



# Journey to 2022



# Inquiry Based Learning



Our Learning Journey in Langland  
**Spring 2022**



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 **Form** for Spring 2022. You can see the links to the Four Purposes, the What Matters statements and the Integral Skills from



Enterprising, creative contributor

I think of different ways to explain and solve problems



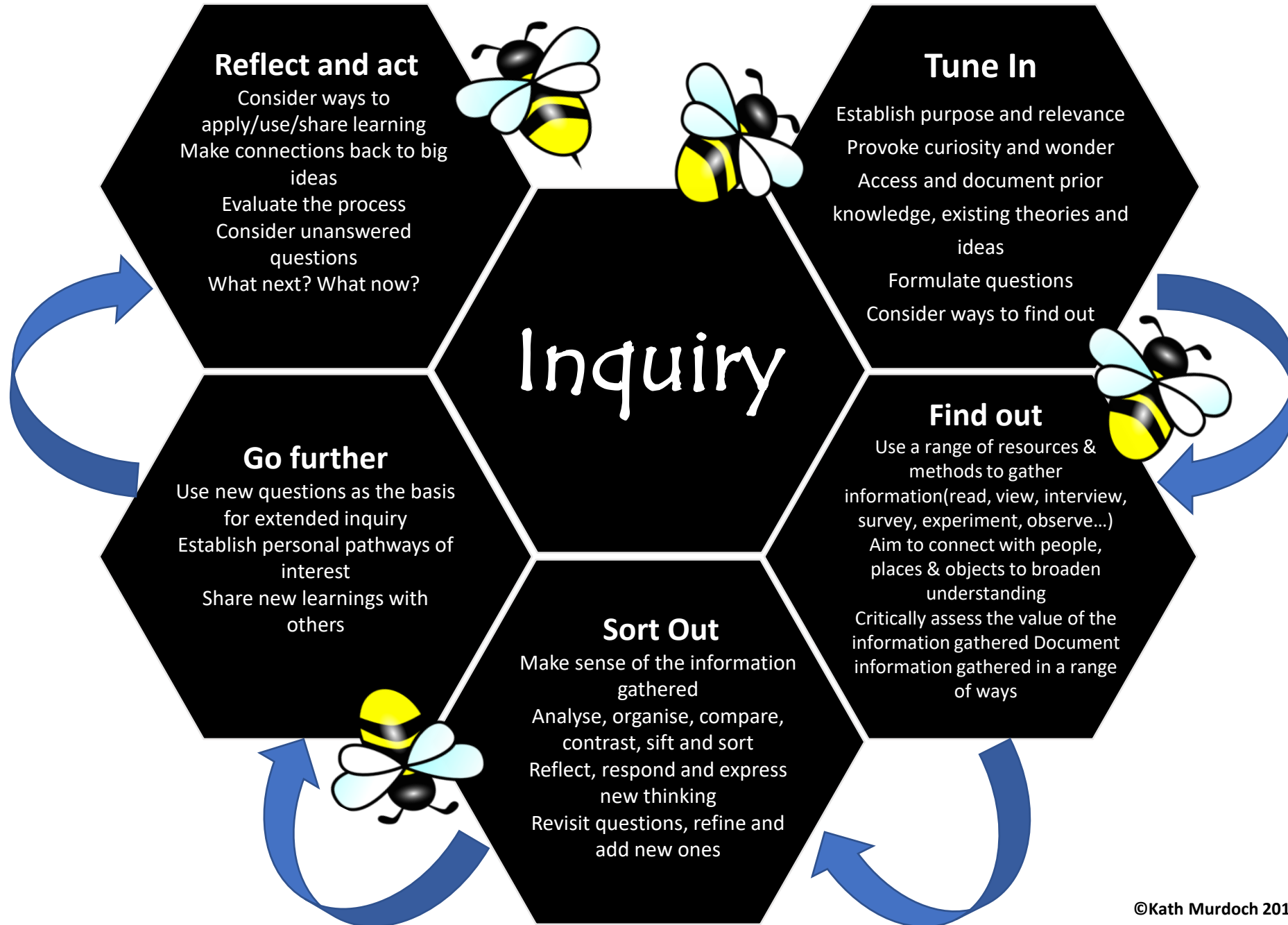
Languages, Literacy & Communication

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.



**Ask questions**





# Central idea: Audiences respond to stories



We discussed what we already knew about audiences and writing stories.

They cheer for you

Clap if good and boo if bad

What do you know about audiences?



