information out**.



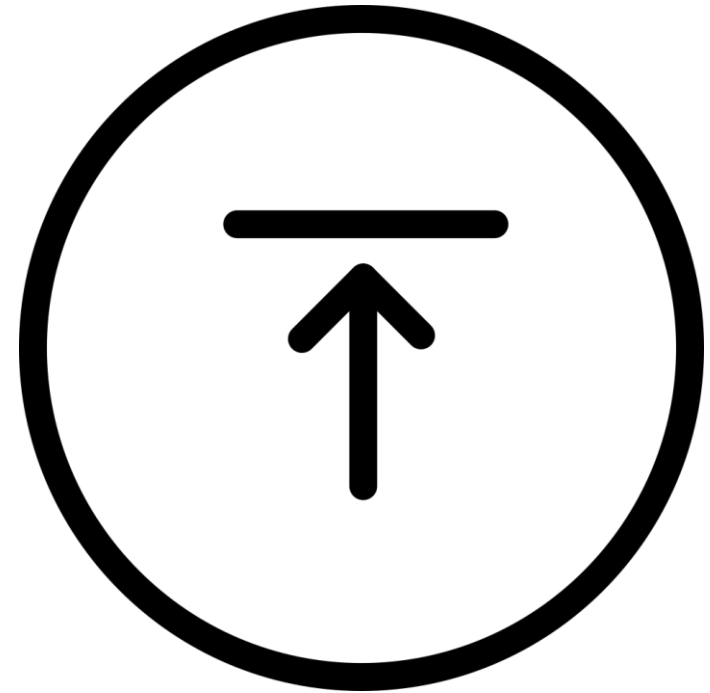
# Working Memory & Long Term Memory



# Working Memory

- Almost all information is lost after 30 seconds
- A limited amount of information can be stored
- Capacity can be limited by:
  - Distraction
  - Trying to store too much information
  - Demanding tasks

However, the **long-term memory** is potentially limitless...



# How do we get knowledge into the long-term memory?

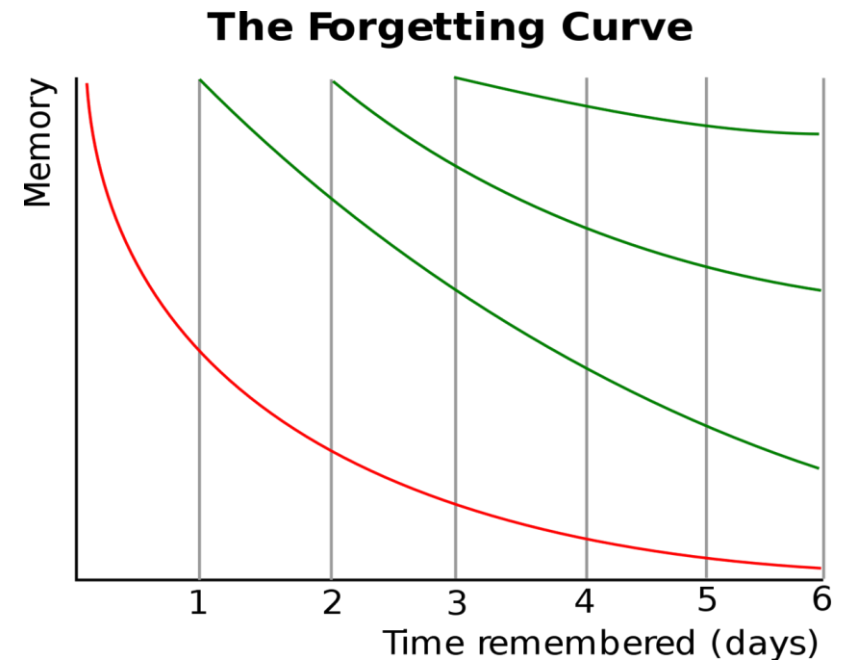


# Spacing

This means that you shouldn't 'cram' before an exam!

The best way to ensure that your revision is purposeful is to:

1. **Chunk** it down to smaller units
2. **Revise** a chunk in detail (40 minutes)
3. **Revisit** the learning after a short gap for a shorter amount of time



The best way to ensure you space out your revision is to create a timetable so you can allocate where you will revise each chunk and where you will revisit the learning over time.

# Be active in your revision!

Passive Revision:

Re-read notes

Highlight information

Read through revision guide

Write revision cards



# Active Revision - Retrieval Practice

In a nutshell:

**Students retrieve previously taught information from the long term memory**

This might include:

- Quizzes
- Tests
- Creating or completing concept maps
- Students writing everything they can remember about a topic (free recall)
- Using flashcards to self test
- Completing exam past papers

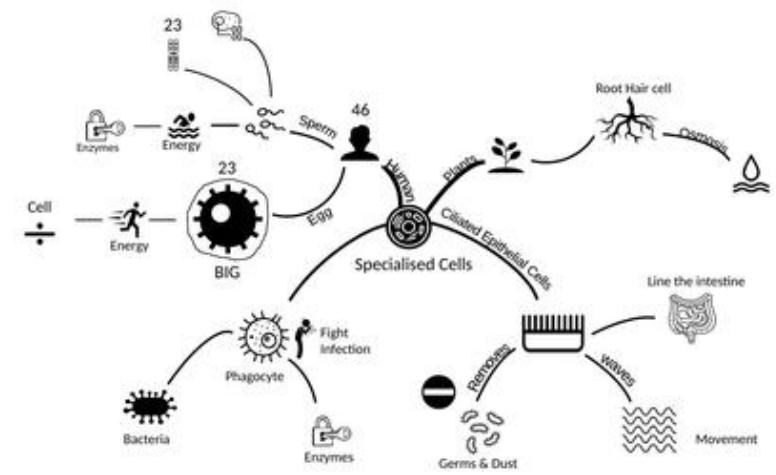


Retrieval practice should **always** be carried out without access to notes or previous work. It should be followed by an opportunity for students to check whether they correctly recalled the information.

