

Welsh Framework Evidence
Ellie Williams
1903009
5 Minute lesson Video Plan

Introduction

Children are welcomed to the session by the teacher “Bore da blant”
The teacher then explains the basis of the lesson which is a maths lesson about shapes
“Heddiw byddwn ni’n cofio enwau siap”
Teacher asks the children to name a series of shapes. Formative assessment of their knowledge of shapes- what can they remember from previous learning.
“Pa siap ydy hwn” – The teacher will use a sandwiching technique with the children to enforce the sentence structures.
(Children respond to the shapes with Welsh names)
Teacher will use drilling technique to ensure they remember the words they are using
“Dwedwch a fy ol i” – teacher uses this phrase repetitively

Teacher Focus

Teacher explains that they will be using the shapes to make shape monsters
Teacher will provide the children with a selection of shapes to the children and demonstrate to them the ways in which they could use the shapes effectively to make monsters
“cylch coch o pen” This example will allow the children to respond to the task with independent outcomes.
Teacher will check for children’s understanding
“Pawb yn deall?”
Teacher will instruct the children to begin the activity to produce individual outcomes – children will be given 5 minutes or so to complete their shape monsters

Plenary

The teacher will ask the children if they have finished the activity
“Wyt ti wedi gorffen?”
The children will respond and the teacher will reflect on what they have made
“Beth ydych chi’n siap defnyddio?”
Children will respond with the shapes and the colours they have used to make their monsters solidifying their understanding to the teacher
Gwaith Gwych

Teacher will ask the children what they have enjoyed about the session today
“Beth fwnheuoich chi heddiw?”

Teacher will ask the children to tidy their shapes
“Tachluswch am siaps”
And stand behind their chairs
“Sefwch to ol i’ch cadeiniau”

Lesson ends

Reflection

Overall, I am pleased with the outcome of this session. The lesson was planned with a younger age group in mind which meant the skills being developed were language skills with the children using the shape names and colours in conjunction with one another.

Throughout the lesson I used a variety of strategies for the children to remember the content being taught to them such as sandwiching and drilling having the children repeat continuously the phrases being used. This ensure that the learning was progressed from previous sessions and also able to move forward. Another successful strategy for remembering the content being taught was for the children to apply the shape names and colours to another context of making a shape monster. Using activities which initiate play in younger children will have them using the language and give them greater depth of understanding. If I was to complete this activity again I would extend it to possibly developing the literacy skills of the children using the shapes to recognise the names and colours.

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

<u>Student-teacher</u>	Ellie Williams	<u>Class:</u>	<u>Year 5</u>
<u>AoLE or Subject</u>	Welsh	<u>Date:</u>	
<u>Lesson Focus:</u>	Raglennu Teledu		
<u>Meaningful links to Curriculum</u>	<u>Current : Year 5</u> • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context • use a range of strategies for skimming, <i>e.g. nding key words or phrases, gist, main ideas, themes</i> • speak clearly, using formal language and projecting voice effectively to a large audience, <i>e.g. event for parents/carers, presentation to visitors</i>		
<u>Meaningful links to: Cross Curricular Responsibilities</u>	<u>DCF</u> •make use of available online communication services for specific purposes, justifying selections made based on their appropriateness for delivery of information.		
<u>Personal Targets</u> (Linked to QTS and identified in weekly review)			

This is the planning for a welsh lesson I taught in year 5. This lesson was based on 'raglenni Teledu' what do you like to watch on the television.

<u>Learning Objectives (focus on Learning- use accessible vocabulary):-</u>
The pupils will learn to: Be able to confidently talk and understand conversation about what they enjoy and don't enjoy watching on television. Use a range of sentence structures and paragraphs [W2] Use punctuation to convey appropriate meaning [W3] Choose and use appropriate vocabulary [W4] Use standard forms of language [W5] Spell simple words correctly [W6] Draft and improve []

<u>Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)</u>	<u>Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)</u>
• I can verbally state what I like to watch on television in welsh and record myself or my partner effectively. • I can follow text spoken by someone else and understand their views and opinions about what they like to watch on television. • I can relate the key question to my own personal opinions and write my responses confidently.	• Be able to understand and respond to key questions both written and verbally. • Be able to understand written language based on key questions • Be able to respond with individual opinions based on key themes and texts. • Be able to write a number of full sentences in welsh about what they like to watch on the television.

