

# Journey to 2022



## Inquiry Based Learning

Our Learning Journey  
in Bae Un

Tuning  
In

Finding  
Out

Sorting  
Out

Going  
Further

Reflect  
&  
Act

We have been developing our approach to learning and teaching over the last four years in readiness for Curriculum for Wales 2022.

We tried some different approaches, but have decided that an 'Inquiry' approach is the best for us here at Pennard. 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 concept of **Nature** for summer 2021. You can see the links to the Four Purposes, the What Matters statements and the Integral Skills from Curriculum for Wales.

Ambitious, capable, learners

I use what I already know to help me learn more.



Curriculum for Wales.

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?

## 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

## 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

## Go further

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

# Key concept: Nature



## Tuning In

When we came into school, we discovered something on the playground!



### What are they?

"I think they are fossils" – Tomos

"It may be animal food" – Morgan

"I think they are different seeds" – Frida

"I think it is an old potato" – Isla

Ambitious, capable, learners

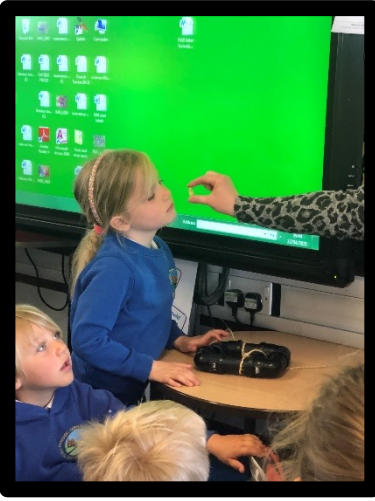
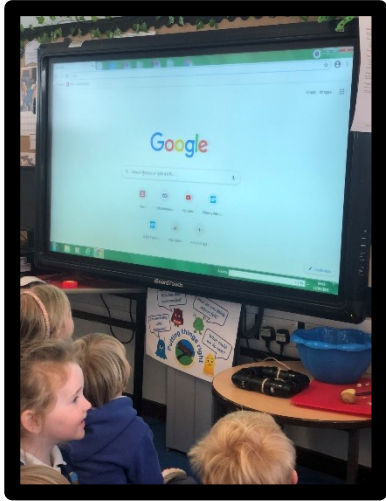
I use what I already know to help me learn more.



### We activated our prior knowledge about seeds.

"Seeds are what you put in the ground that will grow" – Ellis

# How can we find out what seeds they are?



"Google it" – Isla J

"We could chop them up"  
– Morgan

"Smell them" – Ivy

"Put them in soil" – Moss

We planted each seed in a pot. We are looking forward to seeing what grows!



We thought of questions that we would like to find the answers to.

Why do we have to put soil in?  
Frida

How long does it take for seeds to grow?  
Morgan

How do they grow?  
Ivy

How do we look after them?  
Isla J

**Ask questions**

How do you plant them?  
Emily

Why do they need rain?  
Kai

How do they die?  
Dudley



*Ambitious, capable, learners*

I ask questions and find answers.



Science & Technology

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

*I can show curiosity and questions how things work*



Enterprising, creative contributors

I work with others.



**Work collaboratively**

**Language, Literacy & Communication**  
Expressing ourselves through languages  
is the key to communication

*I am beginning to communicate using text  
image sound animation and video*

We then had to teach the other groups how to plant the seeds. Some of us wrote instructions, another group made a video of their instructions and some did a practical demonstration

After listening to each group, we had more wonderings about what we were growing.

Why does the tray have holes?

Morgan



How long do they take to grow?

Dudley



What is a propagator?

Mrs Davies




To help us answer the questions we phoned Pennard library to ask if we could borrow some gardening books.

To find out the answer to our next question, we researched using non-fiction books and the Internet.

How do they grow?  
Ivy

Healthy, confident individuals

I am confident to sing, dance and speak in front of others. 



### **Confidence & self esteem**

We presented our learning in a range of expressive ways such as drama, music and movement, art and craft.



### **Expressive Arts**

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

*I can communicate my ideas, feelings and memories in my creative work*



To celebrate 'Earth Day' we talked about how we can water our plants in a more sustainable way using rainfall, so we got a water butt!

Ethical, informed citizens

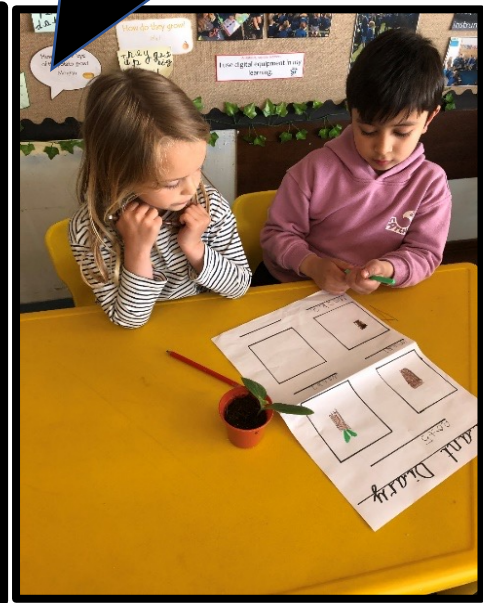
I show care for the world around me.



