



Inquiry Based Learning



Our Learning Journey in Bae Dau
Spring 2023



Tuning
In



Finding
Out



Sorting
Out



Going
Further



Reflect
&
Act



At Pennard we follow an Inquiry based approach. It gives children opportunity to ask questions and direct the learning while teachers ensure that skills are taught. Children have opportunity to apply their learning in a range of meaningful and authentic contexts.

An Inquiry starts with a concept or a statement as a starting point rather than being topic based. The process of Inquiry helps us deliver and fulfil all the elements of Curriculum for Wales 2022.

On the following pages we'll take you through our Inquiry around the key concepts of **Causation**, **Form**, **Perspective** and **Responsibility** for Spring 2023. You can see the links to the Four Purposes, the What Matters statements and the Integral Skills from Curriculum for Wales.



Enterprising, creative contributor

I think of different ways to explain and solve problems



Science & Technology

Being curious and searching for answers is essential to understanding and predicting phenomena.

I can show curiosity and questions how things work



Ask questions

Inquiry



Reflect and act

Consider ways to apply/use/share learning
Make connections back to big ideas
Evaluate the process
Consider unanswered questions
What next? What now?

Go further

Use new questions as the basis for extended inquiry
Establish personal pathways of interest
Share new learnings with others

Sort Out

Make sense of the information gathered
Analyse, organise, compare, contrast, sift and sort
Reflect, respond and express new thinking
Revisit questions, refine and add new ones

Tune In

Establish purpose and relevance
Provoke curiosity and wonder
Access and document prior knowledge, existing theories and ideas
Formulate questions
Consider ways to find out

Find out

Use a range of resources & methods to gather information (read, view, interview, survey, experiment, observe...)
Aim to connect with people, places & objects to broaden understanding
Critically assess the value of the information gathered
Document information gathered in a range of ways

This is our world;
does it ever change?



Tuning
In

Thunderstorms
and lightning can
damage our world.

Rae



Putting more
buildings up changes
the land.

Ivy

Earthquakes can move
continents apart.

Ari

Climate change is
making the air
change.

Ava

Curiosity & Inquisitiveness

We tuned into our inquiry with a thinking routine –

Think, Make, Link

We used lots of different materials to make our thinking visible.



Expressive Arts

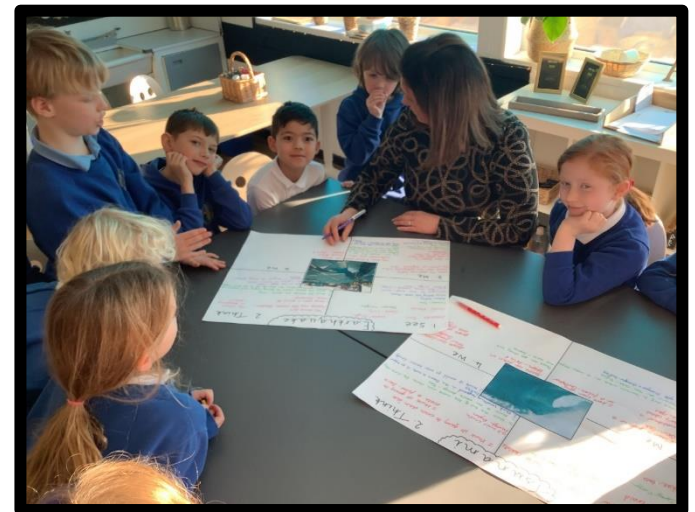
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

I can communicate ideas for an audience



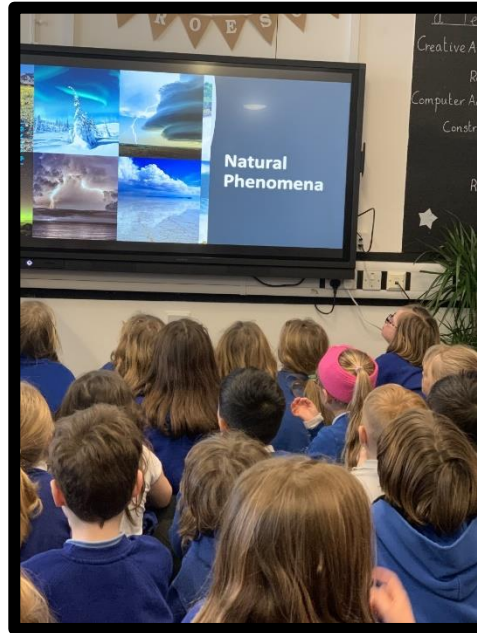
We then explained and shared our thinking. We tried to make connections with others. We discussed how our thinking can be similar and different.

We then selected our most popular natural phenomena and used the thinking routine SEE, THINK, ME, WE to help us make further connections.



We learned that the things we have been talking about are called 'natural phenomena'.

Mrs Thomas asked us:
"Are there natural
phenomena that are not
disasters?"



