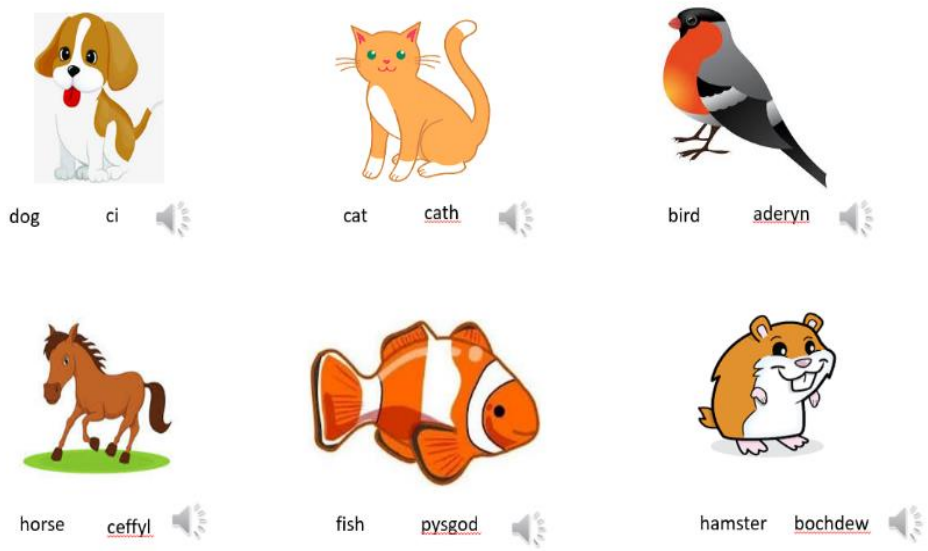
CYMRAEG I BAWB

1501386

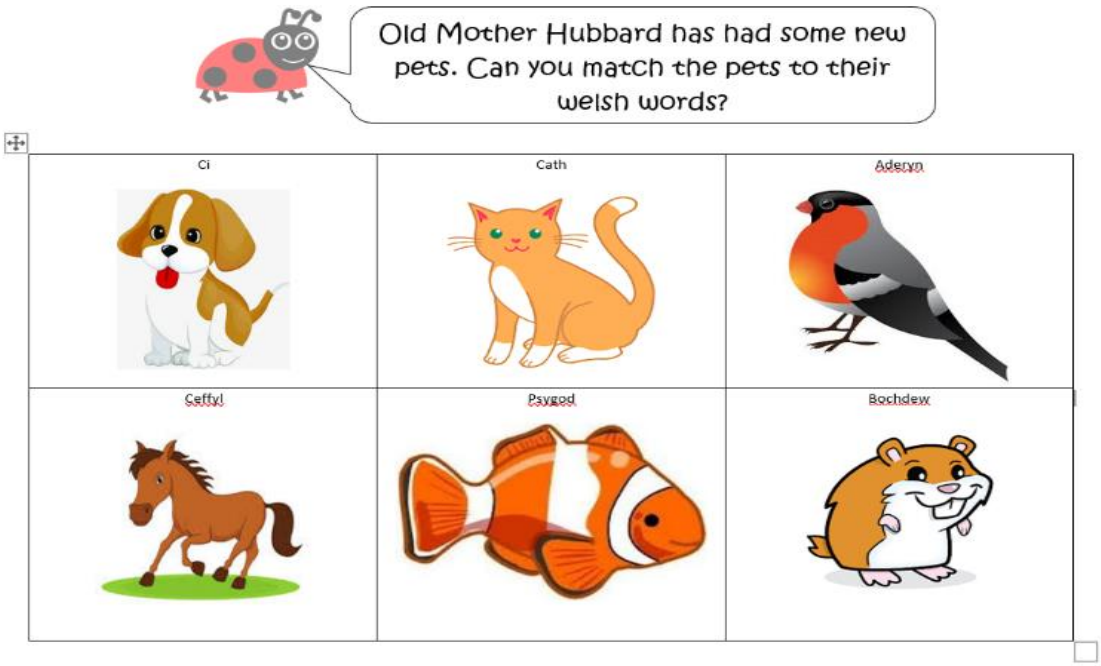
Alex Pronger

Welsh Portfolio

A Welsh lesson planned for Nursery class. The focus was on pet animals. There were group discussions on the children's pets in English first. I then showed the class a PowerPoint I created, with images of the pets, captioned with the names in both English and Welsh. I also recorded an audio to go along with each pet too. As shown below.



