



Inquiry Based Learning



Our Learning Journey in
Dosbarth Langland
Spring 2024



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 **Perspective** and **connection** for Spring 2024. You can see the links to the Four Purposes, the What Matters statements and the Integral skills (our Learner Assets) 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



Learner Asset

As a communicator, I use questions to help my learning.

Inquiry



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

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?



Central Idea

Histories, traditions, and places of Wales inspire stories, myths, and legends.

Tuning In



We tuned into our thinking with a thinking routine – **See. Think, Wonder.** What do you see in the picture? What do you think is going on? What do you wonder?

I see A tree root
– Josie



I think

It is ice
melting – Ali

I wonder.....

Did it flood? –
Ethan

I think

The wolf is
protecting the
baby - Tomos



I see

a sleeping baby -
Ewan

Languages, Literacy & Communication

Understanding languages is key to understanding the
world around us.

I can infer meaning from images.

I wonder.....

If the dog is
protecting the
baby from the
wolf? - Harper

I see
a ruin of a castle -
Ari



I think
people go there
- Ethan

I wonder.....
If there was a
king there? -
Dudley

I see
A girl - Lucas



I think
She is a
Christian-
Emily

I wonder.....
If she went
to church? -
Eva

I see

A rock - Raheen



I think

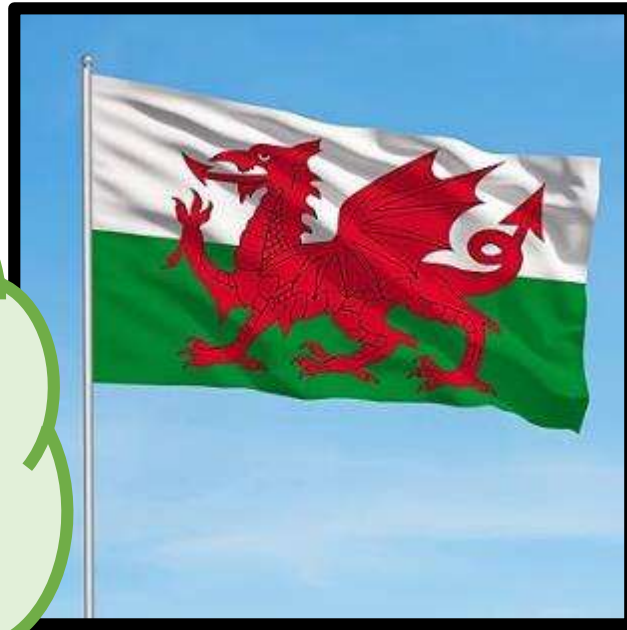
It has been
there for a long
time - Mala

I wonder.....

How old the
rock is? -
Bertie

I see

A flag with a dragon
on it - Zach



I think

the dragon is
important to
Welsh people -
Lily

I wonder.....

How long ago
was the dragon
put on it? - Ben

We learned what perspective means and shared our own as well as listening to the perspective of others? We learned that we do not all have or need to have the same perspective.



Languages, Literacy & Communication

Understanding languages is key to understanding the world around us.

I can listen to others and understand that they may have a different perspective from my own.



We were all interested to know where these photos had come from. We found out that they were linked to stories. We looked at a map of the UK and found out that they were all from Wales!

Next, we plotted them on a map of Wales. We noticed that some originated in North Wales and some in South Wales. Some were very close to where we live!



"How can we find out about these stories and answer our wonderings?" – Mrs Eynon



Ask someone who knows the stories.

Isla J

Go to the library.

Dudley

Look in books.

Oisin-Oak

Watch videos.

Isla Mc

Research on the Internet.

Bertie

Go out to visit the places.

Rory



Learner Asset

As a **Researcher**, I come up with ideas for how to find out answers to our questions.

We had a great start to our 'finding Out' by experiencing a storytelling and drama workshop about the legend of two dragons.

Finding Out



Languages, Literacy & Communication

Literature fires imagination and inspires creativity.

I can listen to and remember drama.

As **thinkers**, we used a visual organiser to show our learning.

