

Thinking of your inquiry - highlight the bullet points that link to the inquiry. What will the pupils achieve/ what skills will they use throughout?  
 Highlight the integral skills that will be covered during the inquiry. Please see the **example** below.

The 4 Purposes				
Ambitious, capable learners	Healthy, confident individuals	Enterprising, creative contributors	Ethical, informed citizens	
<ul style="list-style-type: none"> <li>Set themselves high standards and seek and enjoy challenge.</li> <li>Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.</li> <li>are questioning and enjoy solving problems</li> <li>Can communicate effectively in different forms and settings, using both Welsh and English</li> <li>Can explain the ideas and concepts they are learning about</li> <li>Can use number effectively in different contexts</li> <li>Understand how to interpret data and apply mathematical concepts</li> <li>Use digital technologies creatively to communicate, find and analyse information</li> <li>Undertake research and evaluate critically what they find</li> </ul>	<ul style="list-style-type: none"> <li>Have secure values and are establishing their spiritual and ethical beliefs</li> <li>Are building their mental and emotional wellbeing by developing confidence, resilience and empathy</li> <li>Know how to find the information and support to keep safe and well</li> <li>Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives</li> <li>Make measure decisions about lifestyle and manage risk</li> <li>Have the confidence to participate in performance</li> <li>Take part in physical activity</li> <li>Form positive relationships based upon trust and mutual respect</li> <li>face and overcome challenge</li> <li>Have the skills and knowledge to manage everyday life as independently as they can</li> </ul>	<ul style="list-style-type: none"> <li>Connect and apply their knowledge and skills to create ideas and products</li> <li>Think creatively to reframe and solve problems</li> <li>Identify and grasp opportunities</li> <li>Take measured risks</li> <li>Lead and play different roles in teams effectively and responsibly</li> <li>Express ideas and emotions though different media</li> <li>Give of their energy and skills so that other people will benefit</li> </ul>	<ul style="list-style-type: none"> <li>Find, evaluate and use evidence in forming views</li> <li>Engage with contemporary issues based upon their knowledge and values</li> <li>Understand and exercise their human and democratic responsibilities and rights</li> <li>Understand and consider the impact of their actions when making choices and acting</li> <li>Are knowledgeable about their culture, community, society and the world, now and in the past</li> <li>Respect the needs and rights of others, as a member of a diverse society</li> <li>Show their commitment to the sustainability of the planet</li> </ul>	
Integral Skills				
Creativity and innovation	Critical thinking and problem-solving	Personal effectiveness	Planning and Organising	
<ul style="list-style-type: none"> <li>Able to generate ideas</li> <li>Develop curiosity and inquisitiveness</li> <li>Demonstrate courage to explore and develop ideas</li> <li>Ability to turn ideas into action</li> <li>Plan and manage projects</li> <li>Identify opportunities</li> <li>Act upon opportunities and ideas and transform them into value – the value can be financial, cultural, social</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and understand</li> <li>Ask questions</li> <li>Evaluate information and situations</li> <li>Be objective looking at opposite view (strengths and weaknesses)</li> <li>Question</li> <li>Challenge perceptions</li> <li>Identify potential solutions</li> <li>Justify decisions</li> <li>Identify and develop arguments</li> </ul>	<ul style="list-style-type: none"> <li>How the ideas are implemented</li> <li>Set goals</li> <li>Decision making</li> <li>Time management</li> <li>Monitor and reflect on results</li> <li>Adapt</li> <li>Check for accuracy</li> <li>Responsibility and reliability</li> <li>Manage resources</li> </ul>	<ul style="list-style-type: none"> <li>Self-aware</li> <li>Confidence and self-esteem</li> <li>Emotional intelligence</li> <li>Evaluate own learning / strengths and areas for development</li> <li>Independence</li> <li>Leadership</li> <li>Social and cultural awareness, ethics</li> </ul>	

These are the AoLE of the Curriculum for Wales. Each AoLE have statutory What Matters Statements. Your inquiry will naturally have a main driver. This will be the main focus of the inquiry. The appropriate WM statements should be highlighted in **green**. Your inquiry will also hit a few WM statements from the different AoLEs. This will show coverage of the curriculum. These should be highlighted in **yellow**. Please see the **example** below. Here you will see that Humanities and WM 1/2/4/5 are the main focus of this inquiry.