The sun – Oisin-Oak
The moon – Fifi
Seasons – Zara
Stars – Tomos
Rainbows – Ava
Clouds – Mali
Northern Lights – Isla R
Solar eclipse – Miss Williams
Leaves changing colour – Morgan

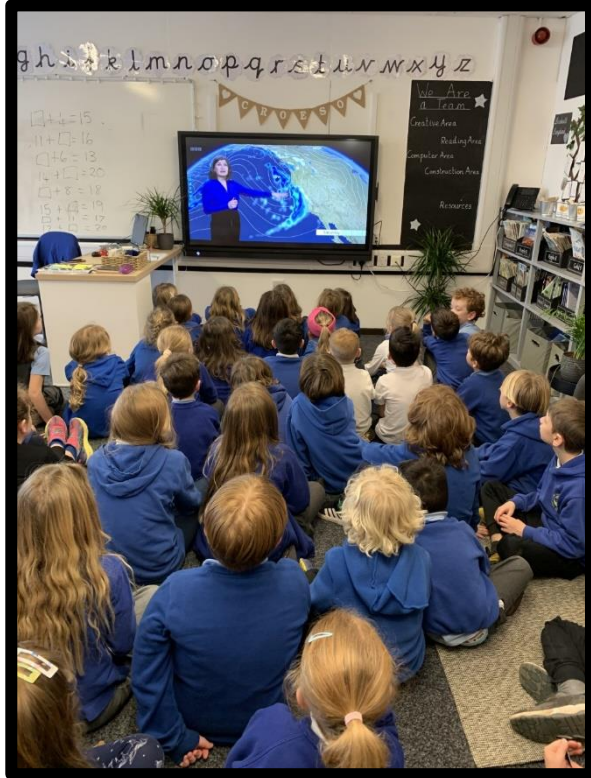
We decided which natural
phenomena we were most
interested in ready to go into
the 'Finding out' stage of our
inquiry.



Mrs Mabbett told us about the heavy floods that are happening in California now. We watched videos about it on the BBC news channel.

Ethical, informed citizen

I discuss and give my opinion about what is happening in the world



Mrs Mabbett also showed us a photo of the sand erosion on the path to Three Cliffs. Some of us had seen this on a visit to the beach.



Express Opinions



I wonder

In our groups we generated lots of questions about our chosen natural phenomena. We recorded our questions in different ways.



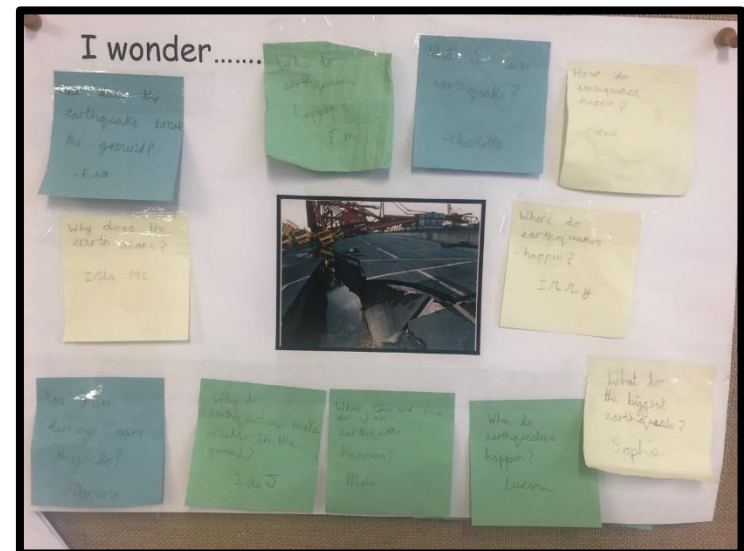
Finding Out

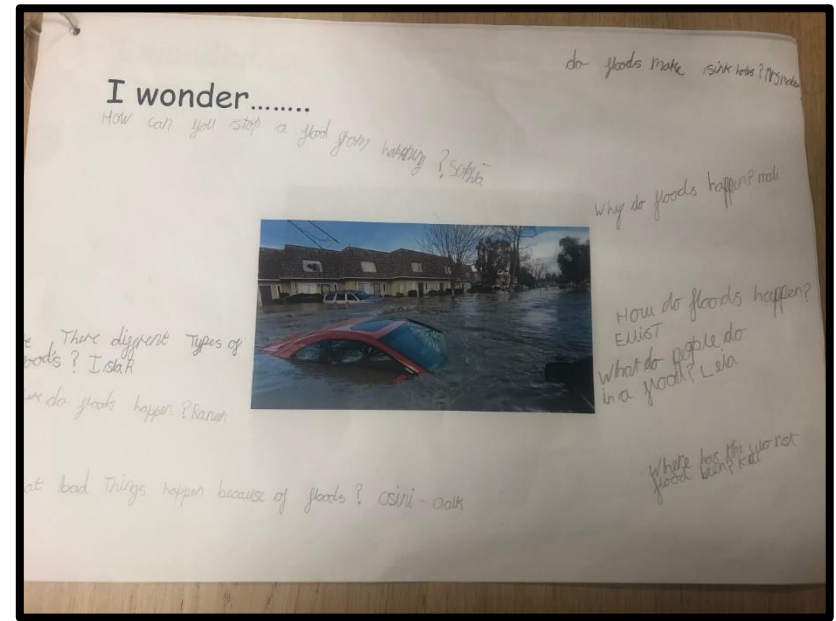
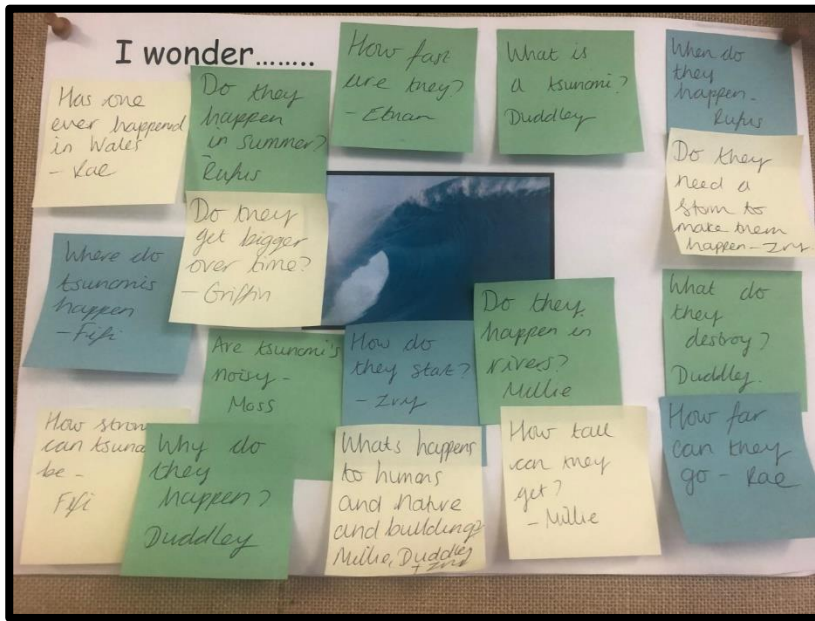


