



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Lowri Powell	Class:	91a
AoLE or Subject	Science & Technology	Date:	28/01/2020
Lesson Focus:	The effects of caffeine		
Meaningful links to Curriculum	Ambitious, capable learners - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts can explain the ideas and concepts they are learning about		
Meaningful links to: Cross Curricular Responsibilities	Literacy – Wordsearch of key terminology to promote correct spelling. Numeracy – Use an ammeter to measure current, recording values to a specific number of decimal places & using the correct unit. Analysing data recorded data in order to explain results.		
Personal Targets (Linked to QTS and identified in weekly review)			
Professional Learning – Welsh Language: Commitment to the development of its use.			
Advancing Learning – Blended Learning Experiences: Include a range of imaginative teaching approaches.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Understand that caffeine is a legal drug found in drinks Use data to describe the effects of caffeine on the body Analyse data to determine & explain the effects of caffeine on the body

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)
*Comprehend text & use prior knowledge to describe properties of caffeine. *Analyse data to interpret information & draw conclusions *Use knowledge of Welsh vocabulary & grammatical structures to try to	*‘Think, pair, share’ *Self-assessment *Informal, verbal feedback while circulating classroom *Written teacher feedback for written answers

translate paragraph from Welsh to English	*Self-assessment of translation task, led by the student teacher
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Introduce lesson & aims & objectives in Welsh Explain starter task Briefly go over advantages & disadvantages of caffeine based on ideas pupils have shared	*Think pair share – advantages & disadvantages of caffeine	*Power point slides *Science booklets *Lollypop sticks
Teaching & Core Learning	*If giving basic instructions, e.g. asking for quiet etc. use Welsh to do so *Explain task *Lead self-assessment based on lollyop questioning	* Complete caffeine fill in the blank activity *Self assessment of fill in the blank *Complete ativity based on analysis of data in science booklets including plotting a graph *Self-assessment	*Powerpoint slides *Lollypop sticks *Textbooks, worksheet

Plenary	*Explain plenary task - translation task	*Try to translate the paragraph summaising the effects of caffeine from Welsh to English	*Powerpoint slides *Lollypop sticks
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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))	Pupil questioning demonstrated increase in pupil knowledge (e.g. pupils were not initially aware that caffeine is present in plants). Self-assessment of answers allowed pupils to reflect on progress. Circulation of class gave evidence of pupils on task & making progress.
Next Steps for Progress	Review effects of caffeine as a legal drug. Learn about types & effects of illegal drugs.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Starter task based on APK. Lesson objectives shared with the class. Suitable activities which kept students engaged. Plenary task included which actively engaged students in developing their Welsh language skills while allowing them to re-cap learning from the lesson.
Areas for my Development Personal Targets for Progress	Online timer should have been used to set an allocated amount of time for each task to keep pupils motivated & focused.

Lesson Plan Phase 1

Lesson Plan – Welsh Competency Framework (filmed 10 minute teaching – video filmed & stored by UWTSD staff)

Student-teacher	Lowri Powell	Class:	/
AoLE or Subject	Science & Technology	Date:	25/02/2020
Lesson Focus:	Cyffuriau (drugs)		
Meaningful links to Curriculum	Ambitious, capable learners - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts		
Meaningful links to: Cross Curricular Responsibilities	Literacy / Cwricwlwm Cymraeg - Linking key English vocabulary and themes in the topic to the translation of sentences from Welsh to English & activating prior knowledge of Welsh vocabulary and sentence structures - Focus on the pronunciation of key terminology in Welsh and improve oracy skills and confidence		
Personal Targets (Linked to QTS and identified in weekly review)			
Professional Learning – Welsh Language: Commitment to the development of its use.			
Advancing Learning – Blended Learning Experiences: Include a range of imaginative teaching approaches.			