What	Expressive Arts	Health and Well-being	Humanities	Literacy, Languages & Communication	Mathematics & Numeracy	Science & Technology
	SWM 1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	SWM 1: Developing physical health and well-being has life-long benefits	SWM 1: Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	SWM 1: Languages connect us.	SWM 1: The number system is used to represent and compare relationships between numbers and quantities.	SWM 1: Being curious and searching for answers is essential to understanding and predicting phenomena.
	SWM 2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	SWM 2: How we process and respond to our experiences affects our mental health and emotional well-being	SWM 2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	SWM 2: Languages is key to understanding the world around us.	SWM 2: Algebra uses symbol systems to express the structure of mathematical relationships.	SWM 2: Designing thinking and engineering offer technical and creative ways to meet society's needs and wants.
	SWM 3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	SWM 3: Our decision-making impacts on the quality of our lives and the lives of others	SWM 3: Our natural world is diverse and dynamic, influenced by processes and human actions.	SWM 3: Expressing ourselves through languages is key to communication.	SWM 3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	SWM 3: The world around us is full of living things which depends on each other for survival.
		SWM 4: How we engage with social influences shapes who we are and affects our health and well-being	SWM 4: Human societies are complex and diverse, and shaped by human actions and beliefs.	SWM 4: Literature fires imagination and inspires creativity.	SWM 4: Statistics represent data, probability models chance, and both support informed inferences and decisions.	SWM 4: Matter and the way it behaves defines our universe and shapes our lives.
		SWM 5: Healthy relationships are fundamental to our well-being.	SWM 5: Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical actions.			SWM 5: Forces and energy provide a foundation for understanding our universe.
						SWM 6: Computation is the foundation for our digital world.
<a href="#">Cross cutting themes</a> (Click on the links for more details and tick if you plan to cover any of these)						

	<a href="#">Careers and work-related experiences</a>	<a href="#">Diversity</a> Countries Around The World	<a href="#">Human Rights</a>	<a href="#">Local, national and international contexts</a> Comparing Wales to countries around the world.	<a href="#">RSE</a>	
<b>RVE Lenses</b> (Highlight what is covered)						
	<a href="#">Search for meaning and purpose</a> How people respond to the deeper questions of life in order to understand the human condition.	<a href="#">The natural world and living things</a> How and why people show concern and responsibility for the world and experience awe and wonder in nature.  Saving the Sea	<a href="#">Identity and belonging</a> What makes us who we are as people, communities and citizens living in a diverse world.  Different countries around the world	<a href="#">Authority and influence</a> How and why different types of authority influence people's lives.	<a href="#">Relationships and responsibility</a> How people live together, and why developing healthy relationships is important	<a href="#">Values and ethics</a> How and why people make moral choices and how this influences their actions.
	<a href="#">The journey of life</a> What people experience as part of the journey of life and how these experiences are acknowledged.	<a href="#">Hwb link</a>				

