



Croseo l arctic

Welsh Lesson by Lara Curtis

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Lesson Overview

This micro-lesson is designed for Year 6 pupils learning Welsh as an additional language.

The topic is Arctic and Antarctic animals, and the focus is on vocabulary, sentence building, and creating a short-written piece using learned structures.

Pupils are introduced to new words, practice them using digital and hands-on activities, and then apply them in a creative task.

The lesson builds from word-level to sentence-level language use and concludes with sharing key facts.

The topic has been a focus during theme lessons so bringing into the welsh lesson makes the lesson more relevant to other learning. This makes it cross curricular.

About the lesson



Below is the shared success criteria for the lesson. These are achievable and easily scaffolded as well as being clearly set out in order to make sure the children can all achieve the targets

- Learn and understand key Welsh vocabulary for Arctic animals
- Practice new words through engaging games and activities
- Create a short fact file on an Arctic animal using the target vocabulary
- Build confidence in writing and sharing in Welsh

All children are expected to successfully complete at least the top two targets.

Cynllun gwers / lesson plan

Blwyddyn / Year: Year 6	Maes Dysgu a Phrofiad / Area of Learning and Experience: Languages, Literacy and Communication	Amcan y wers / Aims of the lesson: To introduce and practise key vocabulary related to Arctic animals in Welsh.
Gwybodaeth flaenorol / Previous knowledge: Pupils have basic knowledge of sentence structure in Welsh. Some familiarity with weather-related words and animals from previous units. Can recognise simple nouns and have used mini whiteboards in prior lessons.	Geirfa allweddol / Key vocabulary: <i>Arth wen</i> (polar bear), <i>morfil</i> (whale), <i>pengwin</i> (penguin), <i>morlo</i> (seal), <i>eirth</i> (bears), <i>eira</i> (snow), <i>rhew</i> (ice), <i>anifail</i> (animal), <i>byw</i> (live), <i>bwyta</i> (eat), <i>oer</i> (cold), <i>rhewllyd</i> (icy) Ffocws iaith / Language focus: Using "Mae'r..." to start factual sentences <i>Mae'r ____ yn byw yn...</i> <i>Mae'n bwyta...</i> <i>Mae'n oer yn yr Arctig</i> Writing short descriptive statements in the present tense	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: Starter (10 mins): Wordwall vocabulary game to introduce and match words with images. Main Input (15 mins): Flashcard table stations – pupils rotate in groups, saying and matching words. Recall Practice (10 mins): Use mini whiteboards to write the Welsh word when teacher says the English one. Modelling (5 mins): Teacher introduces sentence stems on board; reads aloud examples with pupils repeating. Main Task (20 mins): Pupils work in pairs to choose an Arctic animal and complete a fact file using sentence starters. Plenary (10 mins): Volunteers share a sentence or full fact file aloud with the class.
Adnoddau / Resources: Word Wall Powerpoint		



What word should I use?



Vocabulary is introduced through Wordwall and flashcards with images to support understanding with an element of fun;

Arth wen (polar bear), morfil (whale), pengwin (penguin), morlo (seal), eira (snow), rhew (ice), anifail (animal), byw (live), bwyta (eat), oer (cold),

To support sentence creation, pupils use the following scaffolded frames:

- Mae'r ___ yn byw yn yr Arctig.
- Mae'n oer iawn yn yr Arctig.
- Mae'r ___ yn bwyta ___.
- Mae'r ___ yn hoffi ___.

These are displayed on the whiteboard and used as writing supports during the lesson.

Lesson set out

The success criteria is set out for a week's lesson ; The video is of just of the starter.