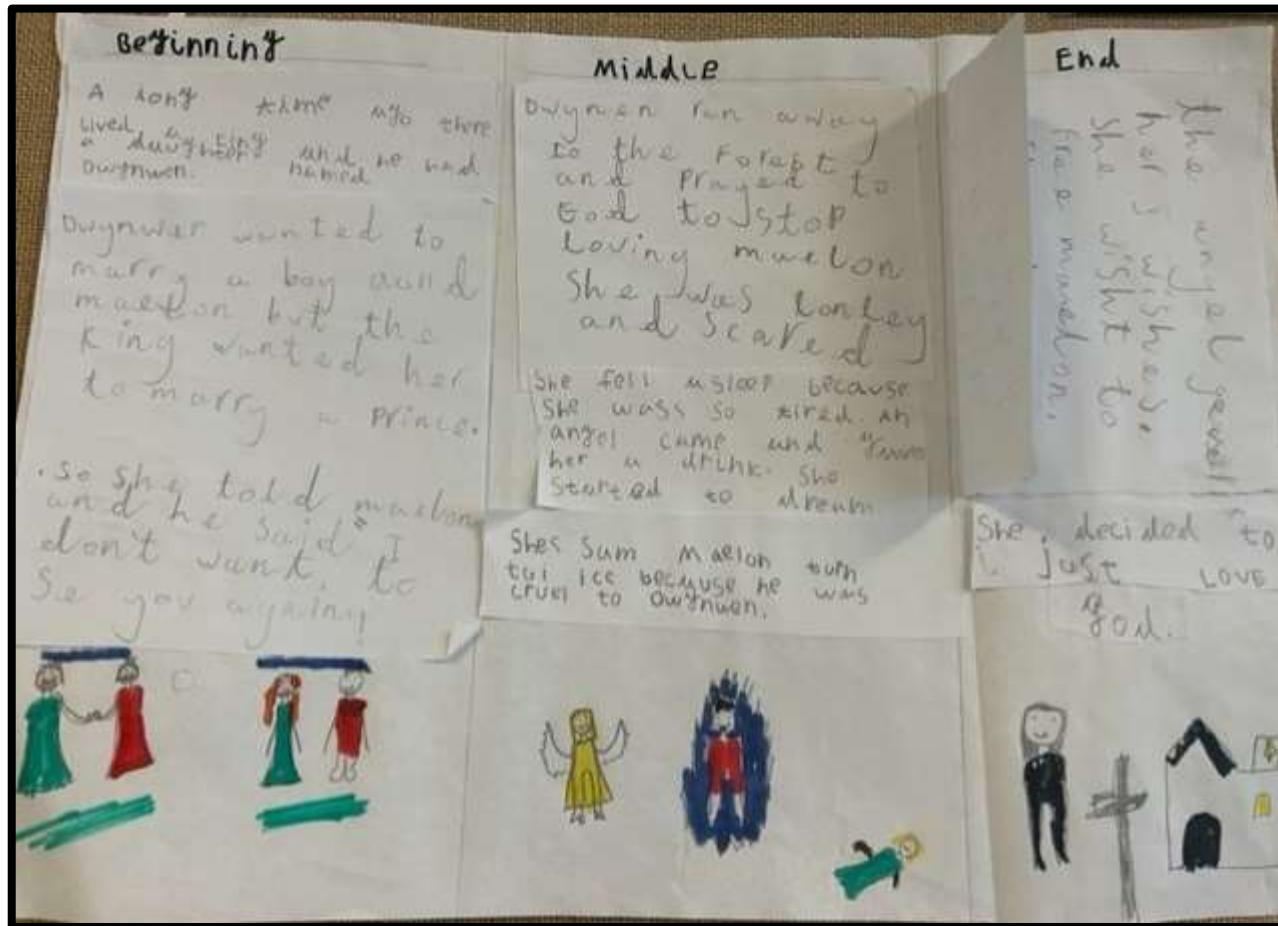


Learner Asset

As a **thinker**, I can use visual organisers to show my thinking.



On January 25th we learned all about St Dwynwen! We summarised the story and worked on organising our writing into 3 parts – beginning, middle and end.