Learning Objectives (focus on Learning- use accessible vocabulary):
Nod ac amcanion / aims and objectives: *Adolug'r beth rydych chi'n gwybod am cyffuriau / Revise what you know about drugs (from previous lessons) *Ymarfer eich sgiliau iath Cymraeg / Practise your Welsh language skills

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)
• Use oracy skills during 'drilling' exercises to practice pronunciation of key vocabulary (geirfa allweddol) in Welsh, focusing on actively listening to and attempting to accurately repeat correct sounds • Work effectively in groups or in pairs to activate prior knowledge of subject content from previous lessons and activate prior knowledge of Welsh vocabulary and sentence structures to translate sentences relating to the topic of 'cyffuriau'	• Listening to whole class repeat key vocabulary, to identify which words' pronunciations require more focus • Teacher circulation of classroom and brief checking of progress to provide support to students who may be struggling • Teacher led self-assessment of sentence translations, using lollypop questioning of pupils to identify correct answers. If pupils are unsure of some aspects of various sentences, questioning of other pupils and prompts to guide students to effectively work out answers with support.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Invite pupils into the lesson and ask them to sit down quietly using incidental Welsh alongside English translations to ensure clarity and to promote understanding of Welsh phrases (e.g. 'dewch i mewn', 'eisteddwch', byddwch yn dawel os gwelwch yn dda, 'agorwch eich llyfrau', 'ddweudwch i fi os ma eisiau chi dalun o papur' etc.) Describe and explain lesson objectives in Welsh and English (e.g. 'y nod ac amcanion y wers heddiw yw i...', 'adolugu beth rycych chi'n gwybod am cyffuriau', 'ymarfer eich sgiliau iath Cymraeg', 'beth ryndyn ni'n mynd i ddysgu heddiw?' etc.) Introduce and explain structure of drilling activity, focusing on learning key	Listen to bilingual instructions and follow instructions. Participate in drilling activity with focus on pronunciation of key vocabulary from the topic in Welsh.	PowerPoint presentation. Class books / sheets of paper.

	terminology in Welsh and focusing on pronunciation using Welsh phrases (e.g. 'edrychwch ar y bwrdd gwyn, grwandewch arna i, dweudwch ar fy ol i' etc.)		
Teaching & Core Learning	Introduce translation activity and describe task in Welsh and English (e.g. 'nawr rydyn ni'n mynd i / byddwn i'n gyfiethi rhai brawddegau o Cymraeg i Saesneg', 'gweithiwch mewn grwp neu mewn parau', 'edrychwch ar y bwyrd gwyn' etc.). Present sentences on the topic of drugs in Welsh on the board for pupils to translate to English. (Mae yna llawer o wahanol cyffuriau. There are lots of different drugs. Mae rhai cyffuriau yn ddefnyddiol am feddyginiaethau. Some drugs are useful for medicine.	Work in groups or pairs and activate prior knowledge of the subject content from previous lessons and activate prior knowledge of Welsh vocabulary and sentence structures to try to translate the sentences projected on the board. Write down the Welsh sentences and the English translations.	PowerPoint presentation. Class books / sheets of paper.