Tuning In

They listen to you

Begin with 'Once upon a time'

They can be funny or serious

What do you know about writing stories?

You have to think and plan before writing

Some have pictures and some don't have pictures





We dressed up as our favourite book characters and brought in our favourite books!

In our independent challenges, we could write about our favourite stories, draw our favourite pictures from our stories and talk to our friends about our favourite stories! We discussed how our favourite books made us feel and why we like these stories.



This is my favourite book. I have read the whole collection - Finn



Independence



A storyteller called Daniel Morden came into our class and he told us some old tales. He inspired us to become storytellers!

What are the different types of stories? - Fern



What do you want to learn about stories?

How do we write a story that makes sense? - Christopher



What did you learn about storytelling?

Lots of characters have different voices - Kiyah

It should be interesting - Lois

You can make animal noises when there is an animal - Hunter

## 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.

**Express Opinions**

**Analyse & understand**

What are the different types of stories? - Fern

To answer Fern's question, we got into groups and learned about myths, fictional stories and cultural stories.

Enterprising, creative contributor

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



Work collaboratively



Finding Out

### Languages, Literacy & Communication

Expressing ourselves through languages is key to communication.

I can adopt a range of roles and manage my contributions appropriately.

I can ask and answer questions and exchange ideas and information.

I can explain information and share ideas, opinions and feelings using relevant vocabulary.





## Expressive Arts

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

I can create my own designs and work collaboratively with others to develop creative ideas.

Each group created a poster about one of the types of stories and became teachers to teach the rest of the class about what they had found out!



What are the different types of stories? - Fern

**Confidence & self esteem**

Healthy, confident individuals  
I am confident to take part in a performance



After finding out about the different types of stories Melody asked...

**Ambitious capable learners**  
I can explain my ideas and my learning



Who are we telling our story to? - Melody



Miss Wright showed us the books that each Bae read and we discussed the advantages and disadvantages of each of them.

Bae Tri books are really long! - Milly



(Bae Un) There's lots of pictures - Ruby

(Bae Dau) I know this book - Ryan

We took a class vote and decided we wanted our audience to be Bae Un!



What do they like to read about? - Aditi

Do they like funny stories? - Mia

Do they like stories with lots of pictures? - Jack

**Generate ideas**

**Curiosity & Inquisitiveness**

**Ask questions**

**Express Opinions**



Do you like stories with happy endings? - Daniel

What do we want to find out from Bae Un pupils?

Do they like magical stories? - Vivienne

Do they like having mean and good characters in their stories? - Nate

What places do they like in stories? - Leia

Do you like funny voices in your stories? - Lois

What do they like to read about? – Aditi

Using our questions, Miss Wright created a questionnaire for us to ask Bae Un pupils. But first we made a class prediction and wrote our own predictions!

### Our Class Prediction

1. What do you like to read about?

- Funny stories – Hollie-Rose
- Happy stories – Milly
- Jungles – Nate
- Dinosaurs – Christopher

2. Do you like magical stories?

Class vote: YES!

3. What places do you like in stories?

- Home – Finn
- Church – Aditi
- In the water – Daniel
- Parks – Vivienne

4. Do you like stories with lots of pictures?

Class vote: YES!

5. Do you like funny stories?

Class vote: YES!

6. Do you like funny voices in your stories?

Class vote: YES!

7. Do you like having mean and good characters in your stories?

Class vote: YES!

8. Do you like stories with happy endings?

Class vote: YES!

## Ask questions

### Languages, Literacy & Communication

Expressing ourselves through languages is key to communication.

I can change how I communicate, depending on where I am and who I am with.

I can write legibly.

I can spell common irregular words correctly.

I can attempt to spell more difficult words plausibly using a range of strategies.

## Curiosity & Inquisitiveness

### My Prediction

1. What do they like to read about?

dinosaurs

2. Do they like magical stories?

yes

3. What places do they like in stories?

Jungles

4. Do they like stories with lots of pictures?

YES

5. Do they like funny stories?

yes

6. Do they like funny voices in their stories?

yes

7. Do they like having mean and good characters in their stories?

yes

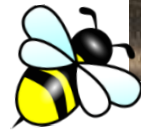
8. Do they like stories with happy endings?

yes



Then we asked our questions to Bae Un!