# Dual Coding


**Use complementary symbols or pictures to explain information or concepts**

- Breaking down a process into a diagram or flow chart
- Students creating revision notes with symbols beside important or difficult words
- Students using images or symbols to test their learning






These are a great way to chunk the information for a unit. They include all the key information about a unit of work on one page.



# EYFS LEARNING IN SCIENCE KNOWLEDGE ORGANISER




### Overview

**Science**




- In Science, we look at the world around us. Scientists try to find out how and why things happen.
- Scientists learn about their subject by observing (looking at things) and experimenting (testing things).

Early Science learning is found in the following EYFS areas of learning:




- Understanding the World
- Expressive Arts and Design
- Physical Development





### Understanding the World

	<p><b>The Earth</b> Sub-Area: The World</p>	<ul style="list-style-type: none"> <li>-Our world is a planet called <b>Earth</b>. It is one of a number of planets that go around the <b>Sun</b>.</li> <li>-This system of the Sun and planets is called the <b>Solar System</b>. There are many solar systems.</li> <li>-On Earth, there are many different countries. In each country, there are cities, towns and villages.</li> <li>-Which country do you live in? Which town/city?</li> </ul>
	<p><b>Natural and Man-Made</b> Sub-Area: The World</p>	<ul style="list-style-type: none"> <li>-Humans share the planet with lots of other things, including plants and animals, mountains, rivers, and oceans. None of these things are made by people. They are a part of nature – they are natural.</li> <li>-There are also things that people have made in the world (man-made), e.g. buildings, cars, TVs and toys!</li> </ul>
	<p><b>The Seasons</b> Sub-Area: The World</p>	<ul style="list-style-type: none"> <li>-There are 12 months in a year (January-December).</li> <li>-The weather changes at different times in the year.</li> <li>-The four seasons are winter, spring, summer and autumn. It is coldest in the winter and warm in summer.</li> <li>-Many things are born in spring. We can see different plants and animals in the different seasons.</li> </ul>


### Understanding the World (cont.)

	<p><b>Living Things</b> • <b>Animals</b> Sub-Area: The World</p>	<ul style="list-style-type: none"> <li>-Animals are living things. Animals get their food by eating plants or other animals. We are animals!</li> <li>-Some animals you may see around you: Cats, Dogs, Rabbits, Lizards, Bats, Pigs, Chickens, Pigeons, Worms, Badgers.</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Scientist</p> <p>Experiment</p> <p>Earth</p> <p>Natural/Man-Made</p> <p>Season</p> <p>Animal</p> <p>Plant</p> <p>Environment</p> <p>Healthy</p> <p>Texture</p>
	<p><b>Living Things</b> • <b>Plants</b> Sub-Area: The World</p>	<ul style="list-style-type: none"> <li>-Plants are also living things.</li> <li>-Most plants do not eat other plants or animals for food. Plants can be big like trees, or small like weeds. Some plants that you may see around you: Grass, Weeds, Trees, Bushes, Flowers, Stinging Nettles, Dandelions.</li> </ul>	
	<p><b>Environments</b> Sub-Area: The World</p>	<ul style="list-style-type: none"> <li>-Environments are our surroundings.</li> <li>-Some examples of natural environments are gardens, forest, beach, desert, rainforest, polar or mountain.</li> </ul>	


### Physical Development

	<p><b>Using Simple Tools</b> Sub-Area: Moving and Handling</p>	<p>Tools are objects that help us to make changes to things. Some examples of science tools we can use are:</p> <p>Pencil, Ruler, Measuring Jug, Test Tube, Dropper, Tongs, Thermometer, Tape, Magnifying Glass</p>
	<p><b>Healthy Living</b> Sub-Area: Health and Self-Care</p>	<ul style="list-style-type: none"> <li>-One way to stay fit and healthy is to eat healthy food, for example fruit (e.g. apples, grapes, strawberries) and vegetables (e.g. carrots, lettuce, sweetcorn).</li> <li>-Another way to stay fit and healthy is to exercise, e.g. running, playing sports, cycling or swimming.</li> </ul>


### Expressive Arts and Design

	<p><b>Textures</b> Sub-Area: Exploring and Using Media and Materials</p>	<p>Texture is how something feels to touch. We can use adjectives to describe different textures:</p> <p>Bumpy - Lego, Rough - Sandpaper, Hard - Wall, Fuzzy - Teddy Bear, Smooth - Plastic, Soft - Pillow, Lumpy - Bean Bag, Prickly - Thorns, Shiny - Car</p>
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**People**



**Growth and Decay**

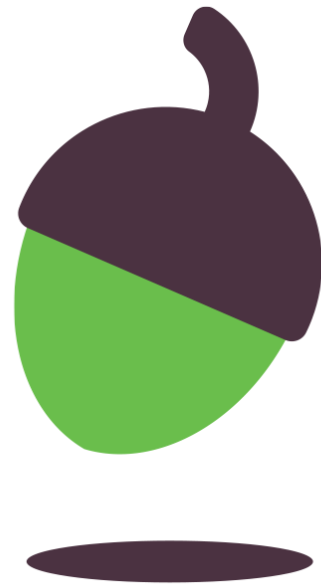


# Quizlet



## SENECA

Free interactive content to  
keep students engaged



# OAK NATIONAL ACADEMY