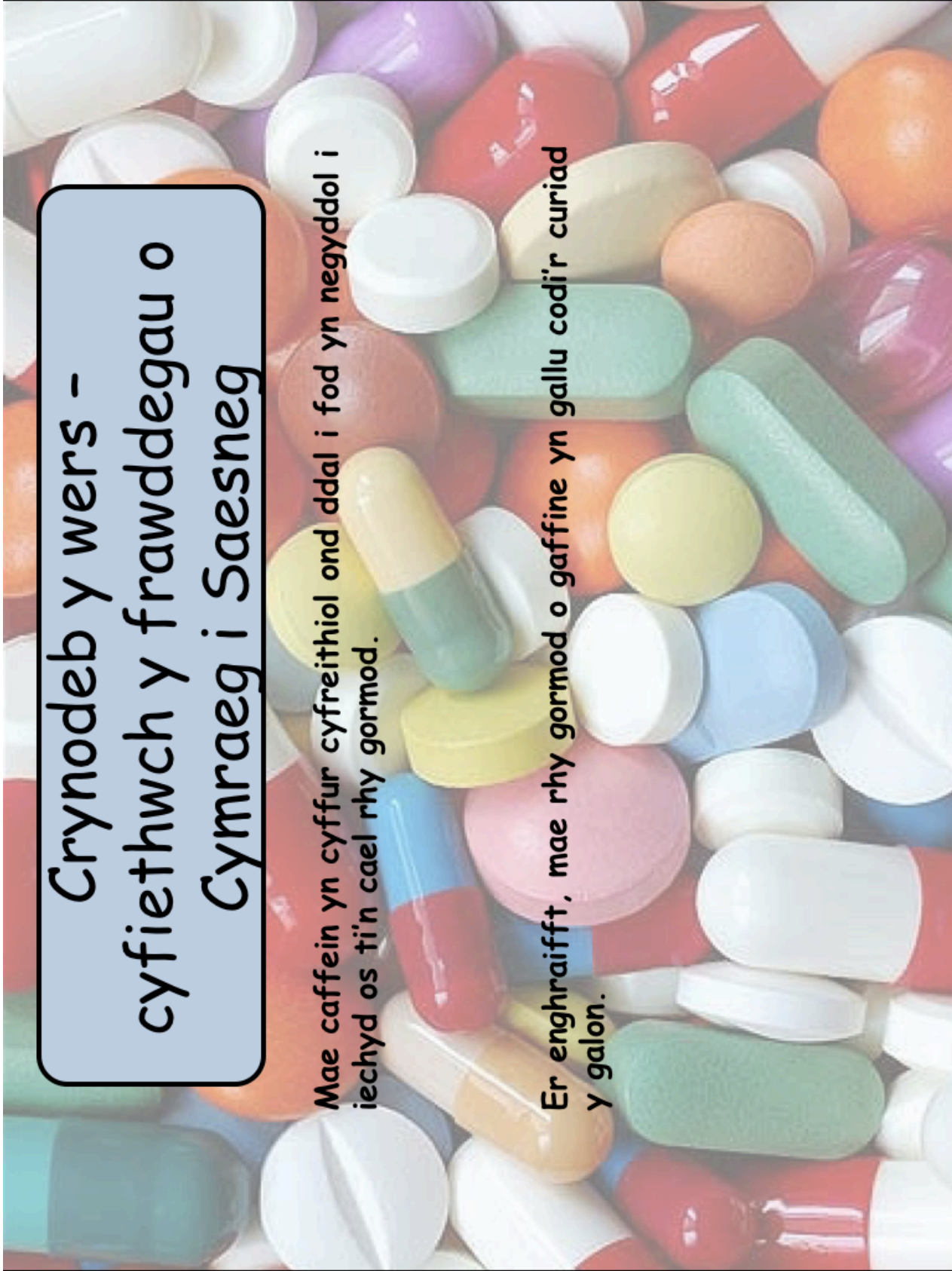
	Mae rhai cyffuriau yn ddiogel i ddefnyddio yn hamddenol mewn symiau fach, fel caffeine a alcohol. Some drugs are safe to use recreationally (in relaxed) in small amounts. Cyffuriau cyfreithiol fel nicotine ac alcohol ddal i fod yn negyddol i iechyd. Legal drugs are still negative to health. Mae cyffuriau hamddenol anghyfreithlon yn cael canlyniadau difrifol, tymor byr ac hir, ar iechyd corfforol ac meddyliol. Illegal recreational drugs have serious consequences, on short & long term physical & mental health.)		
Plenary	Pupil questioning of English translations of the Welsh sentences. Provision of prompts to work through the translations as a whole class if students were unable to correctly translate certain sentences. Use of incidental Welsh, especially for praise & use of questioning (e.g. 'pwysy'n cofio y gair...', 'Beth wyt ti'n	Verbally answer questions & self-assess answers for the translation of the sentences.	PowerPoint presentation. Class books / sheets of paper.