Ask questions

Ambitious capable learners

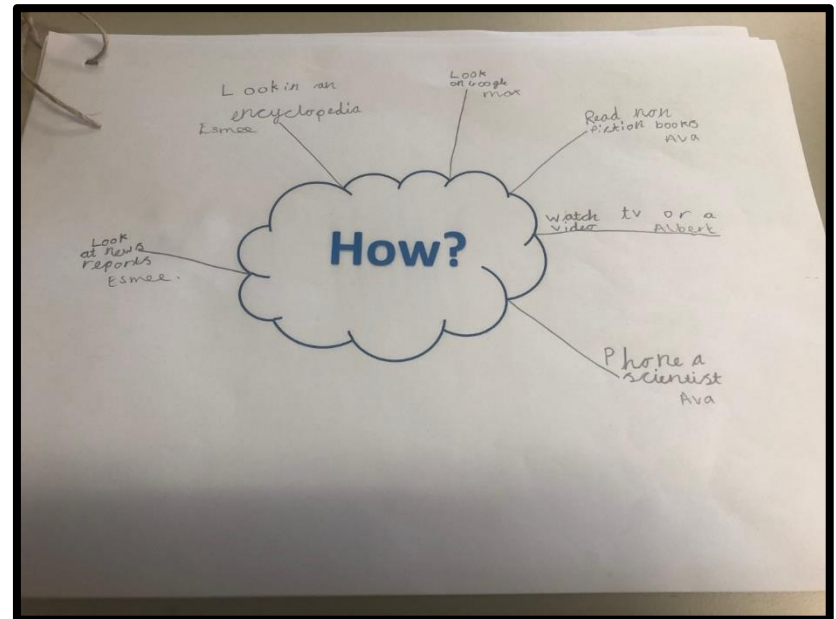
I ask questions and enjoy solving problems





How can we find out?

We also shared our ideas about how we could find the answers to our questions.





We shared our questions with each other and talked about what we believe- but are we correct? We are looking forward to finding out!



How do hurricanes happen?

Clouds and wind swirl then the wind gets too strong, and a hurricane starts- **Mali**

A storm and wind join together, and they start swirling - **Moss**



How do tsunamis happen?

The waves in the sea bang together and they form a really big and strong wave- **Mali**

An earthquake under the sea makes a huge wave- **Flossie**

A volcano under the sea makes an earthquake and the ocean rises and then waves come over the land - **Ted**

Where in the world can we find volcanoes?

In hot countries- **Ivy**

Underwater - **Sophie**

Canary Islands - **Mali**



How do sun halos happen?

When sun shines through drops of water– **Isla R**

When two rainbows join together, and the sun is in the middle – **Rae**

The sun shines bright and makes a shadow– **Ivy**

The sun gets hot, bits come off and they shine bright in a circle - **Dudley**



Why do rainbows appear?

When sun and rain come the rainbow comes and its higher than the house– **Ryan**

When it rains the sun shines through the raindrops and that makes a rainbow– **Sophia B**

The sun shines bright and makes a shadow– **Ivy**



Challenge perceptions

We found out the answers to our questions in different ways:

- Non-fiction books
- Internet sites
- Videos
- Experts



The earthquake group wanted to speak to an expert on earthquakes, so Mrs Mabbett helped them organise a video call with Mrs Davies' daughter.

Turn ideas into action



Ambitious capable learners
I research, check, and give an opinion on what I have found out

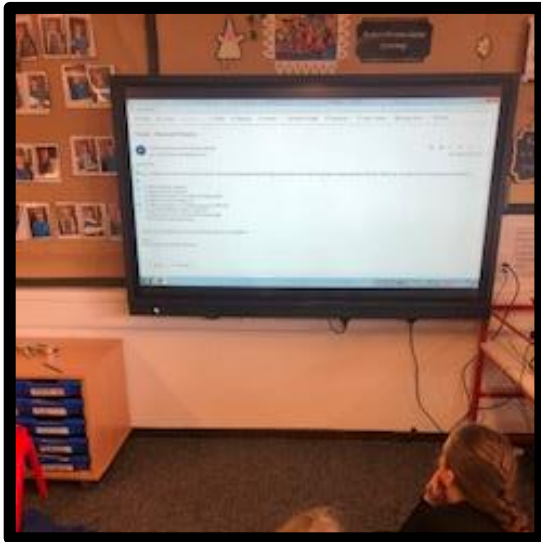


The volcano group decided to write a letter to a geologist and invite them into school to answer their questions. They enjoyed the talk and got to ask extra questions too!