**Act upon ideas**



**Confidence & self esteem**

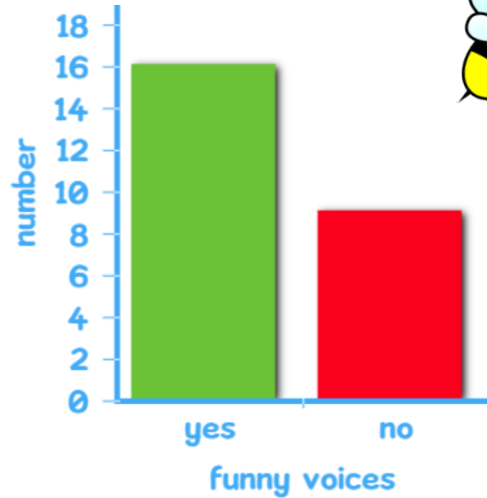
**Independence**

What do they like to read about? - Aditi

We gathered our data and used the computers to find out what we should write a story about.

**Analyse & understand**

funny voices	number
yes	16
no	9



What do they like to read about? - Aditi



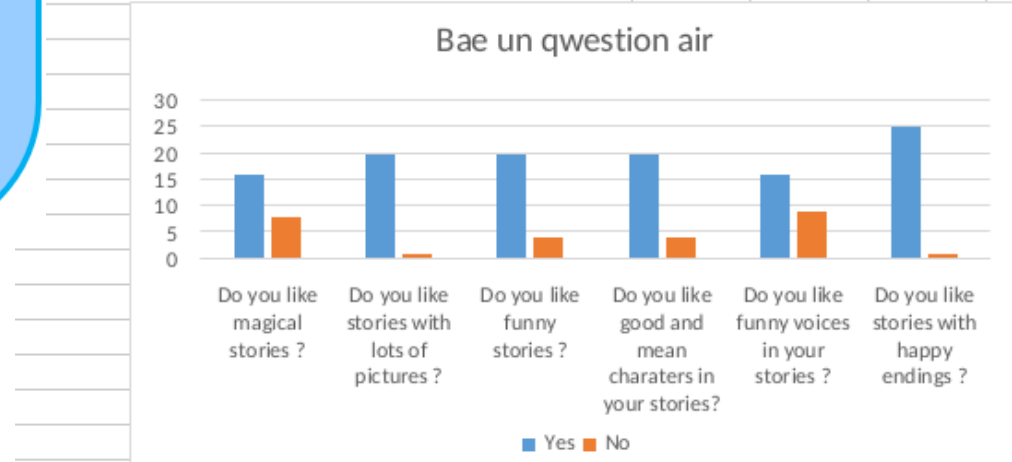
	Yes	No
Do you like magical stories ?	16	8
Do you like stories with lots of pictures ?	20	1
Do you like funny stories ?	20	4
Do you like good and mean charaters in your stories?	20	4
Do you like funny voices in your stories ?	16	9
Do you like stories with happy endings ?	25	1

**Monitor & reflect on results**

Sorting Out

**Mathematics and Numeracy**  
 Statistics represent data, probability models chance, and both support informed inferences and decisions.  
 I can collect and organise data to ask and answer questions in relevant situations.  
 I am beginning to record and represent data in a variety of ways, including the use of tally charts, frequency tables and block graphs, when appropriate axes and scales are provided.  
 I am beginning to interpret and analyse simple graphs, charts and data.  
 I can explain my findings and I am beginning to evaluate how well my method worked.

**Ambitious capable learners**  
 I understand and use data in different ways and in different places





### Languages, Literacy & Communication

Expressing ourselves through languages is key to communication.

I can speak clearly, varying expression and gestures to communicate my ideas.

I can use spoken language for different purposes.

We discussed the best way to present our findings as a class. We decided to film ourselves and work in groups to create posters to help us present our findings.



We could say it all as a class - Melody

Different groups could say each thing - Kiyah

Say our lines - Renee

We could make posters - Aditi

How should we present our findings?

Enterprising, creative contributor

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



Work collaboratively

Confidence & self esteem

Turn ideas into action



Healthy, confident individuals

I am confident to take part in a performance



### Expressive Arts

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

I can create my own designs and work collaboratively with others to develop creative ideas.

I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.

Miss Wright put our film on a QR code to show Bae Un and taught us how to scan a QR code!

Ambitious capable learners

I use digital technologies to investigate and communicate information



In our independent challenges, we have been answering our questions, finding out which questions we haven't answered, and we thought of some more!