	meddwyl am y frawddeg hon', 'Pwy sy'n gwybod pa frawddeg yw hyn?', 'gwaith da', 'bendigedig' etc.)		
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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)	Pupils demonstrated that they learnt key vocabulary for the topic in Welsh during this lesson, extending their Welsh language skills while reinforcing the general subject content of the topic. Pupils also improved their Welsh pronunciation through the drilling of the key vocabulary in Welsh. This was evidenced during the drilling activity, in which improvements in pronunciation could be heard. Additionally, pupil questioning demonstrated that vocabulary which they were unfamiliar with at the start of the lesson, they had learnt by the end of the lesson. This was demonstrated verbally and in writing during the translation task.
Next Steps for Progress	Encourage and motivate students to speak more incidental Welsh during lessons and participate in Welsh dialogue with each other and with the teacher.

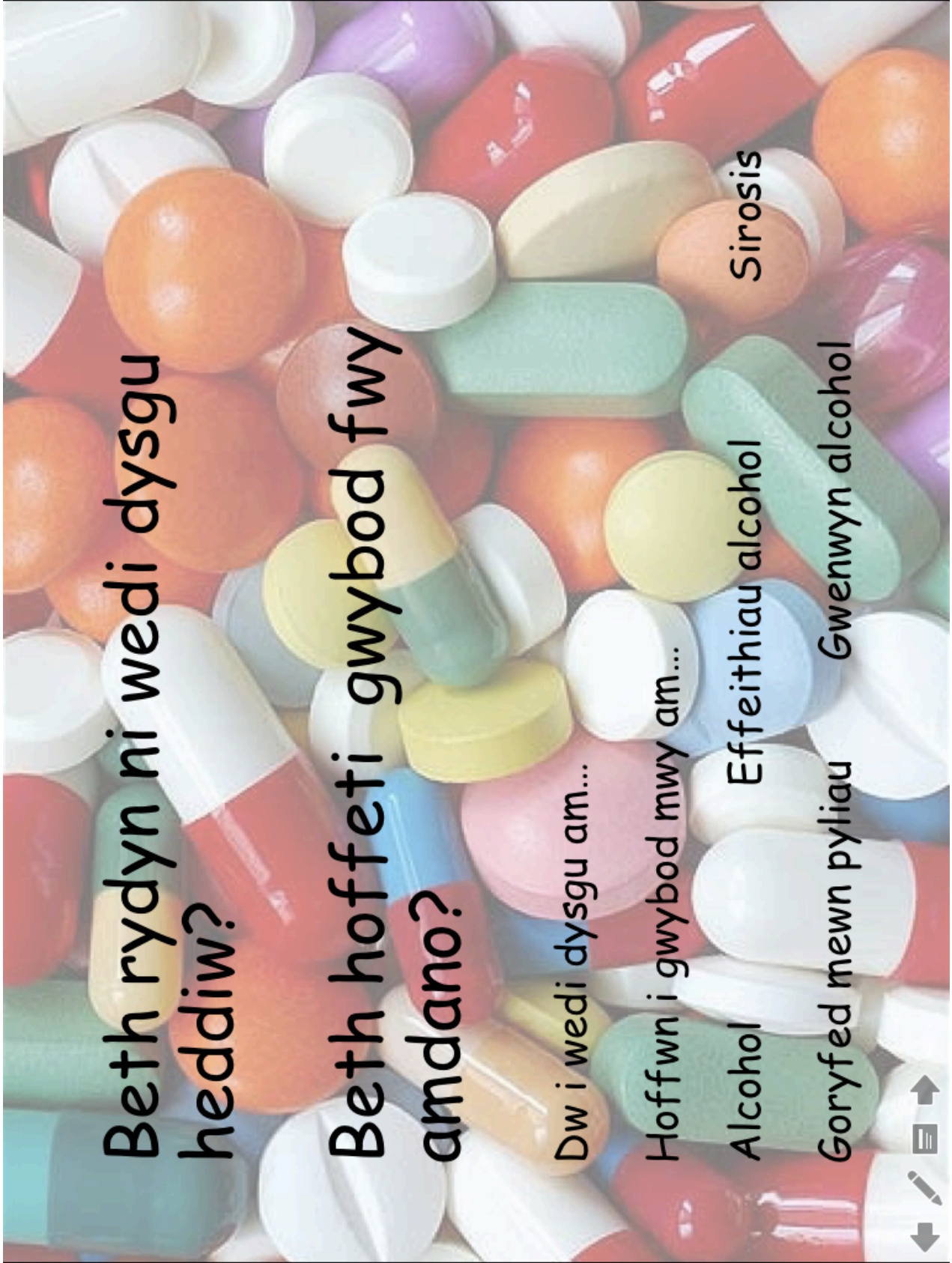
Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Use of incidental Welsh and a range of sentence structures using different tenses, commands, a range of vocabulary and clear pronunciation throughout the lesson. Tasks actively engaged pupils in the use of Welsh, orally, in reading tasks and writing, helping to develop their understanding of the Welsh language. Aims and objectives of the lesson clearly shared with the class. Clear instructions given bilingually. Effective assessment for learning strategies to assess student understanding and progress. Self-assessment and pupils questioning also used to allow pupils to reflect on own learning and make progress, and to allow the lesson to be adapted to suit the needs of the learner.
Areas for my Development	Encourage and motivate students to speak more incidental Welsh during lessons and to participate in Welsh dialogue with each other and with the teacher.
Personal Targets for Progress	Continue to incorporate activities which involve students using Welsh orally, verbally & in written form into my Science lessons. Continue to use incidental Welsh, especially when giving praise & simple instructions so that students can become increasingly comfortable & familiar with simple sentence structures in a range of tenses.