The main task for this lesson was to match the picture of the pet to the name. I carried this activity out in small groups. I started by going through the pet animals again verbally to ensure they understood, then went through them one by one, asking the pupils for example, which pet animal is 'ci'? and so on. They then stuck the correct pet animal in the correct box with name written in. The worksheet is shown below. It went along with the theme of topic, which was the Old Mother Hubbard Nursery Rhyme.



Welsh lesson planned for Year 3, focusing on describing what someone is wearing. This was done orally and in writing.

	In school, you will have to include differentiation strategies, and be specific about the teaching strategies being used.	homework) In school, you will have to include differentiation, and be specific about the learning and AfL strategies being used.	Be specific about the resources you'll need and will be using.
10 minutes **Opening phase** (with links to prior learning)	Introduce the learning intention to the children. This will be that by the end of the lesson they should be able to write sentences in welsh describing what their friends are wearing. I will start with a welsh game relating to the topic of clothes to recall their prior knowledge and to get the pupils engaged at the start. Outline this session's focus, and share the learning objectives, success criteria and assessment opportunities with the pupils. • Pupils will be able to write captions to printed pictures.	Pupils to listen and engage to explanation of the focus for this welsh lesson. Pupils to engage with answering questions. Pupils feedback their understanding from this introduction.	Whiteboard
35 minutes **Teaching & Core Learning**	I will start off the lesson by saying the sentence in welsh and getting the pupils to repeat it after me. I will do this a couple of times to ensure it is being pronounced correctly. I will ask the pupils to practice saying the sentence 'Mae e'n gwisgo' and asking the question 'Beth mae e'n gwisgo?' with their talking partners.	• Pupils will be expeted to listen to the explanation of the focus of the lesson. • Pupils should enagage when answering any questions and feedback with appropriate answers. • Pupils will respond to key questions in their pairs or as individuals.	Whiteboard
	I will then ask all pupils to repeat the question and sentence ensuring they are confident with it as they will need to write it in their books. I will ask the pupils to explain what they did in one of their previous literacy lessons when they were focusing on captions. • What is a caption? • How do we use captions? Once all pupils are confident on their understanding of caption, I will explain to the pupils that they are going to write captions to some pictures describing what the person in the picture is wearing in welsh. Differentiation • Leeks Aim for atleast 3 captions (Clothing) • Dragons Aim for atleast 4 captions (Clothing and colour) • Daffodils Aim for atleast 5 captions (Clothing and colour) • Harps Aim for atleast 5 captions (Clothing and colour)	• Pupils will work on their tables independently completing the set task. • Pupils to respond to any feedback and targets given by the teacher. • Pupils to ask further questions should they not understand what is required of them.	

Mae e'n gwisgo het.

Mae e'n gwisgo sgarff coch.

Mae e'n gwisgo esgidiau brown.

Mae e'n gwisgo crys-t.

Here are just some examples that the pupils used in their task.

An oral and practical Welsh lesson planned for Year 3, again further descriptions on what someone is wearing, but a specific person. For example, ‘Beth mae NAME yn gwisgo?’ and the answer being ‘Mae NAME yn gwisgo….. A number of pupils were dressed up in fancy dress costumes and extra clothing items to make it more exciting. The lesson was a fully oral lesson, so the pupils walked around the class having conversations with partners, asking what ‘NAME was wearing then they would describe using the correct answer format.