Time	Activities/Methodology/Key Concepts (Teacher's role - including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role - including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Children collectively sit on the carpet and recap previous concepts that have been done. Collection of adjectives shown on the whiteboard as prompt e.g. ddiflas, gyffrous etc. Key questions Beth wyt ti'n hoffi.....? Wyt ti'n hoffi.....? Pam? Introduce the concept of watching television Ask learner Wyt ti'n hoffi.....(e.g.) strictly come dancing? Based on response ask pam? Beth wyt ti'n fwyndau gwyllo? Explain to children sentence structure of how to say what they like to watch on television. Use personal example Miss Williams Ydw i. Rydw i'n mwynhau gwyllo strictly come dancing ar y teledu achos maen gyffrous. Talk to your partner about what you enjoy watching. Learner gives example of what they or their partner enjoy watching on tv.	Children respond to teacher questioning Think pair share, learners work together to think about what they like to watch and reflect on this with the teacher as part of the whole class.	
Teaching & Core Learning	(Children will break off into groups) learning where three tasks will be completed by all the children in the classroom) Teacher Focus task: Writing about what they enjoy and don't enjoy watching. Children will sit with the teacher to recap over the main points of the introduction of the lesson. Children will be given time to work with a word matt and whiteboards to plan out the sentences they would like to write. Teacher will make clear to the children that you need to have two positive TV programmes and two negative points of view on tv programs within their paragraphs. Children will complete the paragraphs on the carpet with teacher support. Ask them how can they make their sentences interesting? For those who are more able online Welsh dictionary can be used for their own individual adjectives. Children will break off to work into their skills books. They will fill a speech bubble given to them with the sentence they have already planned on the carpet and draw a picture of themselves next to it. Collaborative Task : Chatterpix on the Ipad Children will work in pairs or small groups on the chatter pix app on the Ipad. Collaboratively, they will plan out the sentences that they are going to be speaking. Using these plans the children will then record themselves speaking their sentences as clearly as possible. These short clips will be uploaded to seensaw as evidence of the workings. Computer Task : True or false Powerpoint Children will be shared an online assignment through google one drive. The power point that will be shared shows 3 famous Welsh people talking about what they enjoy and don't enjoy watching on the TV. A separate questionnaire will be given to be filled out in relation to the famous people asking whether these statements are true or false.	Learners will respond to questions asked by the teacher discussing with their partner where necessary. Learners plan out collaboratively with support from the teacher what they want their sentences to be. Sentences to be written on whiteboards and shown for consistent feedback throughout. Learners will use the sentence structures already planned out to record into their books. Children will plan out sentence structure beforehand in pairs about what they enjoy watching on television. Learners will work together recording each other speaking and effectively using the software chatter pix Children will independently read web paragraphs and pick out key information based on the key questions. Using the paragraphs to complete the answers to the questionnaire.	Sentence structure place matt  Teledu Raglenni Teledu  

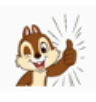
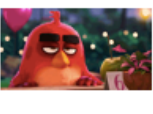
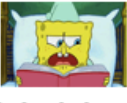
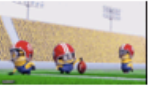
Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	Throughout the task the main learning was done during the input for the carousel of tasks. All the children sat on the carpet together and responded to the presentation I had put on the board. As I have discovered in previous lessons the input needs to have an element that the children will find engaging and keep them focused/ on task. For this lesson I used lollipop sticks with their names on to call out at certain times for children to share what they had said to their partner during the think pair share. This was useful in assessing the learning as it allowed me to ask those in the class who would not normally put their hands up to actively answer the questions being asked. I also regularly used think pair share intervals for the children to talk to each other about the sentence that they were going to say. This was effective assessment as I was able to listen in to all the children in the class saving their sentences and get a good understanding of where they were in their learning confidence wise. The ICT task of recording themselves on the iPad with the ShutterPix software worked well as the children enjoyed creating the versions of themselves talking and all children were on task for the lesson. As all the children in the class were given a Welsh word matt to refer to, the children were able to complete this task independently and came to me often to show me what they had recorded. This was used as physical evidence of the learning that they had done. Some in the class had planned out the sentences that they were going to say on the whiteboards first, and although some did not have a chance to fully record themselves, they did show me their sentences written out on the whiteboards so I was able to assess the level of understanding that they had. The Teacher focus task was assessed on the carpet as a small group. I went through examples on the whiteboard and read through the task that they would be completing. Through questioning and working through the examples together the children were able to make links to what we had just been completing on the carpet. I was able to assess the amount of support that the children may possibly need to complete the task. In general all the children seemed to have a clear understanding and worked their way through the task confidently. I was able to further identify understanding through their progression on to the challenge at the end, majority of the children in the class were able to write their own true and false statements independently. There were some who found the comprehension difficult however, this was mainly due to them not wanting to complete the task rather than lack of understanding. I know this is a reliable judgement as when I sat with them individually to build confidence, they were to complete the task. The Collaborative task was for the children to write a sentence about what they enjoy watching on television, the children wrote out onto whiteboards the sentence first for myself to look over. I was pleasantly surprised by the level of understanding that came from this task. The children enjoyed writing about what they enjoyed watching and creating sentences that were worth two and three stars that I had used in the introduction. Although not all the children were able to finish the task first time round in their books, this will have to be continued tomorrow to get a greater understanding of how they can work independently and form written Welsh sentences correctly.
Next Steps for Progress	The next steps for the learning would be to push the level of sentence that the children are able to write creating complex sentences that the children feel confident in transferring to other areas of Welsh. This will be a target that will be considered individually as differentiated levels within the classroom, some children who are lower in ability may not be able to achieve sentences that are as complex as others, their own sentence structures will have to be considered. Implementing this will take teacher focus group teaching and whole class teaching, verbal repetition along with visual aids and table place mats- these proves to be very helpful for the children to complete their full sentences.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices

Evidence of my Effective Practice	What went well? During the teaching there were many aspects that went well. The overall understanding from doing the input on the carpet to writing the sentences in their book was good. I was pleased with how they responded to the tasks and am confident that they have a good understanding of the sentence structures that they are learning. The activities that the children completed as part of the task were engaging and they enjoyed them, each task included lots of verbal practice and comprehension of the Welsh examples to translate what they are trying to say. Practising the verbal sentence structures for the ICT task, improved the level of Welsh that was written. Using one, two and three star sentence examples was also an effective way to express to the children the success criteria of what a good one looks like. This became a successful way to push the level of work being produced and also promotes self reflection through asking the questions is that a three star answer. I have noticed as I have been observing that the children respond really well to positive feedback and to positive reinforcement – something to work for. At the beginning of the lesson I suggested to all the children that I am looking out for children who are ready and listening when I ask, are always on task and who produce three star work that makes me say wow. Throughout the lesson many of the children asked me if their work made them say wow and took on suggestions I gave for improvement. Generally the level of work was good and the children were on task for the whole lesson. At the end of the lesson I chose three children to receive a packet of Haribo as the reinforcement – to show the seriousness of the statement I had made at the beginning of the lesson. This is something I think will work well in this class however, in future I think I will enhance the level of work that needs to be produced to receive a prize to ensure that the children don't become complacent, and that this becomes something which takes hard work to earn. Over all I was pleased with the level of teaching that I delivered to the children and feel they have successfully understood the task and basis of the lesson.
Areas for my Development	Even better if? Although the content of the lesson went well and the general outcomes of the lesson I was pleased with, there were certain areas during the lesson where I felt slightly overwhelmed/ out of control. This is mainly down to my own fault and lack of organisation within my planning. As I am still new to the class I am getting used to how the carousel learning works and the most effective way to ensure children have enough time to complete the task to a high standard. My input took a little longer than expected, and as the children were sent off to groups I was unsure (hadn't planned for) which group was where first and for what timings/ how long. Because of this I had let the collaborative and ICT tasks for the first two groups run over and therefore they didn't have as long as they would have liked on each task. Then when swapping over came at the end of the lesson I was slightly confused who had gone where, and for how long which resulted in slight disruption within the classroom. To ensure that this doesn't happen in future, I am going to plan the exact movements of everyone in the classroom down to the second. This clear plan I can keep on me until I become more confident in how the classroom carousel works. I spoke to an NQT teacher who was a student last year who shared with me that she struggled with the same thing when she was a student and the way she worked around it was to bring all the children from every group back to the carpet before anyone changed task, and from the carpet they then went to their new task. This is a strategy I am keen to try in future lessons. Although the comprehension task was successful in children reading and understanding, the way in which I had chosen to give it to them in two sheets became difficult. This resulted in sheets being all over the classroom and some not having names on, the task itself was fairly easy for some of the children. On this occasion I had added a challenge to the end of the task so the children had something to move on to however it seemed to be the actual task was fairly easy and the challenge was slightly too difficult. This is something I need to be careful when pitching in future.
Personal Targets for Progress	Taking all these aspects into consideration each lesson and working on strategies for progression will show progression in my professional learning. I am also observing the teacher regularly taking notes on areas that I feel I need developing and improving professional practice.

Plenary	Children will be brought to the carpet being asked to keep their sentences about what they like to watch in their minds. Teacher asks children to repeat their sentences as a group recap. In order to assess the understanding of the learning, children will play game. One child will stand at the front of the class with their back turned to their classmates. Teacher asks the children a question in Welsh about what the children like to watch "beth wyt tin hoffi gwylio ar y teledu?" and one of the learners answers with their sentence but disguising their voice. Child with their back turned has to guess who in the classroom has answered without looking.	Children respond appropriately to the key concept / question, listening to others opinions.
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RAGLENNI TELEDU Beth wyt i'n hoffi gwyllo ar y teledu? What do you like watching on the teler?	Rydw i'n hoffi..... I like.....	Dydw i ddim yn hoffi..... I don't like.....	Dwi'n hoffi gwyllo ... I like to watch ...
1	2	3	4
 ddiflas	 ddoniol	 gyffrous	 fendigedig
9	10	11	12
 arswydus	 wirion	 wastraff amser	Raglenni Teledu..... Television programmes.....
17	18	19	20
 rhaglenni newyddion	 rhaglenni plant	 rhaglenni sebon	 rhaglenni drama
25	26	27	28
Dwi ddim yn hoffi gwyllo... I don't to watch...	Dwi'n mwynhau gwyllo.. I enjoy watching...	Dw i ddim yn mwynhau gwyllo ... I don't enjoy watching...	Achos maen... Because it's....
5	6	7	8
 sbwriel	 ofnadwy	 ddiddorol	 wych
13	14	15	16
Dwi'n mwynhau gwyllo... I enjoy watching... Dwi i ddim yn mwynhau gwyllo.. I don't enjoy watching...  Achos maen... Because it's....	Dwi'n mwynhau gwyllo... I enjoy watching... Dwi i ddim yn mwynhau gwyllo.. I don't enjoy watching...  Achos maen... Because it's....	Dwi'n mwynhau gwyllo... I enjoy watching... Dwi i ddim yn mwynhau gwyllo.. I don't enjoy watching...  Achos maen... Because it's....	Dwi'n mwynhau gwyllo... I enjoy watching... Dwi i ddim yn mwynhau gwyllo.. I don't enjoy watching...  Achos maen... Because it's....
21	22	23	24
 rhaglenni coginio	 rhaglenni natur	 rhaglenni chwaraeon	 rhaglenni comedi
29	30	31	32

This is an example of the power point I made as a resource for the input of the welsh lesson 'Raglenni Teledu' The lesson was made for a year 5 class and talked them through television programmes and welsh language for opinions that support them.

RAGLENNI TELEDU

1

GARETH BALE



Gareth Bale ydw i. Dwi'n byw yn nghaerdydd. Ar a teledu dwi'n hoffi gwylio raglenni chwaraeon achos mae nhw'n gyffrous. Dwi'n mwynhau gwylio match of the day achos maen gwych a dwi'n hoffi chwarae pel droed wrth gwrw!

Dwi'n mwynhau gwylio Dr Who achos maen diddorol. Dwi ddim yn hoffi gwylio strictly come dancing achos maen ddiflas. Mae'n Gas 'da fi Eastenders achos mae'n sbwriel.

2

ALUN WYN JONES



Alun Wyn Jones ydw i. Dwi'n byw yn Swansea. Ar a teledu dwi'n mwynhau gwylio raglenni chwaraeon achos mae nhw'n gwych. Fy hoff rhagen ydy Scrum 5 achos mae'n benedegedig. Dwi'n mwynhau gwylio raglenni comedi hefyd achos maen nhwn ddoniol.