Crynodeb y wers - cyfiethwch y frawddegau o Cymraeg i Saesneg

Mae caffeine yn cyffur cyfreithiol ond ddal i fod yn negyddol i
iechyd os ti'n cael rhy gormod.

Er enghraifft, mae rhy gormod o gaffine yn gallu codi'r curiad
y galon.



Beth rydyn ni wedi dysgu
heddiw?

Beth hoffeti gwybod fwy
amdano?

Dw i wedi dysgu am...

Hoffwn i gwybod mwy am...

Alcohol

Effeithiau alcohol

Sirosis

Goryfed mewn pyliau

Gwenwyn alcohol



CYFARCHIAD	PERSON	ATEB
Helo	Plant	Blant
Prynhawn da	Rhieni Parents	Rieni
Bore da	Pennaeth Head teacher	Bennaeth
Noswaith dda	Cyfeillion Formal 'friends'	Gyfeillion
Edrychwch (Edrych – to see Edrych+wch – look (wch ending = a group of people!))	Pawb	Bawb
Gwenwch (Smile!)	Myfyrwyr Student	Fyfyrwyr
Croeso	Disgyblion Pupils	Disgyblion
Gwrandewch Listen	Plant	Blant
Annwyl	Teulu Family	Deulu
Bore da	Ffrindiau Friends	Ffrindiau
Croeso	Pennaethiaid Head teachers	Bennaethiaid
Noswaith dda	Athrawon Teacher	Athrawon
Barod (Ready)	Pawb	Bawb
Prynhawn da	Cynorddwyr dosbarth TA	Gynorddwyr dosbarth

Welsh Phrases for Teaching - Lowri Powell

Greetings / lesson start

Bore / prynhawn da bawb, sut wyt ti?

Dewch i mewn

Eisteddwch

Agorwch eich llyfrau

Os rydych wedi anghofio unrhywbeth?

Os rydych wedi anghofio eich llyfrau rydych chi'n gallu defnuddio dalun o bapur yn lle

Dweudwch i fi os ma eisiau chi un rhywbeth

Rho allan papur os gwelwch yn dda

Lesson aims

Heddiw rydyn ni'n mynd i ddysgu am....

Byddwn ni'n dysgu am....

Rydyn ni'n mynd i...

Nes ti ddychre wythnos yn ol

A wedyn....