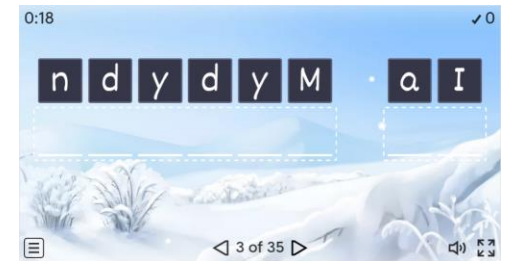
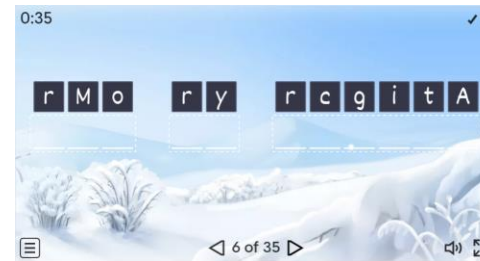
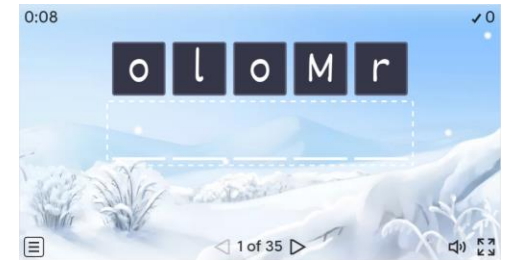
1. Starter: Wordwall matching activity to introduce vocabulary
2. Group Work: Flashcard stations – table groups work together to revise words
3. Mini Whiteboards: Pupils write the Welsh word when the English word is called out
4. Modelling: Teacher introduces sentence frames with examples on the board
5. Main Task: Pupils choose an animal and create a fact file in pairs

Starter task – Wordwall anagram game

Working in groups the aim is to correctly spell the winter animal.

This task is always debated as a group. However the captain of the table comes up to answer on the board.

Winner is the one with the most correct animals.



FFEIL FFEITHIAU



Enw

Ble mae'n rhwng byw?



Beth mae'n fwyta?



Nodiweddion arbennig

Pa Anifailallai Sŷm Ddaib
ei Fwyta?



Main activity – Fact File

The fact file is the main output task where pupils use newly learned vocabulary and sentence frames to create a short written piece in Welsh. This task helps pupils transfer their learning from speaking and recall to structured writing.

Each group chooses one Arctic animal from the spin the wheel and completes the following sections:

- Enw'r anifail – Name of the animal
- Ble mae'n byw? – Where does it live?
- Beth mae'n bwyta? – What does it eat?
- Ffaith ddiddorol - An interesting fact
- Predators

Scaffolded sentence starters and a word bank are provided to support all learners on the next slide.

Resources – Power point with sentence

The name of the animal is _____.
Enw'r anifail yw _____.

This animal lives in _____ (the Arctic / the Antarctic).
Mae'r anifail hwn yn byw yn _____ (yr Arctig / yr Antarctig).

It lives on _____ (land / in the sea / on the ice).
Mae'n byw ar _____ (y tir / y môr / y rhew).

It likes to live in _____ (cold places / cold water / ice / snow).
Mae'n hoffi byw mewn _____ (lle oer / dŵr oer / rhew / eira).

It lives _____ (alone / in a group with its family).
Mae'n byw _____ (ar ei ben ei hun / mewn grŵp gyda'i deulu).

What Are Its Predators? / Pa Anifeiliaid Sy'n Ceisio ei Fwyta?

The _____ (polar bear / whale / shark) eats this animal.

Mae _____ (arth wen / morfil / morlo) yn bwyta'r anifail hwn.

It protects itself by _____ (swimming away / using camouflage / running).

Mae'n amddiffyn ei hun drwy _____ (nofio i ffwrdd / cuddliw / rhedeg).

What Does It Eat? / Beth Mae'n Bwyta?

This animal is a _____ (carnivore / herbivore / omnivore).

Mae'r anifail hwn yn _____ (cigysydd / llysysisydd / hollbwyta).

It eats _____ (fish / plants / krill / seals).

Mae'n bwyta _____ (pysgod / planhigion / cramenogion / morloi).

It hunts for food by _____ (swimming fast / using camouflage / catching fish).