### Curiosity & Inquisitiveness



How many books are in the world?  
- Aditi

How do we write a story that makes sense?  
- Christopher



Why were books made?  
- Delilah

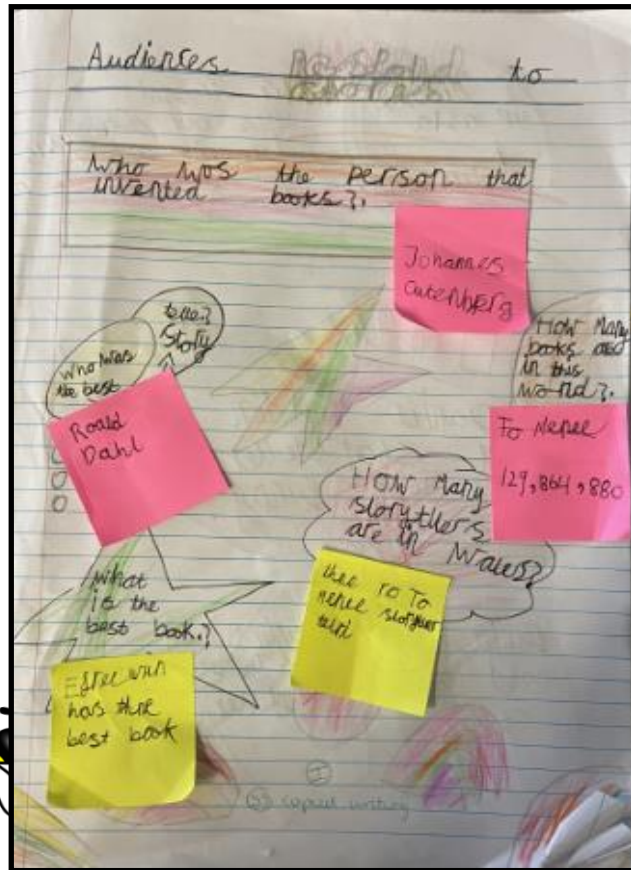
Why are they called books?  
- Abigail

### Ask questions



Why do stories exist?  
- Flora-Mai

How many authors are there in the world?  
- Lara



# Going Further



How do we write a story that makes sense? - Christopher

To answer Christopher's question, we needed to learn about the elements of a good narrative story - character, setting, conflict and resolution.


## Languages, Literacy & Communication


Understanding languages is key to understanding the world around us.


I can understand information about a variety of topics, identifying main points.

I can find and use information from different materials that I read.


**Character Descriptions**


 Rapunzel has long hair. She wears a purple dress. She doesn't wear any shoes.


 Mike is a monster. He has one eye. It is very big. He is green and he is funny.

 Mario wears a red hat. He drives very fast to save Princess Peach. He has blue eyes and a black moustache.

**Setting Description**

 This barn is green and it's in the woods. It has got a chimney. The roof is brown. The walls are brown and the floor is green and it has lots of windows. The sky is blue.

 In this picture there are lots of children and there are lots of trees and there are some animals too. There are some slides and bushes.

 In this picture there is an igloo and there are footprints in the snow and the sky is blue and it's white. Snow and there are some clouds and there is a polar bear. The polar bear is white and it is white.

**Conflict and Resolution**

A conflict is dis a problem  
A resolution is the solution

Title	Conflict	Resolution
Batman	The Joker was stealing money.	Batman tapped the Joker and captured Gotham City.
Snow White	The evil queen gives Snow White a poisoned apple.	The Prince wakes Snow White with a kiss.