Fel y wers diwethaf....

Nod ac amcanion y wers heddiw yw i...

- adolugu beth rydych chi'n gwybod am...
- ymarfer eich sgiliau
- cyfiethi rhai brawddegau

Yn gyntaf...

Beth ydy'r dyddiad heddiw?

Ygrifennwch y dyddiad yn eich llyfrau

Ma gyda fi rhywbeth ddiddorol i ddweud

Commands

Gwrandewch arna i

Edrychwch ar y bwyrdd gwyn

Dwedwch ar fy ol i

Byddwch yn dawel

Dim siarad

Gweithiwch mewn grwp neu mewn parau

Darllenwch

Triwch

Dw i'n mwyn i chi stopo siarad... ma dal gyda fi rhywbeth i ddweud... onni'n trio dweud

Onni'n mwyn ddweud wrth i ti beth i neud...

Dw i'n mwyn i ti siarad gyda fi
Paid â siarad / peidiwch ag eistedd
Rhaid i ti / chi wrando
Dim gweiddi / bwyta / ufed

Questions

Ma rhaid i fi ofyn eto
Dw i'n mwyn ofyn rhywbeth i ti...?
Wyt ti'n deall / ydych chi'n deall beth ddwedais i?
Pwy sy'n cofio/gwybod y gair...?
Beth wyt ti'n meddwl am...?
Beth wyt ti'n mwyn gwneud / dysgu / ymarfer...?
Pam o'r hir wyt ti wedi bod yn...?
Pryd nes ti ddychre?
Alle ti cofio / gwneud / mynd....?
Alle ti ddweud e eto bach yn arafach / yn cymraeg?
Alle ti drïo e eto? ond ma eisïau ti...
Hoffeni i ti gwneud y tasg eto
Well i ddi hi... Well i ddo fe...
Rhywun sydd yn mynd i dy helpu di
Wyt ti'n mwyn stopo siarad?
Ble wyt ti'n mwyn mind?
Os eisïau ti ofyn rhywbeth?

Answers

Allai dim cofio sut i ddweud / wneud / fynd
Dw i'n cofio... / Dw i'n gallu cofio...
Dw i newydd dychre... cofio / dysgu
Dw i wedi anghofio sut i....
Ma eisïau i fi ymarfer mwy
Hoffen i
Ddwedodd hi / e bod hi'n / fod e'n mwyn...
Onni'n mwyn / siarad
Nes i ddychre wythnos yn ol
Nes i ddim deall beth ddewdes ti
D'onni'n ddim yn gwybod... / mwyn...
Dw i wedi bod yn am bitî mis
Dw i'n mwyn dweud rhywbeth wrth i ti
Dw i'n trio
Dw i'n mynd i ymarfer mwy os gallai i

Dw i dal yn mwyn cyfle i ...
Ma dal eisiau fi ymarfer
Onni'n siarad gyda rhywun sydd yn mwyn gofyn rhywbeth i ti
Dw i'n joio...

Praise

Ti'n gwneud yn dda iawn
Ti wedi gwneud gwaith bendigedig / dda iawn / taclus
Ti wedi dysgu yn dda iawn

Summary

Ti wedi dysgu ...
Dw i'n mwyn gwybod mwy am...
Beth rydyn ni wedi dysgu heddiw?
Dw i'n mynd i ymarfer...
Diolch yn fawr iawn

Graph Peer Assessment

Are the axes labelled?

☐

Are the units included in the labels?

☐

Is the dependent variable (time taken for cross to appear) on the Y axis?

☐

Is the independent variable (temperature) on the X axis?

☐

Is the scale appropriate (each square worth the same amount)?

☐

Is each average result from the results table plotted correctly?

☐

Write a comment of praise in Welsh

.....

.....

Next steps to improve

1)

2)

3)

Marked by: 😊

YMARFER 1: RHOWCH Y GORCHYMYN CYWIR YN Y BLWCH.