Humanities

Enquiry, exploration, and investigation inspire curiosity about the world, its past, present and future.

I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.

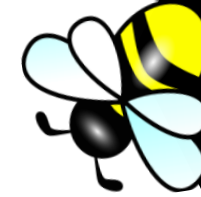


The flood group got in touch with Mrs Thomas' friend who works for the flood agency in Wales. They emailed her their questions.

Ambitious capable learners
I use digital technologies to investigate and communicate information



Our next step was to sort out and organise the information we collected from the 'finding out' stage. In our groups we discussed what was the important information we needed to share with the other groups.



Sorting Out

Mrs Eynon asked us: "What is the most interesting way to explain our learning to each other?"

Make a
PowerPoint
Christopher

Build a volcano
erupting using
ingredients.
Jacob

Make a book.
Ava

Each group decided experiments to show our natural phenomena would be the most exciting way!

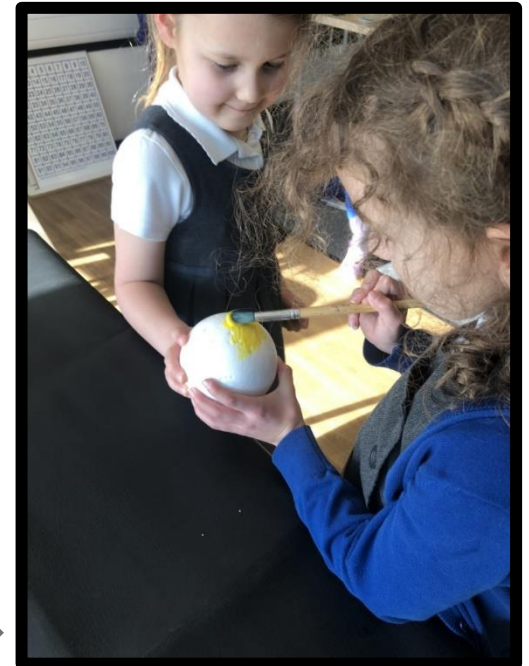
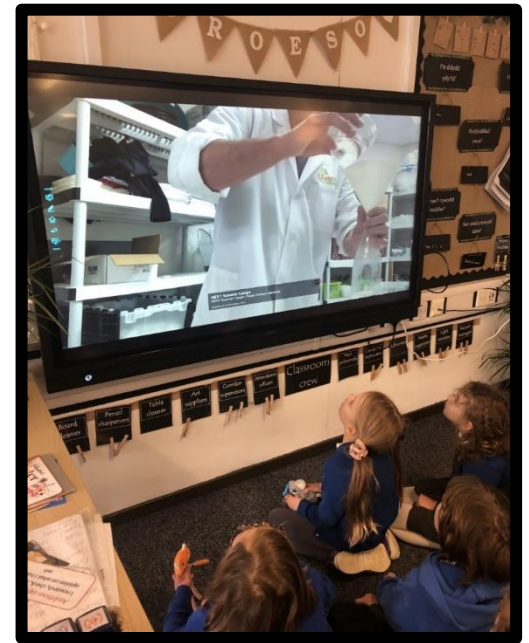
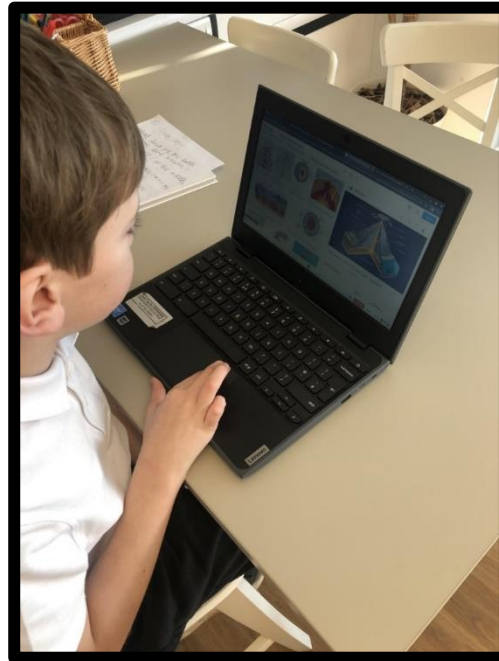
We got to work researching experiments and shared our ideas on other ways that we could demonstrate our learning.

Science and Technology

Being curious and searching for answers is essential to understanding and predicting phenomena.

I can ask questions and use my experience to suggest simple methods of inquiry.

The **Volcano** group found an experiment on the Internet. Decided to make a model to show the different layers of the Earth. They also came up with the excellent idea of making jigsaw pieces to show the Tectonic Plates! They also wanted to include a quiz at the end of their presentation.

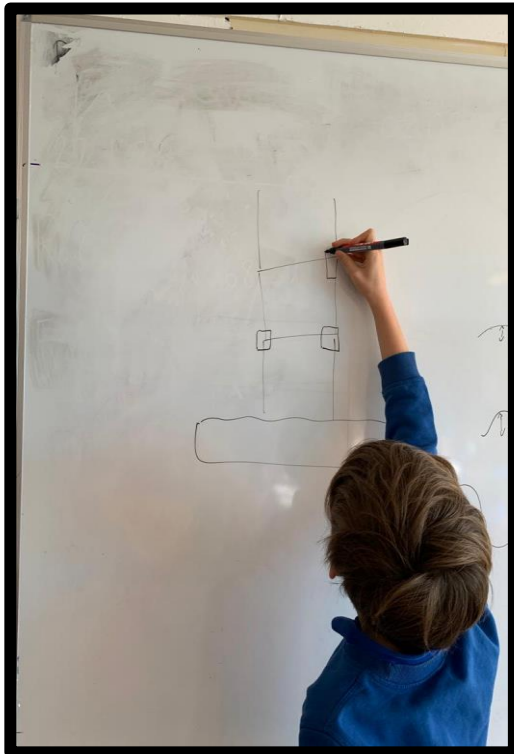


Plan how to implement ideas.