Your inquiry will have 6 phases - Please see example below

<p style="text-align: center;"><u>Pupil Voice Questions</u></p> <ul style="list-style-type: none"> <li>-Are all pirates bad or are some good?</li> <li>-Did they always bury treasure?</li> <li>-What did pirates eat?</li> <li>-Where did pirates sleep?</li> <li>-Did pirates have rules?</li> <li>-What did pirates ships look like?</li> <li>-Where did they go on their ships?</li> <li>-How did pirates find their way across the sea?</li> <li>-How do pirates protect themselves?</li> <li>-How did pirates used to talk?</li> <li>-Who are the famous pirates?</li> <li>-Where did they live?</li> <li>-What would my pirate name be?</li> </ul>	<p><u>Inquiry Theme:</u> Land Ahoy</p> <p><u>Inquiry Title:</u> A voyage of discovery across the open seas.</p> <p><u>Central Idea</u> People explore the sea to discover new places and to explore the world around them.</p> <p><u>(Rationale):</u> This topic introduces children to famous Welsh pirates and helps them understand how people lived and travelled across the seas in the past. Through exploring different ways of sea travel and learning about countries around the world, pupils begin to compare places using simple ideas such as weather, food, and culture. This supports their understanding of similarities and differences between Wales and other countries, while building curiosity, geographical awareness, and early historical knowledge.</p> <p><u>Half Termly Value:</u> Trust</p> <p><u>Children's Rights:</u> 24, 25, 27 and 33-36</p>	<p style="text-align: center;"><u>Phase 1 - Tuning in Sequence of learning</u></p> <p><u>Aoles:</u> Humanities Expressive Arts LLC</p> <p><u>Statement of What Matters:</u></p> <ul style="list-style-type: none"> <li>● Humanities: WM1 - PS2</li> <li>● Humanities: WM4- PS2</li> <li>● Expressive Arts: WM</li> <li>● LLC: WM 2- PS2</li> </ul> <p><u>Knowledge and Skills (by the end of this phase):</u></p> <ul style="list-style-type: none"> <li>● I have experienced a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and with growing independence</li> <li>● I can recognise similarities and differences between people's lives, both in the past and present.</li> <li>● I can use spoken language for different purposes.</li> </ul> <p><u>LNF / DCF:</u></p> <ul style="list-style-type: none"> <li>● I can develop and adapt my vocabulary through listening and reading and use these new words in a variety of situations.</li> <li>● I can ask and answer questions and exchange ideas and information on topics (familiar to new).</li> <li>● I can listen to, understand and infer the gist of what I hear.</li> <li>● I can use spoken language for different purposes.</li> </ul>
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**Activities go here:**

**Immersion Day- In school visit**

- School visit from a pirate expert.
- Children take on the role of a pirate through dressing up.
- Children will act out being pirates through drama and games.
- Creating their own pirate names.
- Signing traditional pirate songs.
- Take part in pirate duties.
- Create your own tie dye bandanas

In class pirate role play area set up following the immersion activity.

Gather further pupil voice questions after the session.

**Phase 6 - Taking Action**

**Aoles:**

LLC  
STEM  
Health and Well-Being

**Statement of What Matters:**

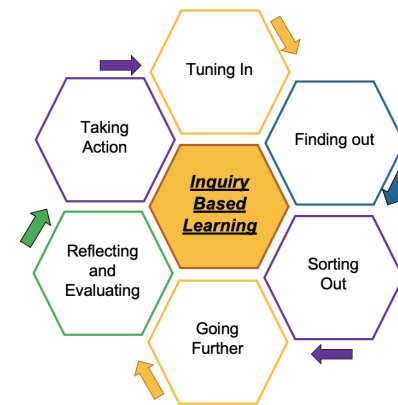
- Health and Well-being: WM2-PS2
- Health and Well-being: WM1- PS2
- LLC: WM3- PS2
- LLC: WM2-PS2

**Knowledge and Skills (by the end of this phase):**

- I can read aloud with expression, paying attention to punctuation.
- 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 write legibly.
- I can use familiar punctuation.
- I can talk to plan writing and write for different purposes and audiences.
- I can reflect on my experiences.
- I can identify aspects of life in my community that have changed over time.
- I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.

**LNF / DCF:**

- I can collect information by voting or sorting.
- I can listen to group talk and interactions purposefully to contribute to group discussion.
- I can express opinions, giving reasons and provide appropriate answers to questions.
- I can write legibly.
- I can use familiar punctuation, including capital letters, full stops,
- I can read over my work and am beginning to use a range of familiar strategies and tools to improve my writing.