How do we write a story that makes sense? – Christopher

Plan & manage projects

Justify decisions

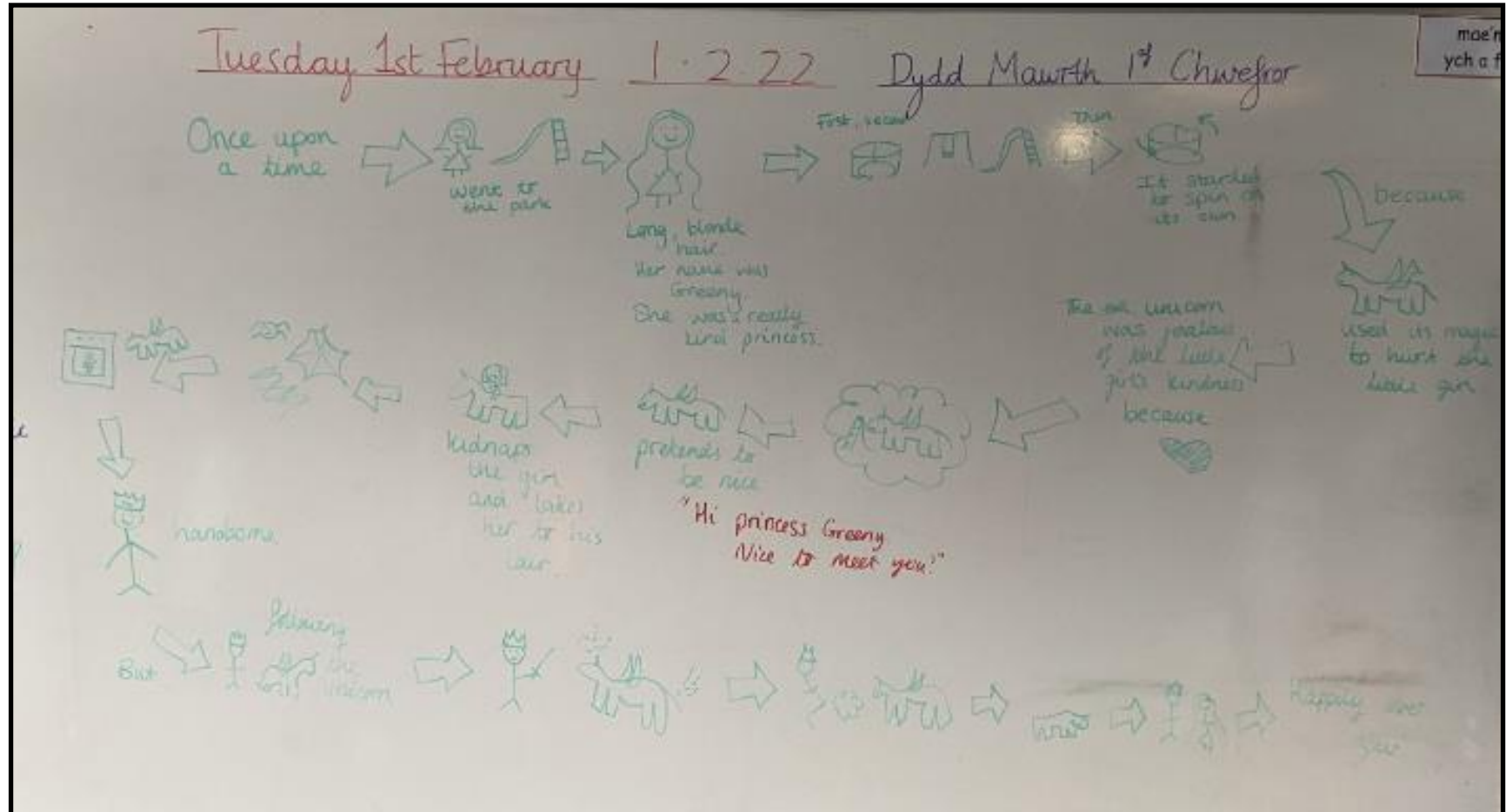
Ambitious capable learners

I take what I have learnt and use it in different situations



Generate ideas

As a class, we planned our story together using a story map, checking back at our data to make sure Bae Un would like our story. We also made sure we had all the elements of good story writing in our story!



# Story Planning Mountain

How do we write a story that makes sense? - Christopher

**My main character**

- ◊ Her crown was as shiny as a crystal - Flossie
- ◊ Her eyes are as brown as a hazelnut - Hunter
- ◊ Her hair is as long as a tree - Milly

**My setting**

- ◊ The spider is as big as the moon - Finn
- ◊ The oven was as hot as the sun - Ava
- ◊ The lair was as dark as the nighttime sky - Hollie-Rose

**Conflict**

- ◊ The unicorn tries to hurt the princess and kill her

**Explore & develop ideas**

**Plan how to implement ideas**

Then we needed to plan how to write our stories and how to describe our main character and setting.

**Opening:**

- ◊ Once upon a time
- ◊ Describe the character (little princess)
- ◊ Describe the setting

**Ending:**

- ◊ The prince farts in the unicorn's face
- ◊ True love's kiss
- ◊ They get married
- ◊ They live happily ever after

**Plan & manage projects**

Then we wrote our stories!

The Princess and the unicorn.