Dwi ddim yn hoffi gwylio Coronation Street achos maen ddiflas. Mae'n well da fi Eastenders. Mae'n gas da fi X factor achos mae'n sbwriel.

3

CHARLOTTE CHURCH



Charlotte Church ydw i. Dwi'n byw yn Bridgend. Ar a teledu dwi'n mwynhau gwylio raglenni goginio achos mae nhw'n gwych. Fy hoff rhaglen ydy Bake Off achos mae'n benedegedig. Dwi'n mwynhau gwylio Eastenders a coronation street hefyd ond dwi ddim yn mwynhau Emmerdale achos man'n ddiflas. Mae'n gas da fi X factor achos mae'n sbwriel. Dwi'n dwlu Stricly come dancing achos mae'n llawer o hwyl.

4

This power point was the basis of the teacher focus activity. Each of the slides is a section of speech from a welsh celebrity based on facts about what they enjoy watching on the television. The children were the asked to use their reading welsh skills to answer a series of true or false questions about what the celebrities have said.

Sienna



Cywir neu Anghywir True or False



Mae Gareth Bale yn hoffi gwylio raglenni chwaraeon.



Mae Gareth Bale yn mwynhau gwylio Dr Who achos maen gyffrous.



Dydy Gareth ddim yn hoffi Match of the day achos maen sbwriel.



Dydy Alun ddim yn mwynhau gwylio Coronation street achos maen ddiflas.



Mae Alun yn hoffi gwylio raglenni comedi achos maen ddiddorol.



Dydy Alun ddim yn mwynhau gwylio raglenni chwaraeon achos maen ddiflas



Mae Charlotte yn byw yn Abertawe.



Mae Charlotte yn mwynhau gwylio Eastenders a coronation street hefyd.



Mae Charlotte yn hoffi Strictly come dancing achos maen llawer o hwyl.



✓ Enwau da
Sienna

This is an example of the teacher focus activity based on the paragraphs of writing from the three celebrities the children were asked to read the statements then check the writing to see if they are true or false.

Sienna

Sienna

07/11/19

GARETH BALE



Gareth Bale ydw i. Dwi'n byw yn Nghaerdydd. Ar y teledu dwi'n hoffi gwyllo raglenni chwaraeon achos mae nhw'n gyffrous. Dwi'n mwynhau gwyllo match of the day achos maen gwych a dwi'n hoffi chwarae pel droed wrth gwrs!

Dwi'n mwynhau gwyllo Dr Who achos maen diddorol. Dwi ddim yn hoffi gwyllo strictly come dancing achos maen ddiflas. Mae'n Gas 'da fi Eastenders achos mae'n sbwriel.

Mae Gareth Bale yn
hoffi raglenni ~~chwaraeon~~ ^{chwaraeon} ✓
Dwi ddim yn hoffi ~~strictly~~ ^{strictly}
come dancing. Mae ~~Gareth~~ ^{Gareth}
Bale yn mwynhau gwyllo Dr Who
achos maen gyffrous. ^{Mae Gareth} yn mwynhau
match of the day achos maen sbwriel. ✓

ALUN WYN JONES



Alun Wyn Jones ydw i. Dwi'n byw yn Swansea. Ar a teledu dwi'n mwynhau gwyllo raglenni chwaraeon achos mae nhw'n gyffrous. Fy hoff rhagen ydy Scrum 5 achos mae'n benedegedig. Dwi'n mwynhau gwyllo raglenni comedi hefyd achos maen nhw'n ddionol. Dwi ddim yn hoffi gwyllo Coronation Street achos maen ddiflas. Mae'n well da fi Eastenders. Mae'n gas da fi X factor achos mae'n sbwriel.

Mae Alun yn ^{Mae'n hoffi}
Dwi'n byw yn Swansea. ^{By hys}
Rhagen ydy Scrum 5 achos
maen benedegedig. Dydy Alun ddim
yn mwynhau gwyllo raglenni
chwaraeon achos maen ddiflas. ✓

CHARLOTTE CHURCH

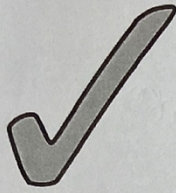


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Mae Charlotte yn ^{mae'n hoffi}
Dwi'n byw yn Bridgend. Dwi'n
hoffi X factor achos maen
gwyllo a ond dydy i ddim yn hoffi
Strictly come dancing. ✓

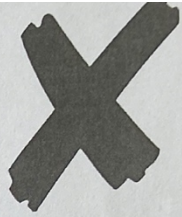
Da iawn! Dwi i
wedi mwynhau ddim
erch gwaith! 1

This is an example of the teacher focus activity. This was the extension task in carrying on from the first activity. The children were asked to read the write up of the celebrities and write their own true or false statements. This developed their writing skills and was also an example of work I marked.



Logan

Cywir neu Anghywir True or False



Mae Gareth Bale yn hoffi gwylio raglenni chwaraeon.



Mae Gareth Bale yn mwynhau gwylio Dr Who achos maen gyffrous.



Dydy Gareth ddim yn hoffi Match of the day achos maen sbwriel.



Dydy Alun ddim yn mwynhau gwylio Coronation street achos maen ddiflas.



Mae Alun yn hoffi gwylio raglenni comedi achos maen ddiddorol.



Dydy Alun ddim yn mwynhau gwylio raglenni chwaraeon achos maen ddiflas



Mae Charlotte yn byw yn Abertawe.



Mae Charlotte yn mwynhau gwylio Eastenders a coronation street hefyd.



Mae Charlotte yn hoffi Strictly come dancing achos maen llawer o hwyl.



↑
+1000

✓
Bardigeddy!