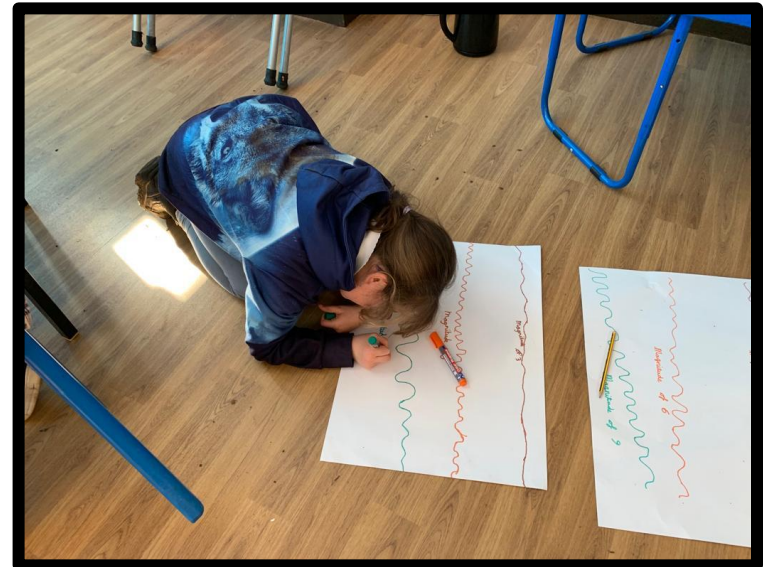
The Earthquake group came up with the idea of making a model building to show what happens in an earthquake. They also made posters to show different magnitudes.



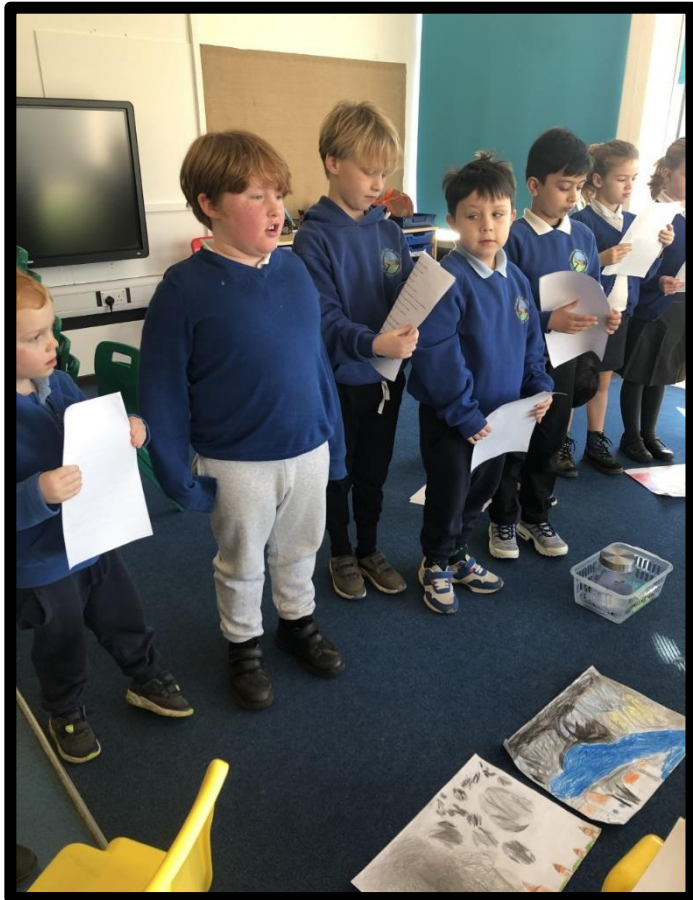
Manage resources.



Turn ideas into action.



The **Hurricane** group drew illustrations to show the stages of a hurricane. They also wrote a plan for an experiment to show others how a hurricane forms.



The **Northern Lights** group drew and labelled pictures of the Northern Lights. They also read a story and found a video from NASA to show everyone.

Science and Technology

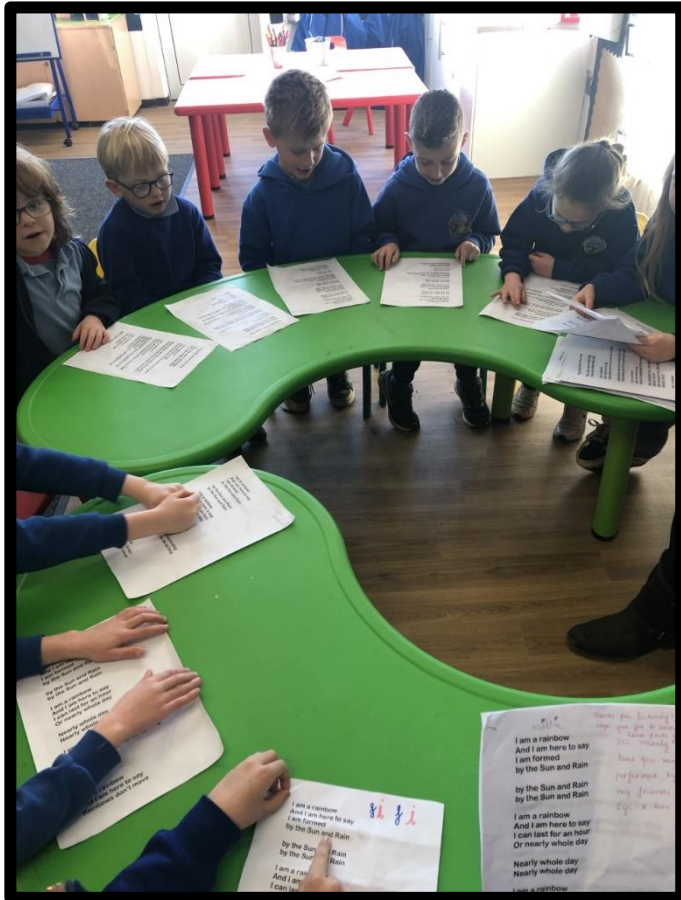
Being curious and searching for answers is essential to understanding and predicting phenomena.