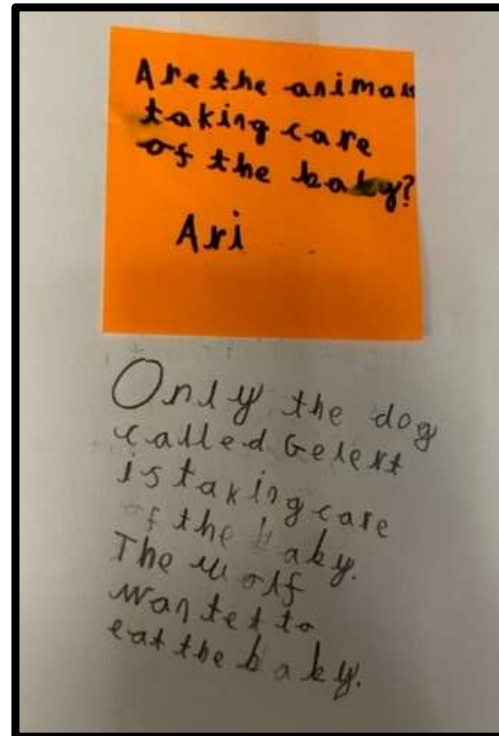
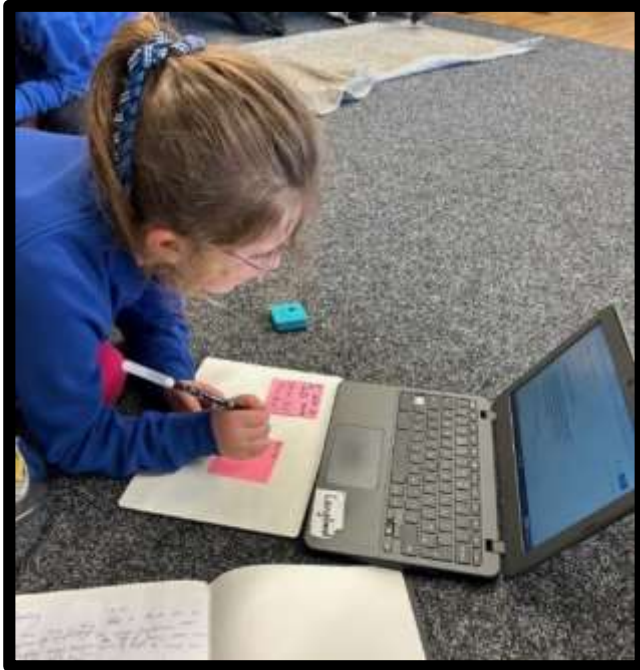


Languages, Literacy & Communication

Expressing ourselves through languages is key to communication.

I can organise my writing into a logical sequence.

We listened to one of the best known and loved folktales in Wales – the story of a faithful hound called Gelert. We reflected on the themes and morals in this story and recalled the story to answer our initial wonderings.



Languages, Literacy & Communication

Literature fires imagination and inspires creativity.

I am beginning to show empathy with characters in literature.