We decided we needed a chart to make sure our plants got watered every day.

How do we look after them?

Isla



**Identify solutions**

How long does it take for seeds to grow?

Morgan

To find out the answer to this question we observed and recorded plant growth in a diary.

**Humanities**

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

*I am beginning to communicate my observations in simple ways*

We decided to do a different type of research to prove that plants need water, soil and sunlight to survive – an experiment! We put one plant in a case with no pot, soil, water or light. We put the other plant in a pot full of soil on the windowsill and gave it water. We made predications!

Why do they need rain?  
Kai

How do they die?  
Dudley

Why do we have to put soil in?  
Frída



Plant Experiment

Our predictions

I think it will all turn brown and the petals will go crispy - Emily.

I think the flower in the vase will turn brown - Bertie.

I think it will go hard - Dudley.

I think the one outside will grow and the one inside will not grow - Isla.

I think the plant in the box will turn brown and then die - Jacob.

I think the one in the box will turn brown, the one outside will - Ari.

I think the leaves will fall and droop - Ali.

I think the plant in the dark the petals will go brown - Frída.

I think the leaves will droop and turn brown.

I think it will still grow - Lucas.

I think it will get upset and flop over - Lee.

I think the stem will be bent - Harper.

The soil will dry up and also the liquid in the roots will go brown - Milla.

I think the plant in the box will die - Isaac.

I think it will go brown and die and look like a dirty plant - Owen.

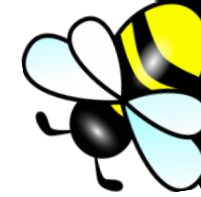
I think it will go brown and crumple with no water and light - Zay.

After a few days we looked in the case and observed what had happened to the plant.



We talked about our learning so far and reflected on our initial thoughts.

We shared ideas about how we could take our learning further. We were interested in finding out about poisonous plants and what food is good for us.



Sorting  
Out

**Ask questions**

What leaves are  
poisonous

Eva

Are some things good  
for you and some  
things not?

Ewan

If you eat something  
poisonous, will you be  
poisonous too?

Albert

**Science & Technology**

The world around us is full of living things  
which depend on each other for survival

*I can recognise that plants are living things which  
grow*

We developed our decision-making skills and learnt how to justify our decisions.



Going Further

### Decision making

I think these are not good for you because they have red berries – Ari



I think stinging nettles are safe because you can have them in a soup – Tomos



### Justify decisions

#### Health & Wellbeing

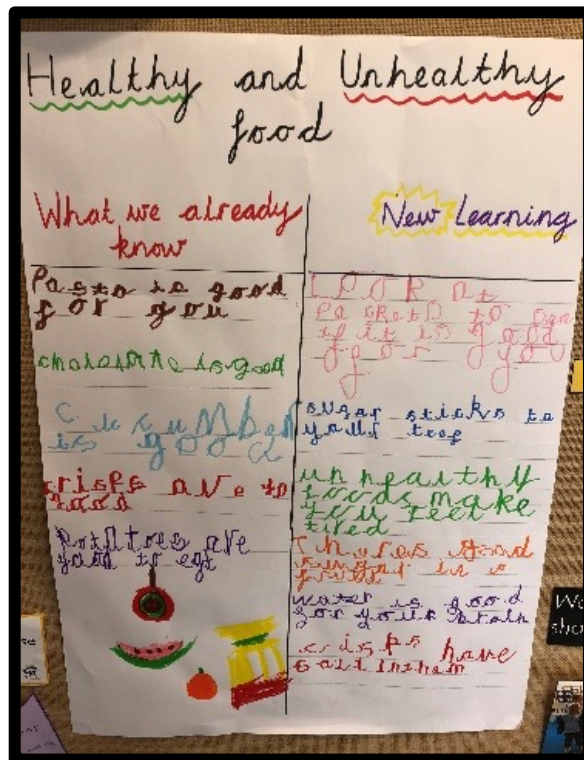
Our decision making impacts on the quality of our lives and the lives of others

*I have an understanding that things can be safe or unsafe*

We looked around our outdoor area to spot plants that may harm us.



We learned about healthy and unhealthy food and how different foods can affect how our mind and body feel.



### Health & Wellbeing

Developing physical health & wellbeing has lifelong benefits

*I am beginning to make connections between my diet and physical health & wellbeing*

Healthy, confident individuals

I understand that food and exercise are important to being fit and healthy.

