

Student-teacher:	Miss Amy Thomas	Class / Group:	Year 3/Mrs Davies
AoLE or Subject:	Welsh Second Language – Recorded lesson for PGCE Primary course – Welsh portfolio 10-minute video presentation of the use of Welsh within a classroom setting	Date <i>(please note that this may be a continuous session):</i>	Thursday 27 th March 2025
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, ‘previous’ curriculum...)	• Health and Wellbeing: Children learn to recognize and manage their feelings and develop their ability to understand others’ emotions. • People and Communities: Children understand the importance of routine and the role of time in daily life. • Communication: Children can express their feelings and thoughts in a variety of ways.		
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>	Covering topics of weather, emotions, feelings and daily routine within a register setting - Communication - Problem solving - Teamwork - Collaboration		
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning)			
Learning Intention <i>‘This should focus on the pupils’ learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.’ (Crichton, H., and Mcdaid, A. 2016 p. 196)</i> - To identify and describe the current weather - To express how the learners are feeling and using appropriate vocabulary - To discuss their daily routine using the correct terminology and vocabulary - To respond to the register setting using ‘yma - here’ - To describe their favourite things and hobbies using basic and simple sentence patterns.			

Success Criteria

What the pupils need to demonstrate to successfully meet the Learning Intention.

- Pupils can correctly describe the weather of the day
- To be able to use vocabulary to describe emotion
- Students can accurately describe parts of their daily routine in order
- Pupils can confidently respond to basic questions in a register setting

Planning for misconceptions:

Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.

- Weather – Some students may not recognise that the weather can change throughout the day
- Feelings/emotions - Some students may feel that only good and happy feelings are acceptable to share amongst the class and their peers
- Daily Routine – Some learners may not understand that daily routines are different for everyone and therefore might copy the answer of the previous person.

SEQUENCE OF TEACHING & LEARNING

(Add or remove rows below as appropriate)

Timing: <i>Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning document for details of provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self, and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>
5 minutes	The session will start with an explanation of what will take place within their session. The class will be greeted, and the register setting will then take place. The pupils will have resources in front of them, such as the Welsh word wall, where the children are able to fill in the gaps on the board, each morning, to state the date, the time, the weather and how they are feeling. Within my year 3 classroom, there are many Welsh resources scattered around the walls, to allow pupils some assistance if they get confused over a sentence pattern or phrase. As the teacher, I will make sure the repeat a sentence pattern for a pupil who is struggling, to ensure they understand the question and how to respond to it.	- The introduction will take place in a classroom setting, the weather, emotions and feelings and our daily routine will take place. The session will inform the learners how to speak this vocabulary in Second Language Welsh, as well as asking their peers. - The pupils will respond to a register setting, where they will have to reply with 'yma' if their name is called. For the rest of the register setting, pupils can respond with a feeling or emotion, if they prefer, as opposed to 'yma'. This will show their ability to describe how they are feeling.	N/A - the top group of the class that have a stable ability of the Welsh language will be asked to participate. Grwp un: this group will be chosen as they display the strongest ability of speaking and responding to Welsh within my year 3 class. If this activity was to be carried out with children of all abilities, the sentence patterns can become shorter and more simple, as well as photo cards could be used to assist the learners who may struggle to	Questions to ask: - Pwy wyt ti? - Sut wyt ti? - Wyt ti'n hoffi? - Beth wyt ti'n ddim yn hoffi? - Sut wyt ti'n teimlo? - Beth sy'n....? - 'Mae hi'n heulog...' - 'Fy hoff lliw ydy...'

			describe how they are feeling, or what the weather is like on that day.	
5 minutes	Discussion task; A series of questions will take place, allowing the children to describe the status of the weather, how they are feeling and what they like and dislike. This task will last around 5 minutes and will be recorded.	- The learners will be helped to identify the key vocabulary for the status of the weather, how they are feeling and what they currently like and dislike. The teacher will ask the learners a series of questions and each learner will be asked individually. The learners will be asked to raise their hands, when they know how to answer the question.	N/A - the top group of the class that have a stable ability of the Welsh language will be asked to participate.	Resources for this lesson: • Weather cards on the classroom board • Picture sheets of their favourite things and objects around the classroom