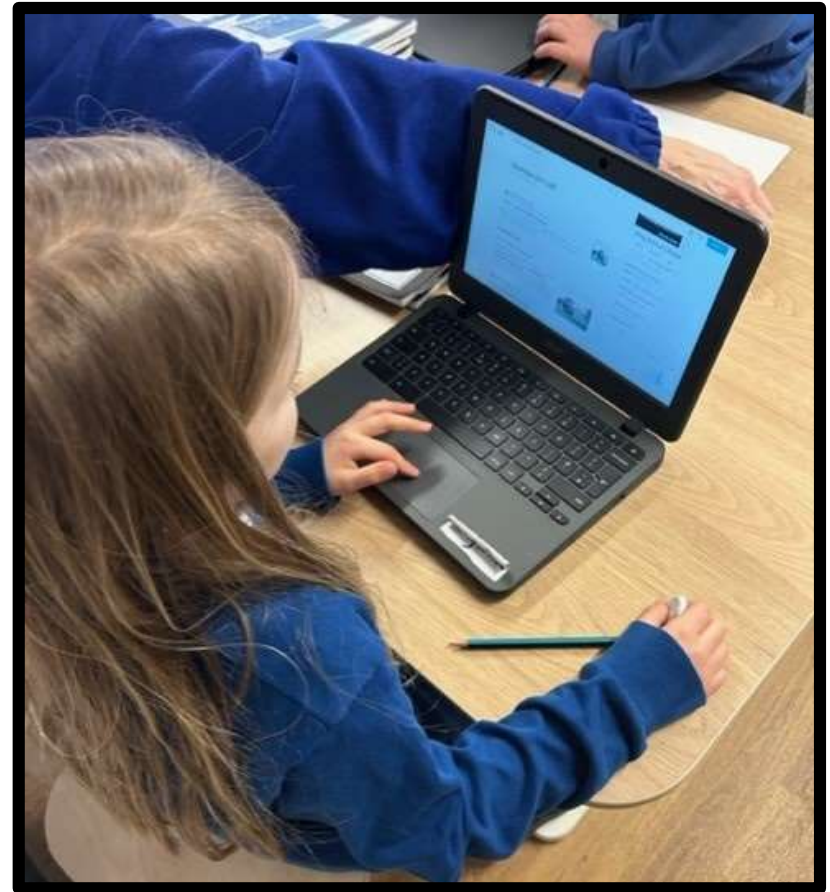




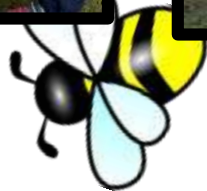
We took part in a drama workshop to find out about the legend of **Cantre'r Gwaelod**. We used mime, movement, voice, and props to retell the story.



We were excited to receive a video message from King Arthur! He told us a story of how a very large stone came to Cefn Bryn. We also researched facts about what is known as King Arthur's Stone!



We had a wonderful experience visiting Pennard Castle. Local storyteller Sian Cornelius met us and told us the story of the castle. We also got a chance to play her harp!



We were so inspired that when we got back to school, we retold the story using pictures. We then used the iMovie App to add voiceovers and created our own video!

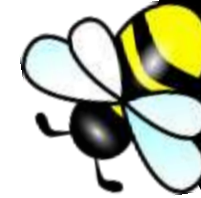


The story of Pennard Castle

By Dosbarth Langland



We reflected on our learning so far and organised our understanding. We represented this in different ways - mind maps, slideshows, and videos. We presented these to each other.



Sorting Out



Learner Asset

As a **thinker**, I can reflect on what I have learned.



Ethical, informed citizen
I know about Wales and the world now and in the past



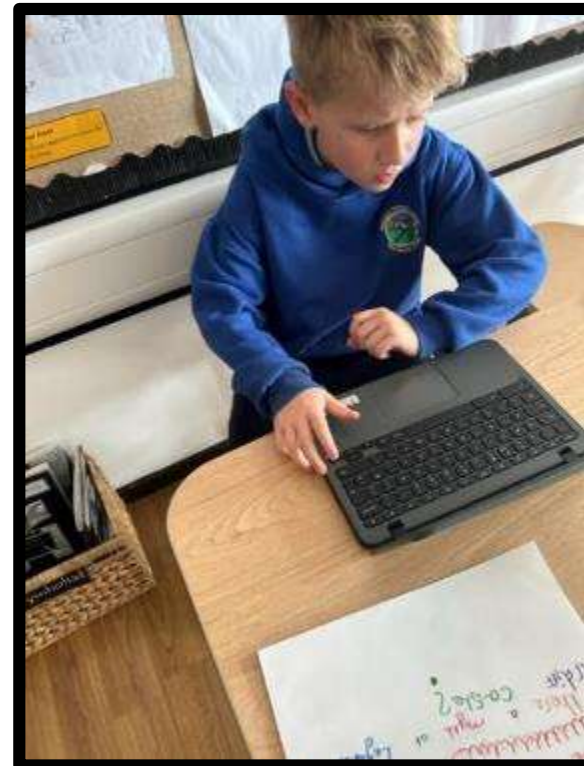
We worked in groups to discuss what we were now wondering. We decided on a question to investigate.