1. Sefnuch yn dawel i aros am yr athro.
(sefyll)
2. Gwranda di'n astud ar beth sydd ganddo i'w ddweud.
(gwrando) *very carefully to what he's got to say*
3. Dewch yn gynnar i'r ysgol bore yfory blant.
(dod) *Come early to school tomo. morning children*
4. Cymra y daflen oddi ar y ddesg Siôn.
(cymryd) *Take the sheet from the desk Sion*
5. Edychwch ar y teledu heno er mwyn i chi gael gweld.
(edrych) *Look at the tv*

YMARFER 1: (PARHAD)

6. Tafla 'r gwm cnoi yn y bin ar unwaith
Catrin. (taflu)
7. Bwyteuach yn iach a byddwch yn teimlo'n well.
(bwyta)
8. Darllenwch y llyfr fel gwaith cartref Blwyddyn 7.
(darllen)
9. Meddyliwch yn ofalus cyn penderfynu beth wyt ti
eisiau. (meddwl) *Think carefully before you decide what you want*
10. Ceisio orffen dy waith cartref cyn mynd i'r
gwely. (ceisio) *Try + finish homework before you go to bed*



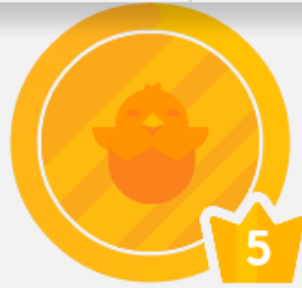
Welsh



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Greet 1



Greet 2



Present 1



Present 2



Clothes 1



Work 1



Learn



Positive

- Excellent teacher – pupil relationships
- Excellent language role model.
- Lovely meet and greet at the door
- Excellent subject knowledge and ability to reflect
- Praise in welsh for peer assessment

Beth rydyn ni'n mynd i ddysgu heddiw?

- Ddylai rhai ohonych gallu gwneud hyn:

Draw circuit symbols

- Ddylai mwyafrif ohonych gallu gwneud hyn:

Construct a simple circuit

- Ddylai pob un ohonych gallu gwneud hyn:

Explain the operation of a simple circuit using key terms (current, charge & voltage)

Nod y wers

- Ddylai rhai ohonych gallu gwneud hyn:

Make sure your results table is filled out

- Ddylai mwyafrif ohonych gallu gwneud hyn:

Present your results in a graph

- Ddylai pob un ohonych gallu gwneud hyn:

Describe & explain what your graph shows

RHAID

ichi
/i ti

edrych look

gerddod
ymmarfer
wella
wranddo
diarluso
ganu

(Dad)
Ewch / cer - go! (Mynd)
Dewch / dere - come (Dad)
(Mynd)
Dewch i newn - come in

DIM

No...
gweddidi
bwyta
ufed

Rhaid i chi
Rydyn i mynd i...
Meddwl - think
Paru - pair
Rhannu - share

PAID Â

Don't...
rhedeg
siarad
ag eistedd
coda get

PEIDIWCH Â

Don't...

Or...
Cerdda - walk!
cerddwch
ysgrifennu - write!
ysgrifennwch

Irregulars
Gwrandawch ama i
Listen to leave
Arhoswch yn y dosbarth
Wait in the class
Meddylwchla am
Think about



Level 1



Challenge 08

Last played: 04/11/2019



Challenge 09

Last played: 25/10/2019



Challenge 10

Last played: 04/11/2019



Listening Practice 2 (Double speed)

Last played: 22/10/2019



Challenge 11

Last played: 12/01/2020



Challenge 12

Last played: 15/11/2019



Challenge 13

Last played: 02/02/2020



Challenge 14

Last played: 04/04/2020



Challenge 15

Last played: 20/04/2020



Listening Practice 3 (Double speed) -
Level 1 (South)



Peer assessment - praise in Welsh

- Dw i'n meddwl bod ti wedi gwneud...
- I think that you have done...
- Gwaith da - good work
- Gwaith da iawn - very good work
- Gwaith taclus - neat/tidy work
- Cadw hyn i fynd - keep this going