Once upon a time there was a ~~girl~~ Princess called Matilda. She was ~~very~~ very kind. She had hair as long as her arm. One day Matilda went to the park. ~~The park~~ was peaceful and calm and nice. Matilda went on a roundabout. Then Matilda saw a unicorn in disguise. The unicorn was called Eddy Eddy. Eddy used his horn to make the roundabout spin. Eddy was trying to hurt Matilda and cook her. Then Eddy grabbed Matilda and took her to ~~her~~ his lair. Finally they got to the lair. The lair was as scary as a ~~wolf~~ wolf. But Eddy did not know a prince was following him. Eddy was going to ~~put~~ put Matilda in the oven when the prince moved Matilda out of the way. Then Eddy and the prince started to fight. ~~The~~ prince started to ~~fight~~ fight in the unicorn's ~~sack~~ sack. Then the unicorn fainted. Then a few years later ~~the~~ Princess Matilda and the prince got married. And everyone lived ~~happy~~ happily ever after except Eddy.

**Act upon ideas**

**Turn ideas into action**

How do we write a story that makes sense? – Christopher

Enterprising, creative contributor

**I connect and use my knowledge and skills to create ideas and products**



### Languages, Literacy & Communication

Expressing ourselves through languages is key to communication.

**I can use single and multi-clause sentences, making choices to meet the intended audience and purpose.**

**I can review my work and am beginning to use a range of familiar strategies and tools to improve my speaking and writing.**

**I can talk to plan writing and write for different purposes and audiences.**

**I can organise my writing into a logical sequence.**

**I can write using increasingly imaginative, varied and precise vocabulary.**

Happy -  
Kiyah

Mad! -  
Samina

Rude -  
Sara

He made  
faces -  
Aditi

In some bits  
he did  
funny voices  
- Renee

How do we want to  
make our audience feel?

What did Daniel Morden do  
that engaged you as an  
audience?

Gassy! -  
Vivienne

Use  
actions  
- Nate

**Plan & manage projects**

**Generate ideas**

We discussed as a class how we wanted our audience feel when they hear our stories. Then we watched a video of Daniel Morden telling us stories and thought about what he did to engage us. We then put all this information together and thought about how we could make our stories engaging.

Do actions for  
the park - Ava

Make funny  
faces - Hunter

How do we tell  
a good story?  
- Miss Wright

How can we make our  
audience feel engaged and  
happy when we tell our  
stories?

Make farting  
noises when  
they are  
fighting - Fern

We then used everything we had learnt from Daniel Morden about storytelling and practiced telling our stories, making sure we include actions and facial expressions!

**Work collaboratively**

**Be resilient**



### **Expressive Arts**

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

*I can give and accept feedback as both artist and audience.*

Enterprising, creative contributor

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



Healthy, confident individuals

**I am becoming more  
confident, resilient &  
understanding to others**



We used the **S.A.I.L (Share. Ask. Ideas. Learning)** thinking routine. The pupils got into groups and told their story to their group. The pupils would then ask questions and give feedback to the pupil who was telling the story. Once all pupils had told their story to their groups, they practiced and improved their storytelling!

The pupils then told their stories to the pupils in Bae Un.



### Expressive Arts

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

I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work.

I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.

I am beginning to demonstrate resilience and flexibility in approaching creative challenges.

Healthy, confident individuals

I face and overcome challenge



Healthy, confident individuals

I am confident to take part in a performance



# Reflect & Act



To reflect on our inquiry, we used the 3, 2, 1 Reflection thinking routine. This helped us understand what we learnt from our inquiry, any questions we still have and what we found difficult.

## Health and Wellbeing

How we process and respond to our experiences affects our mental health and emotional well-being.

I can reflect on my experiences.

3 things I have learnt
1. How to be a good storyteller
2. How to tell a story.
3. How to make a story.
2 questions I still have
1. when can we can make another story? <del>for a different class.</del>
2. when <del>can</del> can we tell a different story?
1 challenge I faced
1. <del>Telling a story to someone</del> making a story.

3 things I have learnt
1. I have learnt how to write a good story.
2. I have learnt how to do actions and describe characters.
3. I have learnt how to tell a good story.
2 questions I still have
1. <del>Who</del> Who made the first story in the world?
2. What is the best story <sup>title</sup> in the world?
1 challenge I faced
1. I faced being confident while doing the story.

We discussed the different ways our audience responded to our stories. We explained to Miss Wright that when a Bae Un pupil was spinning around or looking around, this made us feel like they weren't listening and like they didn't appreciate what we had made for them. Therefore, we decided to make a promise to be a good audience member when we are being an audience.