Going
Further




We decided how we were going to 'find out' and got straight to researching!

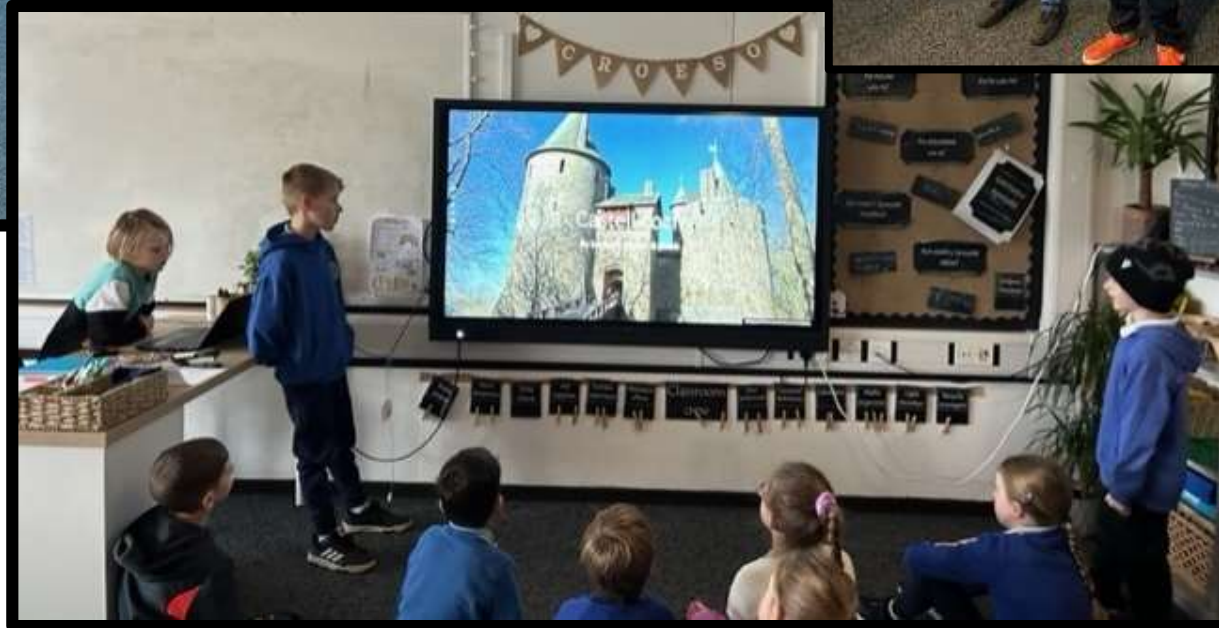
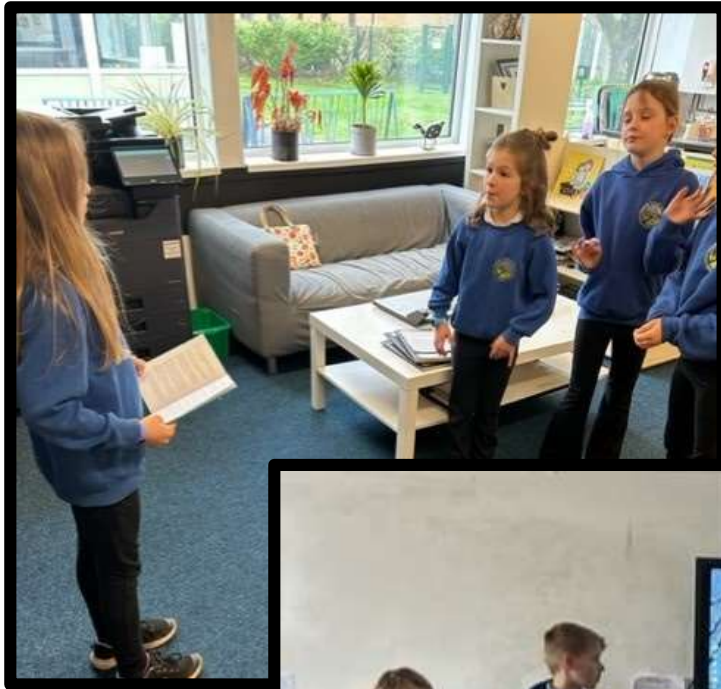


Learner Asset

As a **communicator**, I can ask questions to help my learning.