**Phase 2 -Finding Out**

**Aoles:**

Humanities  
LLC  
Health and Well-being  
STEM  
Expressive Arts  
Mathematics

**Statement of What Matters:**

- Humanities: WM4- PS2
- Humanities: WM1- PS2
- Expressive Arts: WM1- PS2
- Health and Wellbeing: WM1- PS2
- LLC: WM2- PS2
- MD: WM4- PS2

**Knowledge and Skills (by the end of this phase):**

- I can recognise similarities and differences between people's lives, both in the past and present.
- I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.
- I can collect and record information and data from given sources.
- I can present what I have discovered in a variety of ways and draw simple conclusions.
- I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure.
- I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.
- I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.

**Activities go here:**

**Healthy Eating Choices**

- Create a class recipe book of healthy meals you have prepared- This can be sent home with every child for a range of fun food ideas with different cultures.
- Work with Healthy Schools to create healthy lunchbox posters that can be displayed in the dinner hall/ school website.
- Write a letter to parents (to be sent to the whole school) with information about how to create a healthy meal.

**Growing our own food**

- Continue to explore how we grow our own food sustainably to create a healthy lifestyle and care for the world.
- Ensure the school allotments and polytunnel are cared for while planting different fruit and vegetables all year round depending on the seasons.
- Encourage parents and guardians to grow some simple vegetables at home to support healthy eating.

**Exploring**

- Create a class guide for different places you can explore over the summer holidays locally. Children choose their favourite place to go and talk about it: Where is it? Why do you like it? What do you do there? How much does it cost?
- Collect all the different places and add them to a booklet that can be sent home for the summer holidays. This gives children and parents local adventures (just like pirates)

- I can find and use information from different materials that I read.
- I can plan and write for different purposes and audiences.
- I can write using an increasingly imaginative, varied and precise vocabulary.
- I can collect and organise data to ask and answer questions.

**LNF / DCF:**

- I can listen to, understand and recall what I have heard later.
- I can check understanding of what I have heard/seen (including audio-visual material) by asking relevant questions or making relevant comments.
- I can use talk purposefully to contribute to group discussion sharing ideas and information.
- I can ask and answer questions and exchange ideas and information on topics (familiar to new).
- I can use non-standard units to measure.
- I can use the concept of time in terms of daily activities.
- I can use standard units of time to read o'clock and half past.

**Activities go here:**

**Pirate Life: Where did pirates sleep?/ What did pirates eat?**

- Explore the way pirates used to live: their clothing, food, daily routine, activities, where they slept (create hammocks)
- Pirate tasting table: collect data on favorite pirate food.
- Compare pirates lives to ours. What is the same/ different? Was their lifestyle healthy? How could we change their lifestyle to make it healthy? Healthy meal design.
- Plant and grow vegetables you'd take on a pirate ship (e.g. carrots, beans). Keep plant diaries. Discuss how fresh food was important on long voyages.

**Pirate Life: How did pirates used to talk?**

- How would a pirate speak? Create some speech sentences for the pirate.
- Using 'what did a pirate look like?'- children create speech for their own pirate and make a talking pirate character on Adobe to describe themselves and their life.

**Story Writing -What did pirates historically look like?**

- Exploring pirates. What clothing did they wear etc?
- Creating 'wanted posters' for pirates using descriptions (similes, metaphors, adjectives).
- Creating their own pirate character for their story- focus on how the character looks as well as their personality.
- Pirate portraits- using mirrors to identify facial features and proportions. Using materials for eye matches/ textured material for beards etc.

**Phase 5 - Reflecting and Evaluating**  
**(Performance of Understanding)**

**Aoles:**

Humanities  
Expressive Arts  
LLC  
STEM

**Statement of What Matters:**

- Expressive Arts- WM1- PS2
- Expressive Arts- WM3- PS2
- Humanities: WM4- PS2

**Knowledge and Skills (by the end of this phase):**

- I can produce designs to communicate my ideas in response to particular contexts.
- I can recognise similarities and differences between people's lives, both in the past and present
- I can give and accept feedback as both artist and audience.
- I can compare my own creative work to creative work by other people and from other places and times.
- 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.