Mae'n hela ei fwyd drwy _____ (nofio'n gyflym / cuddliw / dal pysgod).

It finds food in _____ (the sea / on the ice / on land).

Mae'n chwilio am fwyd yn _____ (y môr / ar y rhew / ar y tir).

Special Features / Nodweddion Arbennig

It has _____ (thick fur / feathers / blubber to stay warm).

Mae ganddo _____ (blew trwchus / plu / braster i gadw'n gynnes).

It is _____ (small / big / tall / heavy).

Mae'n _____ (fach / fawr / dal / drwm).

It has _____ (flat feet / sharp claws / a long beak).

Mae ganddo _____ (traed gwastad / ewin miniog / pig hir).

It can _____ (swim well / fly / run fast).

Mae'n gallu _____ (nofio'n dda / hedfan / rhedeg yn gyflym).

Class engagement

Throughout the lesson, pupils were highly engaged and motivated to participate. The interactive, hands-on nature of the activities encouraged involvement from all learners.

The key highlights from the lessons were;

- **Wordwall Starter:** Pupils were eager to match words and images, enjoying the game format and the competitive element. - Mircotask video.
- **Mini Whiteboards:** Quick-response recall allowed all pupils to participate at their own pace, with instant feedback.
- **Fact File Writing:** Choosing their own Arctic animal gave pupils ownership over the task and a sense of pride in their work.
- **Plenary Sharing:** Pupils were excited to present their facts aloud, showing growing confidence using Welsh vocabulary.

WWW – What went well?

Several aspects of the lesson were successful and had a strong impact on pupil learning and engagement.

- Vocabulary Recall - The use of Wordwall, flashcards, and whiteboards provided multiple opportunities to reinforce new vocabulary. Pupils were able to recall and use key words such as *arth wen* (polar bear) and *morfil* (whale) with growing confidence.
- Sentence Support - The sentence scaffolds on the whiteboard were highly effective. Pupils referred to them consistently during the fact file writing task, which helped them construct accurate, meaningful sentences.
- Pupil Engagement - The choice of topic (Arctic animals) was interesting and relevant, and the integration of visuals made it accessible. The plenary also served as a celebration of learning, with many pupils eager to read their facts aloud.
- Use of Peer Learning - Flashcard group activities encouraged peer discussion, which promoted the use of Welsh in a low-pressure, collaborative environment.

EBI – Even better if..

While the lesson was successful overall, several areas could be improved to enhance learning and support differentiation further.

- Time Management - The fact file activity was engaging, but a few pupils did not fully complete it within the time. Slightly reducing earlier task durations or providing a structured timer for each stage could help pace the lesson better.
- Support for Lower-Attaining Pupils - While sentence scaffolds were available, some pupils needed additional prompts. In the future, I would consider having pre-printed sentence starters or a 'sentence bank' they can cut and rearrange before writing their own.
- Pronunciation and Oral Practice - Although there was good engagement, pronunciation practice could be more explicit. Adding a short repetition phase or echo reading could help pupils feel more confident when speaking aloud during the plenary.

This evaluation highlights that even strong lessons benefit from thoughtful revision. The key challenge was in helping pupils transfer knowledge from receptive to productive use, especially in writing. More guided oral sentence practice earlier in the lesson could help reinforce structure and improve fluency.

My next steps

This lesson has strengthened my understanding of how to scaffold language learning in engaging ways. It has also highlighted the value of structured repetition, pupil choice, and peer interaction when teaching Welsh vocabulary and sentence formation.

I also recognise that pupils are engaged best when they had one clear focus per task (e.g., matching images, recalling single words, or constructing short sentences). Going forward, I will structure my lessons to build progressively in complexity, ensuring pupils are secure in one element before moving on.

The strong level of pupil engagement and output reinforced the idea that even in second language learning, creative writing is achievable and valuable when scaffolded properly.

Lastly, I have learned that small enhancements such as visible sentence stems, flexible grouping, and opportunities for choice can make a big difference in learner confidence and independence.