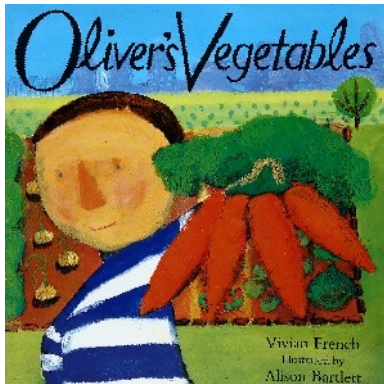


## *Curiosity & Inquisitiveness*



## *Monitor & reflect on results*

Mrs Man taught us how to grow bean sprouts! We compared them to how other seeds grow. They do not need soil only water and a dark place. We had to show perseverance and responsibility as they need a lot of work – we had to change the water every day. The best part was tasting them!



We listened to the story Oliver's Vegetables. We then challenged ourselves to try new vegetables just like Oliver did! We talked about our likes and dislikes.

Enterprising, creative contributors

I try new things.



**Take risks**

We created charts and graphs to show our favourite vegetables

Ambitious, capable, learners

I read and use data.



We learnt about the life cycle of a bean plant. We had to think of different ways to teach this to the nursery. We decided on: painting pictures, acting out with instruments, making a model, creating an animation, and using photos from the Internet.



Ambitious, capable, learners

I talk and listen in English and  
Welsh.



Eat them  
- Jacob

What shall we do  
with the plants and  
vegetables we have  
grown?

Give them  
out to the  
school -  
Ivy

Reflect  
& Act

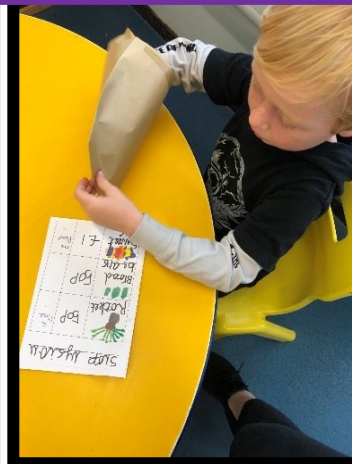


Make things  
with them -  
Ben

Make a  
shop - Rae

**Generate ideas**

**Plan how to implement ideas**



**Turn ideas into action**

We organised a 'Siop Lysiau' to sell our produce. We made an order form so parents could select what they wanted to buy. We collected the orders and money and made a list of what was needed. We picked the vegetables and packed up the orders. We set up a collection table outside.

Enterprising, creative contributors

I use my ideas to make and  
do.





Mmm, blasus  
iawn!



We cut and washed our lettuce and made sandwiches to celebrate National picnic week!



# We reflected on our learning journey

## What skills have we learnt during our inquiry?

- Planting skills
- Acting skills
- Finding out
- Solving problems
- Searching on Google
- Talking skills
- Research skills
- Drawing skills
- Looking closely at things
- Looking after plants
- Different words
- Sorting out
- Trying new things
- Justifying decisions
- Keeping safe
- Working together

## What did we do well?

- Working together to plant seeds
- Looking after the plants and now we get food because we have
- Followed instructions to plant seeds
- Making our own decisions
- Teaching nursery how bean seeds grow and change
- Showing others how to plant the potatoes

## Did you like doing an inquiry?

- I liked working together – Daisy
- I liked finding out about things – Morgan
- I liked learning about nutrients – Isla
- I liked learning about the beans because I've never seen them before – Mala
- It was fun – Dudley
- I loved planting – Emily
- I like looking after plants with my friends – Ivy



## What do we know now that we did not know before?

How to grow onions  
Mung beans do not need soil to grow  
Plants get oxygen from the air  
That you must 'earth up' potatoes  
You can't eat sweet peas  
You can eat some plants  
You have to wait for a plant to grow and then eat the vegetable  
Foxgloves are poisonous  
Some mushrooms are poisonous  
Mung bean seeds grow in the dark  
How to grow plants  
Seeds grow in soil  
Some seeds grow in water

## What do you need to remember for next time?

Ask questions  
Look on I pads  
Use Google to find out  
Look and watch  
Research  
Look at the back of packets for instructions  
Non-fiction books

## What is the most important thing you have learnt about?

How to plant tomatoes – Mala  
How to grow food – Morgan  
Some things are poisonous – Ewan  
Instructions are on the back of packets – Dudley  
Not to touch some plants and mushrooms – Ivy  
How to look after plants – Oisin-Oak  
Try different vegetables – Rae  
Seeds need water, sunlight and soil to grow – Rae

We learned about Our Rights and discussed Article 24: The right to food. We wanted to help other families and children so are looking into donating some of our produce to a local foodbank.



Ethical, informed citizens

I understand my rights and responsibilities as a child.