**LNF / DCF:**

- I can listen to and understand information about a variety of topics, identifying main points.
- I can listen to group talk and interactions purposefully to contribute to group discussion.
- I can recognise the features of different types of text in terms of language, structure and presentation.
- I can vary the types of sentences I use in my spoken language.
- I can explain information and share ideas, opinions and feelings using relevant vocabulary.
- I can express opinions, giving reasons and provide appropriate answers to questions.
- I can write legibly.
- I can use familiar punctuation, including capital letters, full stops,
- I can read over my work and am beginning to use a range of familiar strategies and tools to improve my writing.

**Activities go here:**

**Phase 4 - Going Further**

**Aoles:**

Humanities  
Expressive Arts  
Health and Well-being  
LLC  
MD  
STEM

**Statement of What Matters:**

- Expressive Arts- WM1- PS2
- Expressive Arts- WM3- PS2
- Health and Well-being- WM3- PS2
- Humanities- WM3-PS2
- LLC: WM2-PS2
- LLC: WM3- PS2
- LLC: WM4- PS2
- MD: WM1- PS2
- STEM: WM2- PS2

**Knowledge and Skills (by the end of this phase):**

- I can produce designs to communicate my ideas in response to particular contexts.
- I can recognise similarities and differences between people's lives, both in the past and present
- I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.
- I can compare my own creative work to creative work by other people and from other places and times.
- I am beginning to apply techniques in my creative work with guidance and direction.
- I can make design decisions, using my knowledge of materials and existing products, and suggest design improvements.
- I can make decisions based on what I know.
- I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world.
- I can listen to, understand and communicate the general meaning of what I hear.
- I can talk to plan writing and write for different purposes and audiences.
- I can write using an increasingly imaginative, varied and precise vocabulary.

**Phase 3 -Sorting Out**

**Aoles:**

Humanities  
LLC  
Mathematics  
STEM

**Statement of What Matters:**

- Humanities: WM4- PS2
- Humanities: WM3- PS2
- Humanities: WM5- PS2
- Humanities: WM1- PS2
- LLC: WM1- PS2
- LLC: WM2- PS2
- LLC: WM3- PS2
- MD: WM4- PS2
- STEM: WM1- PS2

**Knowledge and Skills (by the end of this phase):**

- I can recognise similarities and differences between people's lives, both in the past and present.
- I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.
- I can collect and record information and data from given sources. I can then sort and group my findings using different criteria.
- I can describe how places, spaces, environments and landscapes are important to different people and for different reasons.
- I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world.
- I can describe how and where some places and environments are similar and others are different.
- I am beginning to appreciate and care for living things and my own environment.
- I can understand that people use different languages.
- I can recognise the features of different types of texts and use appropriate language to talk about them.
- I can plan and write for different purposes and audiences.
- I can write using an increasingly imaginative, varied and precise vocabulary.
- I can use my imagination to create my own literature.
- I can collect and organise data to ask and answer questions.
- I can recognise that what I do, and the things I use, can have an impact on my environment and on living things.

### Pirate Party- [Pirate life](#)

- Children plan a pirate party where they will sing their groups sea shanty, dress like pirates, talk like pirates, play games like pirates and make healthy food they design for pirates. Bringing together all their learning for the term.
- Children create decorations in CEP based on their knowledge of pirate life.

### Pirate Life: Entrepreneurial Pirates- [What did pirates wear?](#)

- Children sell their final products in school fete.
- Have they made a profit?
- Evaluate their final product against their design and prototype.
- Peer Assess their peers' designs. Discuss and compare the difference between peers' designs.

### Story Writing- [Pirate Story](#)

- Children listen to their audiobooks and their peers.
- Create a book review of their own and others audiobooks.
- Create a list of questions that another class can use as a comprehension in GGR sessions: update them to SeeSaw for Year 2 to use.
- Upload the Audiobooks to Google Classroom for parents to share the audiobooks with siblings and family at home.