10 minutes **Opening phase** (with links to prior learning)	Introduce the learning intention to the children. This will be that by the end of the lesson they should be able to explain what their friends are wearing in welsh. Recall prior knowledge by asking them what they are wearing. Outline this session’s focus, and share the learning objectives, success criteria and assessment opportunities with the pupils.	Pupils to listen and engage to explanation of the focus for this science lesson. Pupils to engage with answering questions. Pupils feedback their understanding from this introduction.	Whiteboard
35 minutes **Teaching & Core Learning**	I will start off the lesson by saying the sentence in welsh and getting the pupils to repeat it after me. I will do this a couple of times to ensure it is being pronounced correctly. I will then go through the common items of clothing that the pupils are wearing in welsh. Then in their talking partners, the pupils will discuss what eachother are wearing and practice saying the sentence to eachother a	• Pupils will be expeted to listen to the explanation of the focus of the lesson. • Pupils should enagage when answering any questions and feedback with appropriate answers. • Pupils will respond to key questions in their pairs or as individuals. • Pupils will work on their tables independently completing the set task. • Pupils to respond to any feedback and targets given by the teacher.	Whiteboard
	couple of times using different items of clothing in each sentence they say. I will then ask pupils to feedback to the class some of the sentences they came up with. Then I will ask all of the pupils, How can we extend our sentences? • Add colours • Add another item of clothing Once all pupils are confident on their understanding, I will ask the pupils to go around the class in pairs asking others what a particular person was wearing in welsh, then the others answering. Differentiation • Leeks (SK) Aim for atleast 3 sentences (Clothing) • Dragons (AP) Aim for atleast 5 sentences (Clothing and colour) • Daffodils (Independent) Aim for atleast 5 sentences (Clothing and colour) • Harps (Independent) As many sentences as they can (mixture of clothing x2 and colour x2)	• Pupils to ask further questions should they not understand what is required of them.	

Micro teach lesson

Sut mae’r tywydd heddiw?

Mae hi’n ……..