This is another example of the teacher focus activity that I marked.

Logan



Challenge: Can you write 2 statements that are true and two that are false about what the famous Welsh people have said and show them to your friend?



TRUE ^{gareth Bale Mae Gareth Bale yn} Dwi'n byn yn Nghaerdydd.

FALSE ^{Alan Wyn Jones} Dwi'n byn yn Barri.

TRUE Charlotte church ^{yn} Dwi'n byn yn

bridgend. (Pen-y-Bont) ✓

FALSE ^{Dydy} Gareth Bale ~~Dwi~~ ddim yn hoffi gwylio pêlrode ✓

TRUE mae Charlotte yn hoffi strictly come dancing achos mae'n llawer o hwyl ✓

FALSE Dydy Gareth Bale ddim yn hoffi Match of the day achos mae'n sbwriel ✓

Gwaith Gwych Logan!
You were able to alter
your sentence structure
correctly! Gwell o lawer

This example shows the extension activity that was completed by one of the children. This example shows how I used incidental Welsh to mark the outcomes produced. Many of the children were using 'Dwi'n' when talking about someone else which was the wrong sentence structure. This child was able to alter the sentence structure he used accurately.

GARETH BALE

Gareth Bale ydw i. Dwi'n byw yn Nghaerdydd. Ar y teledu dwi'n hoffi gwyllo raglenni chwaraeon achos mae nhw'n gyffrous. Dwi'n mwynhau gwyllo match of the day achos maen gwych a dwi'n hoffi chwarae pel droed wrth gwrs!

Dwi'n mwynhau gwyllo Dr Who achos maen diddorol. Dwi ddim yn hoffi gwyllo strictly come dancing achos maen ddiflas. Mae'n Gas 'da fi Eastenders achos mae'n sbwriel.

ALUN WYN JONES

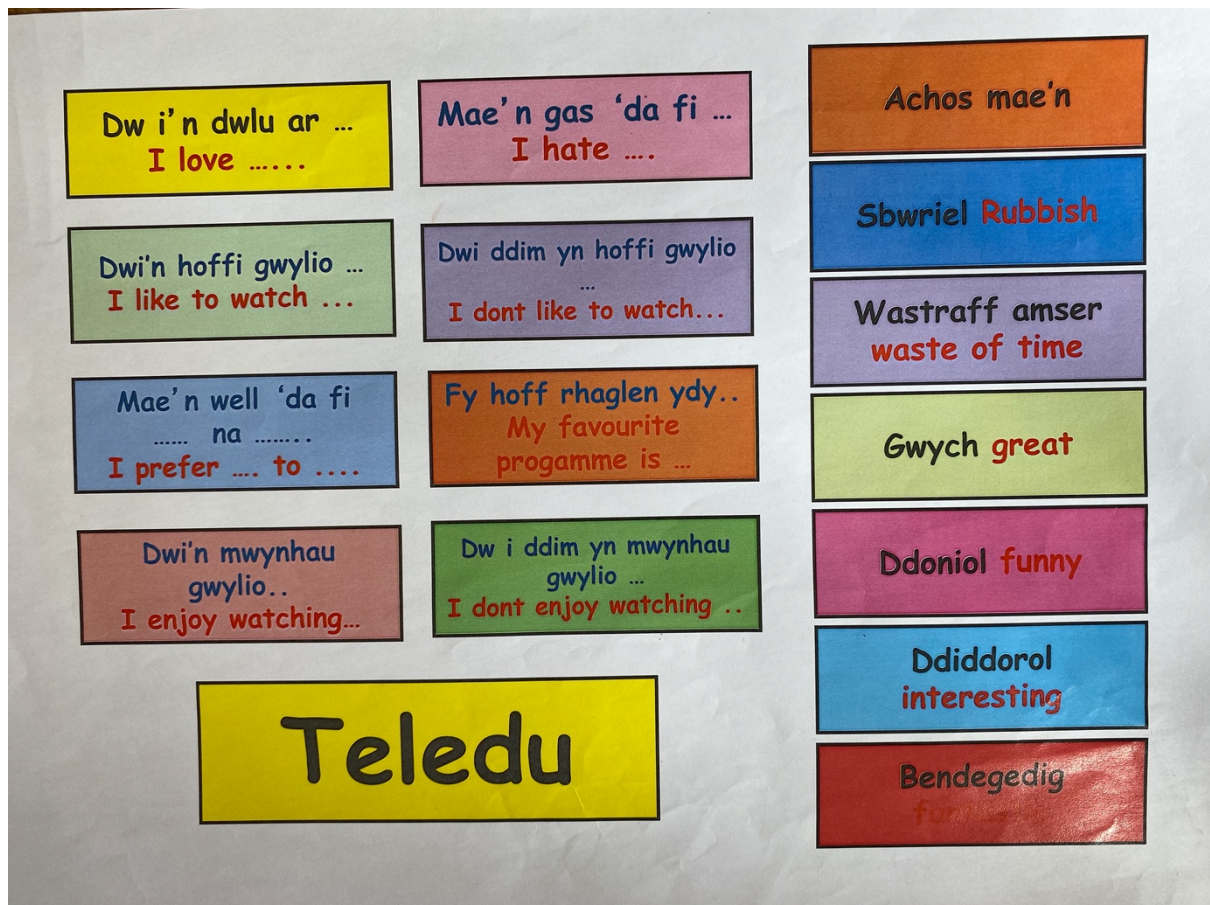
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Coronation Street achos maen ddiflas. Mae'n well da fi Eastenders. Mae'n gas da fi X factor achos mae'n sbwriel.