I can make observations and can communicate my findings.

The Rainbows group had a great idea of writing a rap to present the information they had learned in the 'finding out' stage. They carried out an experiment to show how rainbows are formed.

Enterprising, creative contributor

I can lead, share my ideas,
and listen to others to work
well in a team



Work collaboratively

Humanities

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

- I can present what I have discovered in a variety of ways and draw simple conclusions.



Each group confidently shared their learning. We all developed our knowledge of natural phenomena, and we could answer questions using the information we had researched.



Confidence & self esteem



Healthy, confident individuals

I am confident to take part
in a performance





Ambitious capable learners

**I can explain my ideas
and my learning**



Languages, Literacy & Communication

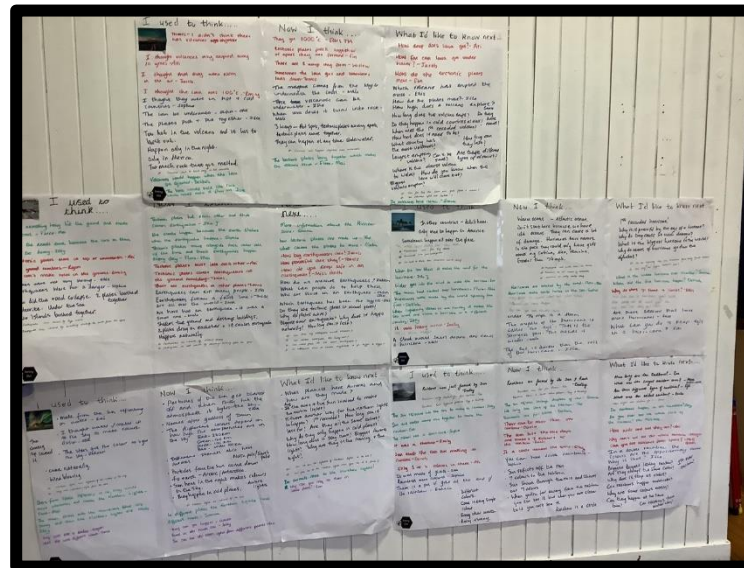
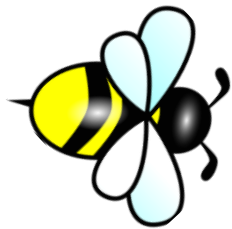
Understanding languages is key to understanding the world around us.

I can respond to what I hear, read, and see, asking questions and showing my understanding.





We used a 'Thinking routine' to share and talk about 'I used to think', 'Now I think' and 'what I'd like to know now'.



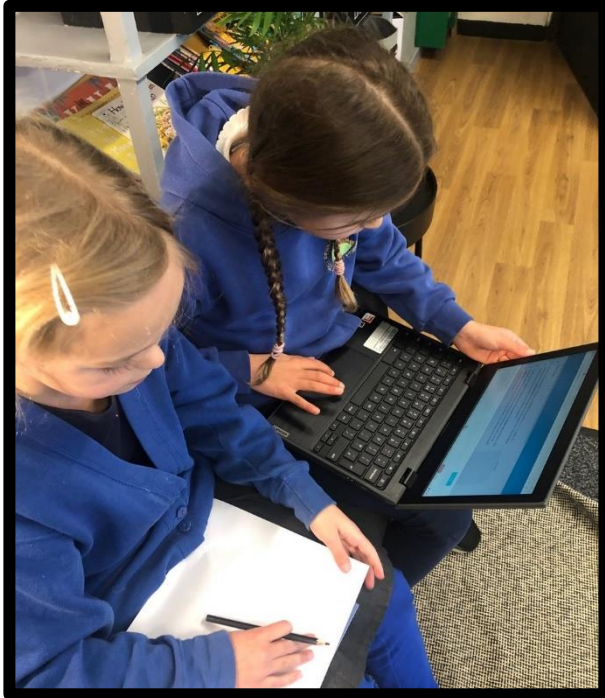
We used our new questions to go further in our inquiry.
"What do you want to find out about now?"

We worked individually or with others to find the answers to our questions.



Going
Further

Why can you only see the Northern Lights in certain places?



What is the closest volcano to Wales?