Heulog

Bwrw Glaw

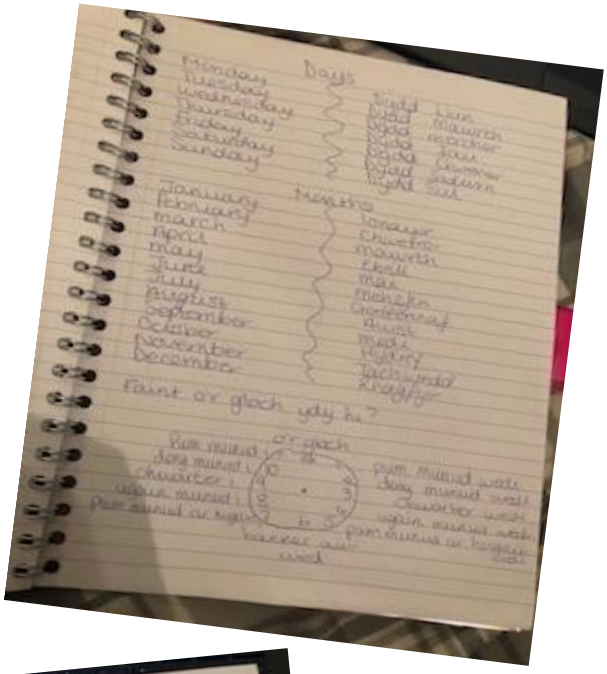
Bwrw Eira

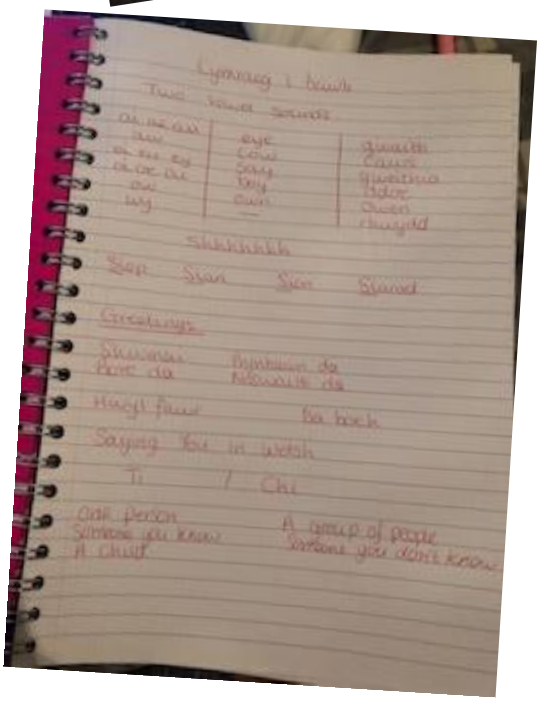
Cymylog

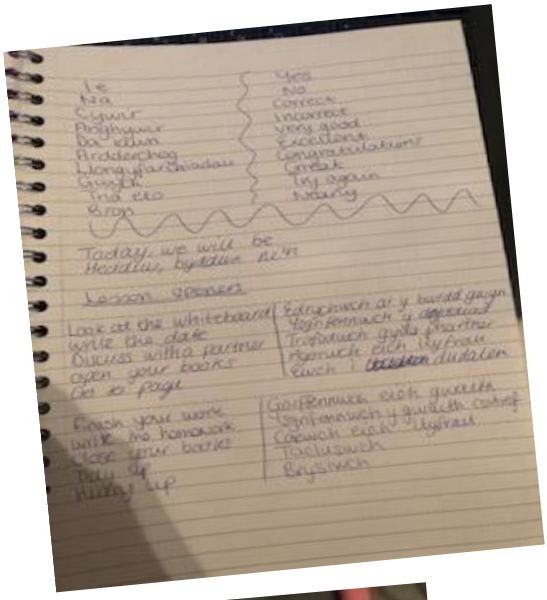
Stormus

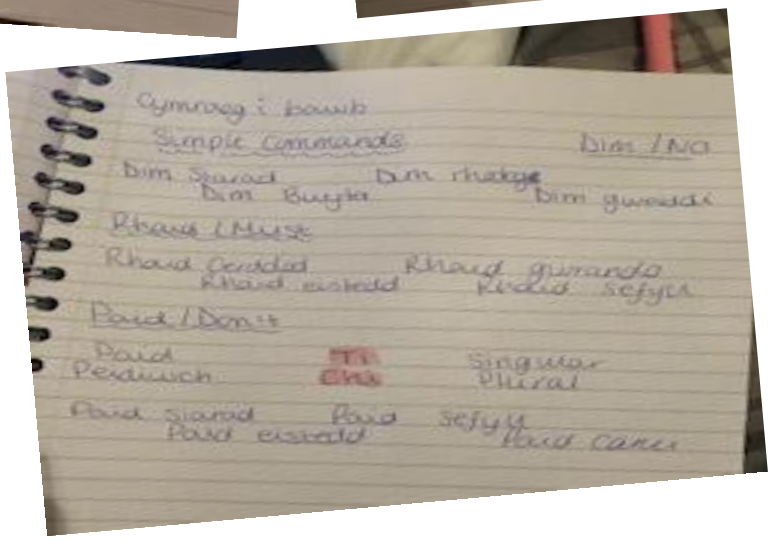
Gwyntog

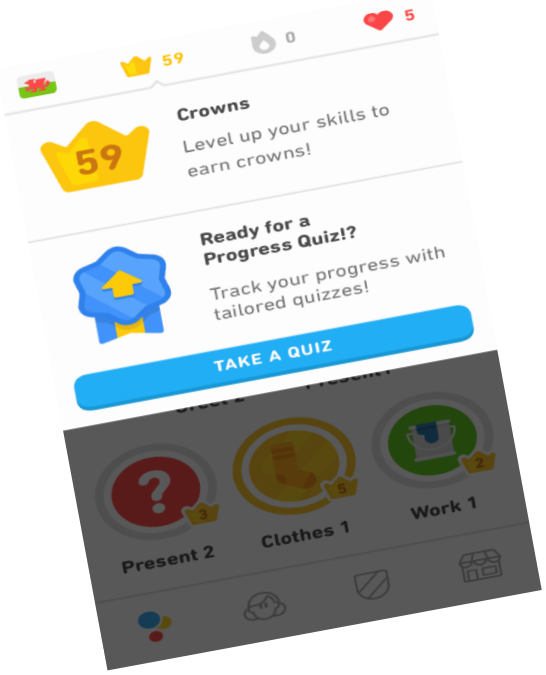