CHARLOTTE CHURCH

Charlotte Church ydw i. Dwi'n byw yn Bridgend. Ar a teledu dwi'n mwynhau gwyllo raglenni goginio achos mae nhw'n gwych. Fy hoff rhagen ydy Bake Off achos mae'n benedegedig. Dwi'n mwynhau gwyllo Eastenders a coronation street hefyd ond dwi ddim yn mwynhau Emmerdale achos man'n ddiflas. Mae'n gas da fi X factor achos mae'n sbwriel. Dwi'n dwlu Stricly come dancing achos mae'n llawer o hwyl.

This is an example of the scaffold given to the children to complete the activity.



This was a language resource matt I made for the children to use whilst completing other activities during the welsh lesson.

Dwr'n mWynhall Thon
wick 3 achos ^{ddiddlat} near
ond mae'n gas 'dafi
ben and hollie achos
wastraff anser.

Du i'n ddu ar Peppa pig achos
mae'n gwyb ond dudy i ddin
yn fireman I am achos mae'n
wastraff anser. I love
peppa pig because it is
great but I don't like fireman
sam because it is a waste
of my time.

Dwr'n mWynhall Thon
wick 3 achos ^{ddiddlat} near
ond mae'n gas 'dafi
ben and hollie achos
wastraff anser.

These are examples of the independent activity completed during this lesson. The children were asked to use the scaffolds and what they had learnt to write about what they liked to watch and give reasons for this. They then recorded themselves saying this and uploaded to seesaw.

Subtraction With 5 Digit Numbers

1.
$$\begin{array}{r} 74321 \\ - 13934 \\ \hline 60427 \\ \times \\ 60387 \end{array}$$

2.
$$\begin{array}{r} 452413 \\ - 23120 \\ \hline 221293 \\ \times \end{array}$$

3.
$$\begin{array}{r} 85232 \\ - 71401 \\ \hline 13831 \\ \checkmark \end{array}$$

4.
$$\begin{array}{r} 232653 \\ - 18341 \\ \hline 04312 \\ \times \end{array}$$

5.
$$\begin{array}{r} 55145 \\ - 32672 \\ \hline 22473 \\ \times \end{array}$$

6.
$$\begin{array}{r} 46581 \\ - 13623 \\ \hline 32958 \\ \checkmark \end{array}$$

7.
$$\begin{array}{r} 85998 \\ - 33575 \\ \hline 52423 \\ \times \end{array}$$

8.
$$\begin{array}{r} 29314 \\ - 13023 \\ \hline 06291 \\ \times \end{array}$$

9.
$$\begin{array}{r} 25521 \\ - 12014 \\ \hline 03507 \\ \times \end{array}$$

10.
$$\begin{array}{r} 691789 \\ - 58816 \\ \hline 48973 \\ \times \end{array}$$

11.
$$\begin{array}{r} 73471 \\ - 64342 \\ \hline 09129 \\ \checkmark \end{array}$$

12.
$$\begin{array}{r} 76743 \\ - 62102 \\ \hline 14641 \\ \checkmark \end{array}$$

✓ Awaik guyan
Heath!

Heath | m c m good

$$\begin{array}{r} \textcircled{1} \quad \overset{3}{\cancel{7}}\overset{11}{\cancel{4}}\overset{11}{\cancel{8}}\overset{11}{\cancel{1}}\overset{11}{\cancel{1}} \\ - 13934 \\ \hline \checkmark 60307 \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad \cancel{4}5\overset{3}{\cancel{12}}\overset{11}{\cancel{3}}\overset{11}{\cancel{1}}\overset{11}{\cancel{3}} \\ - 23120 \\ \hline \checkmark 29293 \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad \cancel{2}\overset{11}{\cancel{8}}\overset{11}{\cancel{12}}\overset{11}{\cancel{6}}\overset{11}{\cancel{5}}\overset{11}{\cancel{3}} \\ - 18341 \\ \hline \checkmark 14312 \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad \cancel{5}\overset{11}{\cancel{2}}\overset{11}{\cancel{8}}\overset{11}{\cancel{10}}\overset{11}{\cancel{4}}\overset{11}{\cancel{5}} \\ - 32672 \\ \hline \checkmark 20473 \end{array}$$

$$\begin{array}{r} \textcircled{7} \quad \cancel{8}\overset{11}{\cancel{5}}\overset{11}{\cancel{8}}\overset{11}{\cancel{10}}\overset{11}{\cancel{13}} \\ - 33575 \\ \hline \checkmark 52338 \end{array}$$

$$\begin{array}{r} \textcircled{8} \quad \cancel{2}\overset{11}{\cancel{9}}\overset{11}{\cancel{2}}\overset{11}{\cancel{3}}\overset{11}{\cancel{1}}\overset{11}{\cancel{4}} \\ - 13023 \\ \hline \checkmark 162\overset{11}{\cancel{1}}\overset{11}{\cancel{9}} \end{array}$$

$$\begin{array}{r} \textcircled{9} \quad \cancel{2}\overset{11}{\cancel{5}}\overset{11}{\cancel{5}}\overset{11}{\cancel{1}}\overset{11}{\cancel{8}}\overset{11}{\cancel{1}} \\ - 12014 \\ \hline \checkmark 13507 \end{array}$$

$$\begin{array}{r} \textcircled{10} \quad \cancel{8}\overset{11}{\cancel{9}}\overset{11}{\cancel{10}}\overset{11}{\cancel{17}}\overset{11}{\cancel{8}}\overset{11}{\cancel{9}} \\ - 58816 \\ \hline \checkmark 32973 \end{array}$$

✓ Rhagorol! You were able to correct your mistakes!
Rydych chi'n gweithio'n dda!

This is an example of maths work that I marked using incidental welsh.