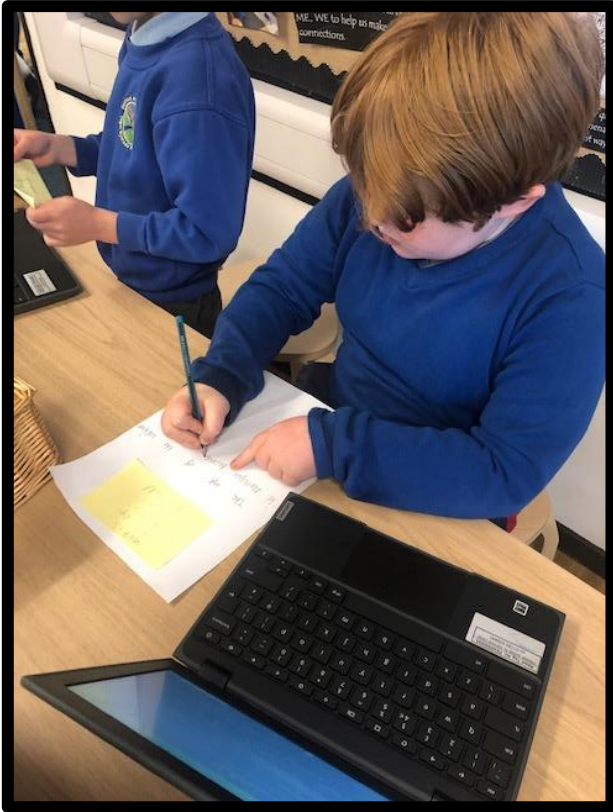
Are there seasons that have more hurricanes?

Why do hurricanes go around in a circle?

What is the Richter scale?

Are there different types of rainbows?

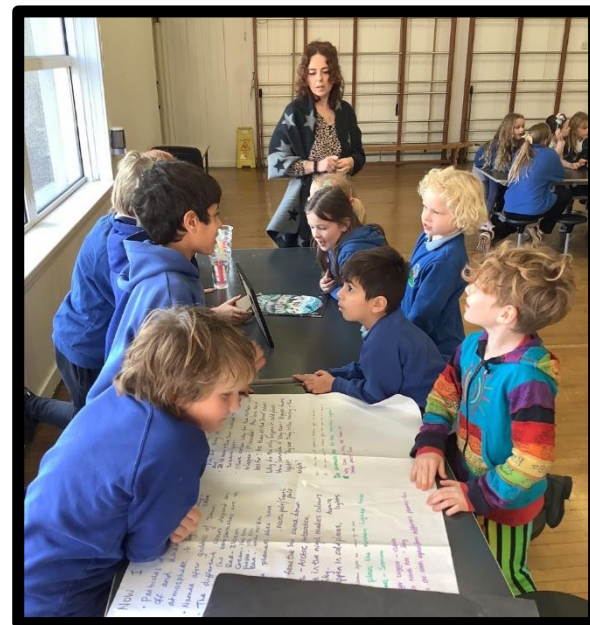
Independence



Our performance of understanding was to showcase our learning to pupils in Bae Tri. We used our presenting skills and confidently answered their questions and used resources to explain about the natural phenomena we have been studying.



Confidence & self esteem



Healthy, confident individuals

I face and overcome challenge





We took time to reflect on our inquiry. We thought about the skills we have learnt, the change and growth of our knowledge along the way and started to think about personal goals for future learning.

<p>I have learnt to ...</p> <ul style="list-style-type: none">ask questionsWork as a teamExplaingive opinionslisten wellResearch - digital skills, reading skillscomprehend when I have found outRespectfully agree / disagree / debateWrite letters / emailspresentation skills - speak clearlyDevelop confidenceDemonstrateexplorePerserverance	<p>I can use this when ...</p> <ul style="list-style-type: none">Different inquiryAsking visitors questionsEveryday experiencesWhen we need to contact someone.Community rolesTo inform parents about what we have been doingFeedback to class, speaking in assembly
<p>I have got better at ...</p> <ul style="list-style-type: none">Working as part of a team - saminaSpeaking in front of others - EsmeeListening better - RaeImproved confidence - RaeDigital skills - Sydney, FinnMaking powerpoints - FinnFinding info out on computer - FinnFacing my fears - SophiaChallenging myself - Sophia	<p>I Wish I had ...</p> <ul style="list-style-type: none">Recorded my work so that I can keep it - IvyImprove experiments - Mogan, MaliSpeaking with a louder voice - RaeBeen neater with my presentation - Flora - Mui

Reflect & Act

Evaluate own learning

We were saddened to hear the news about the Earthquake that hit Turkey and Syria. We followed the developments on Newsround and made connections to what we had already learnt about.



Ethical, informed citizen

I discuss and give my opinion about what is happening in the world



We need to help them.

Emily



When Mrs Eynon watched the news, she listened to a lady called Feliz Celik who was born in Turkey and now lives in Swansea working in Swansea University. She was starting a 'GoFundMe' page to collect donations to help the people who are affected by the devastating earthquakes.

We thought that we could get in contact with Feliz to see if we could help. Mrs Eynon sent an email and Feliz offered to come into school to talk to us.



It was great when Feliz came to our class! It was so interesting hearing about her story and why she is helping the survivors in Turkey and Syria. We got to ask lots of questions and showed her the learning journey we have been on. Feliz was grateful for our efforts to help.



We all felt that we needed to help and had lots of different ideas of how we can raise some money to add to Feliz's page.

Have a toy sale
Tomos

Have a cake sale
Ryan

Donate the money
from the disco
Morgan

Ask everyone to
bring £1 to do
something.
Max

Generate ideas



We decided to organise a non-school uniform day and to get Bae Un and Bae Tri involved too to raise more money. We gave our ideas of how to share our plans.

Make posters.

Rae

Tell everyone in assembly.