We recorded our findings and then decided how we wanted to present our new learning to each other.

 **Learner Asset**
As a **thinker**, I can record my learning in new ways.



We talked about how important it is to keep telling the special stories of Wales and for others to learn about the history of our country.

We thought of our own ideas, shared them with a partner and then shared with the class.

Reflect & Act



Make a book of the stories
and tell them to the other
children in assembly.

Rae & Morgan

Make a PowerPoint and share
to all classes.

Kai & Eva

Tell the stories in assembly.

Ari & Josie

Retell them to our brothers
and sisters.

Dudley & Tomos

We decided to share our learning with the rest of the school and as St. David's Day was soon, we thought we could do it as part of our Eisteddfod.

We each decided what story we wanted to retell.
We shared ideas on how we could be creative! We decided on:

- I movie
- Acting out with props
- Big book
- Animation



As we were going to work in group, Mrs Eynon asked us 'How can you be a good team member?'

Share
resources.

Have a role.

Be
respectful.

Good
listening.

Share ideas.

Perseverance



Have
empathy.

Be
responsible.



Manage
time.



Solve problems
together.

We worked together to prepare our chosen story.

Enterprising, creative contributor

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



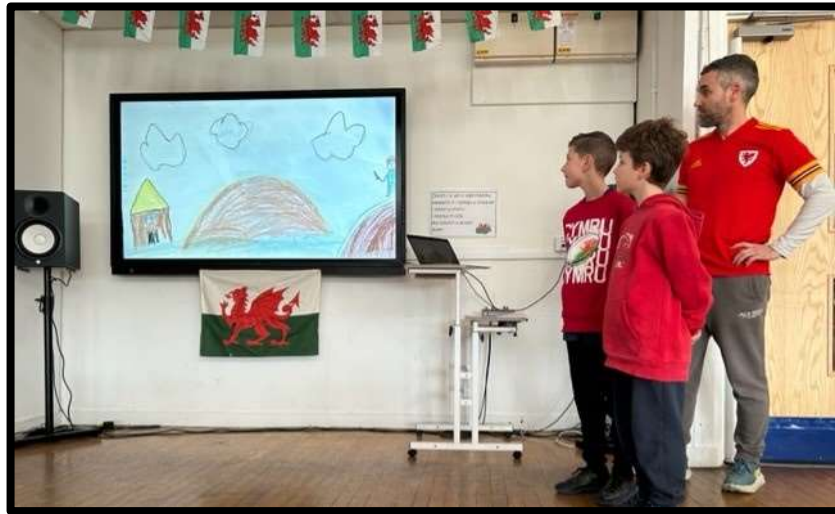
Learner Asset

As a **collaborator**, I am beginning to be an effective team member by sharing resources, ideas, learning and managing our time to finish the task.

Each group shared a retelling of their chosen story! We were a little nervous but were proud of our achievement.



Cantre'r Gwaelod



Healthy, confident individuals

I am confident to take part
in a performance



The story of Cantre'r Gwaelod

Retold by Ivy, Maja, Harper, Ethan, Ben, Lucas, Lily, Isla J





The story of the two dragons



The story of The Two Dragons

Retold by Rae, Dudley, Ali, Jacob, Bertie,
Emily, Zara, Morgan



Languages, Literacy & Communication

Literature fires imagination and inspires creativity.

I can retell stories creatively.



The legend of King Arthur's Stone



The Legend of King Arthur's Stone

Retold by: *Amelïa, Isla M, Joste, Ewan, Radeen, Eva, Oisín-Oak*



The story of Pennard Castle



The story of Pennard Castle
Retold by Kai, Zach, Ari & Tomos



Learner Asset

As a **communicator**, I can share my learning with an audience.