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ellie Williams	Class:	Nursery
AoLE or Subject	Welsh	Date:	21/01/20
Lesson Focus:	<u>Pwy wyt ti?</u> / <u>sut wyt ti</u> recap		
Meaningful links to Curriculum	Welsh what matters statement progression step 1 • I can repeat sounds, words and phrases, copying pronunciation. • I can pronounce Welsh letter sounds and simple everyday words and phrases. • I can select and use familiar language to convey meaning to others. • I can answer simple questions and express basic feelings and opinions. • I can adopt a role, repeating familiar language.		
Meaningful links to: Cross Curricular Responsibilities	LNF • take part in activities alongside others, with some interaction.		
Personal Targets (Linked to QTS and <u>identified</u> in weekly review)			
• Progression in learning • Assessment			

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

- Build on previous learning of pwy wyt ti, sut wyt ti and un dai tri.
- Ask the questions in turn to get a response
- Respond to visual prompts linked to the questions
- Respond to simple questions and vocabulary

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• Children are able to ask questions to each other and give accurate responses. • Children are able to understand meaning of the questions they are asking. • Children are able to point out visual prompts as answers to questions i.e. <u>un banana</u> – child points to one banana • Children are able to hear, repeat and respond to the phrases and questions being used.	• Children are able to copy and respond to questions <u>pwy wyt ti</u> and <u>sut wyt ti?</u> • Children are able to repeat phrases to give personal responses to questions • Children are able to follow welsh phrases and questions as read and spoken to them

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Teacher introduces the welsh lesson by showing the children a puppet. Teacher says to the children, I wonder who this could be? This puppet only speaks welsh, I wonder can anyone ask this puppet what its name is in welsh? (Good idea) Teacher answers the children's questions as the puppet, then repeats the questions to the children. The teacher shows the children the puppet and says oh no i think something is wrong, who can ask the puppet in welsh how they are? Teacher will respond as the puppet in welsh Who knows what the puppet said This questioning and answer will continue back and forth for a few emotions	Children will respond to the puppet, thinking about what question to ask Children ask the puppet <u>pwyt wyt ti?</u> Children <u>respond</u> to the puppets actions by asking <u>sut wyt ti?</u>	• Puppet • Visual splat picture • Splat swatter • un, <u>dai</u>, tri banana book
Teaching & Core Learning	Teacher will recap the un, <u>dai</u>, tri banana book. Teacher will show the children a <u>number of</u> images replicated from the book, numbers and emotions on the floor. Teacher will give a splatter to the children and ask them to find an image (in welsh) <u>eg</u>	Children will respond to the questioning splatting as quickly as possible the correct image.	
Plenary	Teacher will bring the children back in at the end of the session to recap some of the questions of the session and sing clap <u>clap un dai tri</u> Teacher <u>is able to</u> assess here the children's understanding	Children will respond to questioning and follow along with the welsh nursery rhyme	

This is an example of planning that was completed for a nursery welsh lesson.

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Elle Williams	Class:	Nursery
Age or Subject	LLC	Date:	
Lesson Focus:	Welsh		
Meaningful links to Curriculum	LLC • I have developed an awareness of the different languages within my school and community including Welsh, English and, where applicable, home/community languages. • I can repeat sounds, words and phrases, copying pronunciation. • I can pronounce Welsh letter sounds and simple everyday words and phrases. • I can select and use familiar language to convey meaning to others. • I can answer simple questions and express basic feelings and opinions. • I can adopt a role, repeating familiar language.		
Meaningful links to: Cross Curricular Responsibilities	LNF • Welsh-medium statement: show awareness that some sounds change at the beginning of words through nursery rhymes and songs.		
Personal Targets (Linked to QTS and identified in weekly review)			
• progressing the learning • Exploiting subject disciplines in areas of learning • Enabling improvement • Assessment			

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

- Reflect on previous welsh sessions showing understanding of questions and answers i.e. *pwyt wyt ti? Sut wyt ti?*
- Follow along with welsh rhymes and question and answering with support from the teacher
- Count in welsh up to 5
- Translate counting to 5 in welsh to other contexts of learning i.e. how many bananas are there?

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• Children are able to respond to questions understanding meaning and giving accurate responses • Children are able to sing along to welsh rhymes • Children are able to copy structure given by the teacher for counting from one to five • Children are able to use <i>un, dau, tri</i> etc to count other objects and make reference to how many of that item there is in welsh.	• Children are able to respond to questioning and giving answers based on prior learning • following the structure of welsh song and rhyme, using accurate language and actions where applicable • Children are able to use the correct pronunciation when counting to 5 in welsh

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Teacher introduces the session with dragon puppet from previous session. Teacher reminds the children the puppet is unable to speak English. Who can remember what language he speaks? I wonder how we could ask him who he is? I wonder how we could ask him how he is? etc	Children will use the puppet as basis for understanding answering and asking questions to each other where appropriate. Children will respond with "Welsh" Children will respond with <u>Pwy wyt ti?</u> <u>Sut wyt ti?</u>	• Dragon puppet • Un <u>Dau</u> tri <u>fflic</u> a <u>fflac</u> • Box • 5 items inside the box
Teaching & Core Learning	Teacher moves on to show the children a box Teacher asks children Beth sy'n ym y box? - <u>Whats</u> in the box? Teacher uses the dragon to take items out of the box and show the children what he has. Are you naming each item as you take it out to support the new learners Eg. Block <u>yn</u> y <u>bocs</u> Are you using "Sawl" before counting the items with the children? Teacher will emphasis to the children the numbers in welsh ensuring the children have clear understanding. How will you assess this? Teacher will read <u>fflic</u> a <u>fflac</u> un, <u>dai</u>, tri book. You could add some questions here to assess their understanding of the story	Children to answer and name item <u>"... yn y boc"</u> Children will count along with the dragon as the items are taken out of the box. Children will be exploring counting in welsh up to 5. Children are able to follow along with the story understanding what it is about.	
Plenary	Teacher finishes the session with <u>large numbers</u> 1-5 on the floor counting and repeating and <u>sandwiching?</u> the numbers in welsh and <u>english</u> Teacher will sing <u>Sing</u> Un, <u>dau</u>, tri <u>tryn yn dawnsio</u> Add some questions to assess their understanding eg. What have you been learning? What new words in Welsh do you know?	Children will point to the number as it is called – play a number spot game can you point to the number as quick as you can. Children will use their fingers to count along to the song as they sing with the teacher	

This is an example of planning that was completed for a nursery welsh lesson.