Hollie-Rose

No Uniform
Day

Friday 17th February

8.00



All donations will go to the
Turkey Earthquake appeal



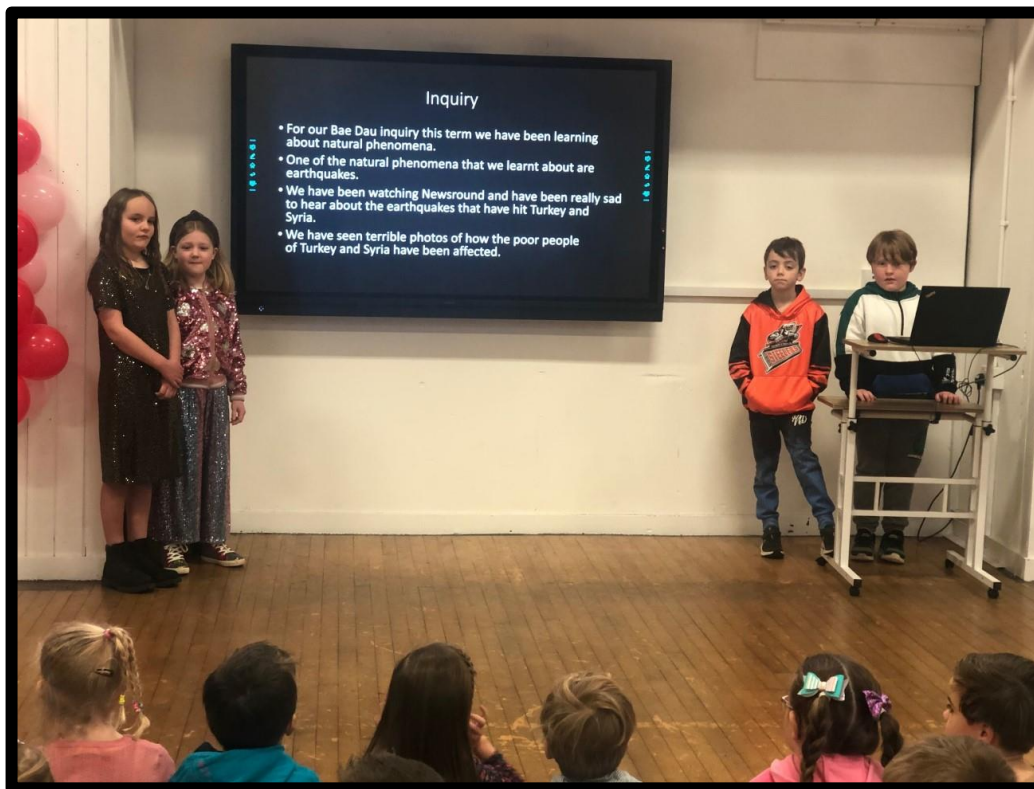
Dear Parents

For our Bae 2 inquiry this term we have been learning about natural phenomena. One of the natural phenomena that we have learnt about is earthquakes. We have been watching Newsround and have been really sad to hear about the earthquakes that have hit Turkey and Syria. We have seen terrible photos of how the poor people of Turkey and Syria have been affected. We will be visited by Dr Filiz Celik this week. Filiz is a tutor of Psychology at Swansea University and was born in Turkey. She really wants to help people in Turkey and has set up a fundraiser on GoFundMe to support the Meydan Cemeri which

Plan & manage projects



We organised a whole school assembly and made a PowerPoint to explain why we were holding a non-school uniform day.



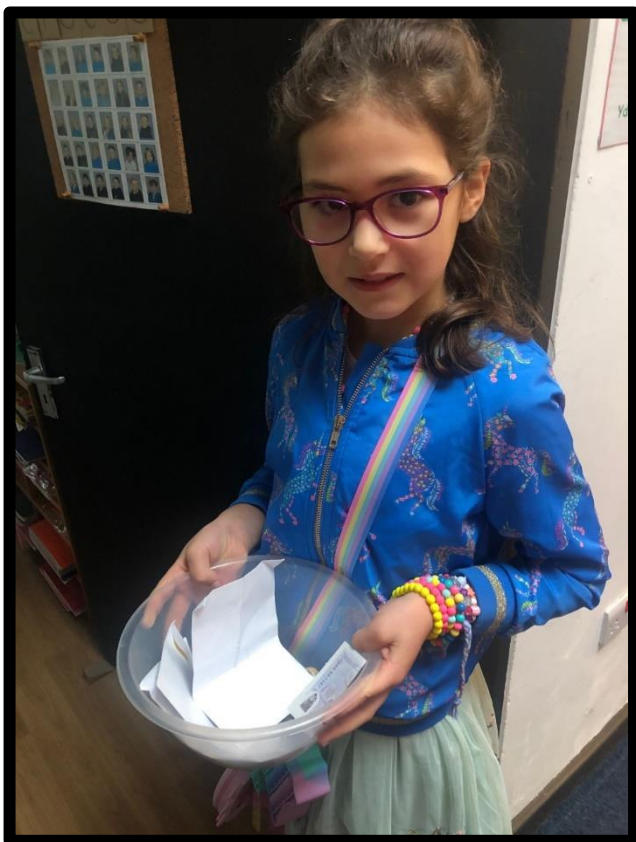
Enterprising, creative contributor

I recognise and grasp opportunities



Act upon ideas

We collected and counted the money that our school community gave to support our fundraiser.



Responsibility & reliability

Ambitious capable learners

I use number in different ways and in different places



We are so proud of our achievement! We raised an amazing **£ 267.32!!**
Diolch yn fawr