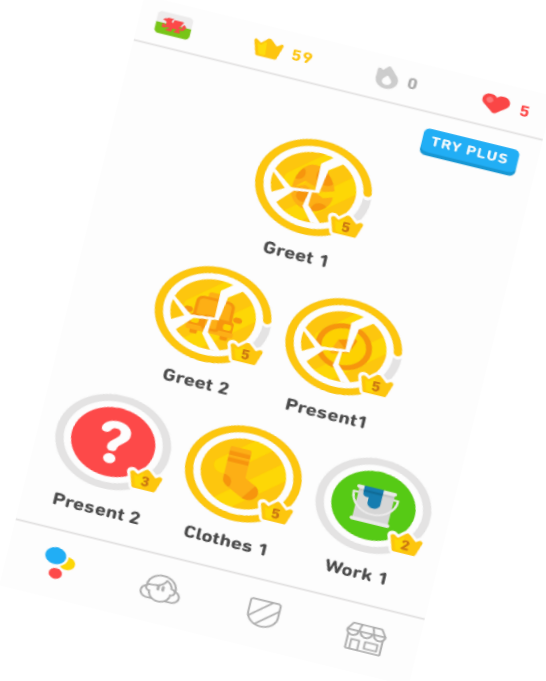
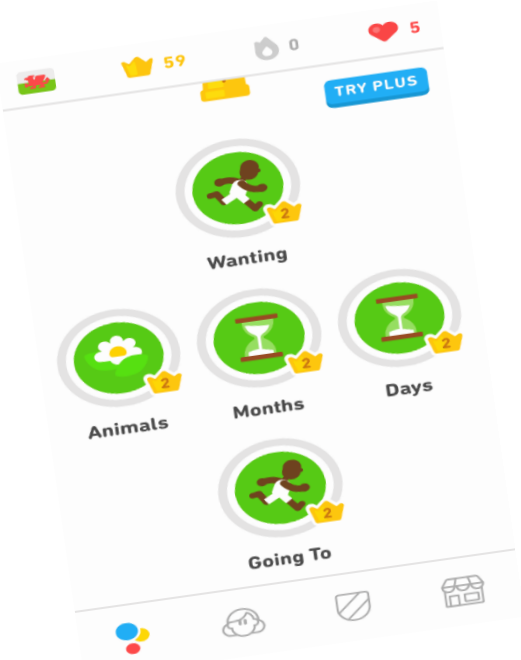
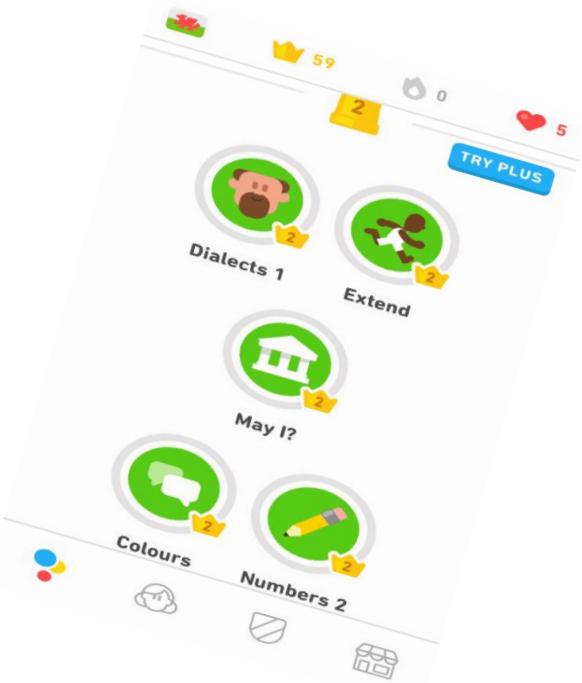
Notes taken in Cymraeg I Bawb sessions









Enhanced Welsh practice on the app…

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