- **I can use my imagination to create my own literature.**
- **I have experience using basic prototyping techniques to improve outcomes.**

#### LNF / DCF:

- I can listen to and understand information about a variety of topics, identifying main points.
- I can listen to group talk and interactions purposefully to contribute to group discussion.
- I can read different texts using a range of strategies to make meaning.
- I can recognise the features of different types of text in terms of language, structure and presentation.
- I can vary the types of sentences I use in my spoken language.
- I can explain information and share ideas, opinions and feelings using relevant vocabulary.
- I can express opinions, giving reasons and provide appropriate answers to questions.
- I can write legibly.
- I can use familiar punctuation, including capital letters, full stops,
- I can read over my work and am beginning to use a range of familiar strategies and tools to improve my writing.
- I can use different combinations of money to pay for items up to at least £2 and calculate the change.

#### Activities go here:

##### Welsh Pirates: [Who are the famous pirates?](#)

- After exploring pirates and other countries, children explore Welsh pirates. Black Bart/ Barti Ddu
- Children learn about his history, creating factfiles in Welsh.
- Black Bart was famous for his flags. Children design their own pirate flag as part of their book cover for their story.

##### Pirate Life: Entrepreneurial Pirates: [What did pirates wear?](#)

- Using their knowledge of pirate life/ clothing. Children design and make their own pirate bandana.
- Experiment with dying materials to create different patterns and colours.
- Children to cost their product (simple costing given)
- Create posters promoting their bandanas for the school fete.

##### Pirate Life: Sea Shanty: [How did pirates used to talk?](#)

- Using their knowledge of pirate vocabulary, children create their own sea shanty.
- Exploring beat/ rhythm
- Explore rhyming words
- Exploring how sea shanties tell a story.
- Identifying and using call and response lines

### Story Writing- [Pirate Story](#)

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#### LNF / DCF:

- I can listen to, understand and infer the gist of what I hear.
- I can blend phonemes together automatically and silently.
- I can infer meaning from text and images.
- I can develop my vocabulary through my own reading and being read to.
- I can recognise the features of different types of text.
- I can develop and adapt my vocabulary.
- I can write legibly.
- I can write for different purposes and authentic audiences, real or imagined.
- I can verify results and solutions.
- I can use the four compass points to describe directions.
- I can present work in different ways: lists, tally charts, bar graphs, tables.
- I can extract and interpret information presented in charts and graphs.

#### Activities go here:

##### Countries: [Where did pirates live/go?](#)

- Map reading
- Exploring different countries around the world
- Different foods, climates (weather), culture.
- Letter writing/ post card writing from different countries the pirates have landed on. (tea-stained letters)
- Explore the 'habitat of a shipwreck island': on a hunt in the school grounds, imagine you're shipwrecked and must find living things on the island. Use iPads/cameras to document what you find and discuss what makes something living. Create a class pictogram using J2data.

##### Travel: [How did the pirates get to places?](#)

- Exploring different ways of traveling across the ocean
- Explore a pirate ship. What are all the different parts to a ship? Label and discuss the different parts of a ship.
- How does the ship work? DIY ships/ sails. Blow them with a straw to move.
- Introduce floating objects from a beach clean-up. Sort washed-up 'treasures' (plastic, driftwood, seaweed, shells) into living, non-living, or never lived. Link to what might be found on a beach or ocean.

##### Story Writing- [Pirate Story](#)

- Creating a mode of transport to travel the seas (in the book it's a house). Explore adjectives, similes, verbs.
- A setting description: looking at the new shipwrecked island. What does it look like? What does it sound like? Who is there? What's the weather like? (Gathering information from the different counties researched above).

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|  | <ul style="list-style-type: none"><li>● Explore the structure of a story using 'Night Pirates' as a base for support. Create a story map for the story.</li><li>● Children write the problem and solution to their story following their plan.</li><li>● Children create an audio book of their story with images. (Book cover created using pirate flag design from Welsh pirates).</li></ul> |  |
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