NOUN ENW	Second person, singular pronoun DY	Second person, plural pronoun EICH
Car	gar	(not mutated)
Bag	fag	
Cliniadur Laptop	Gliniadur	
Nodiadau Notes	Nodiadau	
Desg	Ddesg	
Disgyblion	Ddisgyblion	
Gwisg ysgol School uniform	Wisg ysgol	
Swmper	Swmper	
Ffurflen Form	Ffurflen	
Ffeil	Ffeil ^(day)	
Gwers Lesson	Wers	
Gwers lyfr Text book	Wers lyfr	
Gwers nesaf	Wers nesaf	
Cas pensiliau Pencil case	Gas pensiliau	

RHIF	ENW	ATEB
1	Merch	un ferch
2	Bachgen	dau fechgyn
3	Cadair	tair Cadair
4	Bwrdd	Pedwar bwrdd
5	Plentyn	Pum plentyn
6	Ysgol	Chw ^{er} ysgol
1	Merch	un ferch
2	Ysgol	dwy ysgol
3	Cyfrifiadur	tri cyfrifiadur
4	Ystafell	Pedair ystafell
2	Dosbarth	dau ddosbarth
2	Merch	dwy ferch
1	Bachgen	un Bachgen
4	Cadair	Pedair Cadair

Geirfa Ddefnyddiol: Adnabod Cenedl Enwau

<u>report</u> adroddiad M	<u>Schedule/</u> <u>timetable</u> amserlen F	<u>time</u> amser M	<u>table</u> bord F	<u>experiment</u> arbrawf M
<u>week</u> wythnos F	<u>chair</u> cadair F	<u>table</u> bwrdd M	<u>Page</u> tudalen F	<u>Phrase/Sentence</u> brawddeg F
<u>Mistake</u> camgymeriad M	<u>bell</u> cloch F	<u>dinner</u> cinio M	<u>register</u> cofrestr F	<u>cover</u> clawr M
<u>School</u> ysgol F	<u>question</u> cwestiwn M	<u>desk</u> desg F	<u>computer</u> cyfrifiadur F	<u>document</u> dogfen F
<u>task</u> tasg F	<u>file</u> ffeil F	<u>Pupil</u> disgybl M	<u>Window</u> ffenest M	<u>day</u> diwrnod M
<u>Film</u> ffilm F	<u>class</u> dosbarth M	<u>pair</u> pâr M	<u>word</u> gair M	<u>children</u> plentyn M
<u>group</u> grŵp M	<u>Lesson</u> gwers F	<u>Handout</u> taflen F	<u>Country</u> gwlad F	<u>Proof</u> prawf M

Cenedl Enwau

Benywaidd

ep F

tablet - tabled.

botol snwl - silt lyfrau

coat - cot

lollipops snw - ffon lollipap.

memory snwl - ffon got

chair - cadair

Gwrywaidd

eg. M.

table - bwrdd

glue - gwlud.

bag - bag.

rubber - rwbwr

water - dwfr

dictionary - geiriadur.

note punch - sylwysur
plonsh.

white board - bwrdd gwyn.

ruler - pren mesur.

notice board - hysbysfwrdd

computer - cyfrifiadur

dice - dis

pencil - pensil.

Cymraeg i Bawb: Sesiwn 3 (Adolygu)

Adolygu'r Dyddiad...

Ysgrifennwch y dyddiadau hyn yn llawn ...

e.e Wednesday 02/03 - Dydd Mercher, Mawrth yr ail.

- Thursday 08/09 Dydd Iau y wythfed o fedf ✓
- Saturday 15/06 Dydd Sadwrn y pymthegfed o fehefin ✓
- Tuesday 31/12 Dydd Mawrth ymwynted o ddeg o hugain o Ragfyr ✓
- Monday 18/08 Dydd Llun y deunawfed o Awst. ✓
- Sunday 24/01 Dydd Sul y pedwerydd o hugain o Ionawr. ✓
- Friday 19/04 Dydd Gwener ar Ebrill y pedwerydd o bynteg. ✓
- Wednesday 10/02 Dydd Mercher o Chwefror y degfed. ✓
- Pryd mae Dydd Gwyl Dewi?
ar y cyntaf o Fawrth / ar Fawrth y cyntaf. ✓
- Pryd mae Dydd Nadolig?
ar y pumed ar hugain o Ragfyr / ar Ragfyr y pumed. ✓
- Pryd mae Noson Tân Gwylt?
ar y pumed o Dachwedd / ar Dachwedd y pumed - ✓
- Pryd mae dy ben-blwydd di?
ar y chweched o Hydref / ar Hydref y chweched. ✓

Above are all examples of learning that I have completed during cymraeg i bawb sessions. These sessions were completed weekly whilst in university and allowed me to progress my language and reading skills in welsh. These sessions have built my confidence in welsh and further developed my use of welsh in the classroom.