Welsh lesson plans

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ruth Slade	Class:	Nursery
AoLE or Subject	Languages, Literacy and Communication	Date:	14 January 2020 - PM
Lesson Focus:	Welsh		
Meaningful links to Curriculum	Languages, Literacy and Communication What Matters: • Learners who speak and write effectively are prepared to play a full part in life and work. • Learning about identity and culture through languages prepares us to be citizens of Wales and the world. Progression Steps 1: • I can see links between my languages, e.g. tri in Welsh, three in English. • I can pronounce Welsh letter sounds and simple everyday words and phrases. • I can answer simple questions and express basic feelings and opinions.		
Meaningful links to: Cross Curricular Responsibilities	N/A		

Personal Targets (Linked to QTS and identifed in weekly review)

- To create additional activities for children who find it difficult to concentrate or stay in the room for the full discrete session.
- To make use of any additional adults to support children at different developmental stages.

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: 1. Listen to the story 'Tri banana melyn'. 2. Answer to Pwy wyt ti? Or Sut wyt ti? 3. Draw a picture of Flic or Flac happy or sad and then describe their emotion using Welsh (hapus or trist). (The children in the class are at various developmental stages including some children who have just started Nursery. My aim is that all children will be able to fulfil objective 1. I would expect the highest attaining children to fulfil all 3 objectives.)

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)
• The pupils will listen to the story 'Tri banana melyn'. • The pupils will answer in Welsh to Pwy wyt ti? Or Sut wyt ti? • The pupils will draw a picture of Flic or Flac with a happy or sad face and then describe their emotion using Welsh (hapus or trist).	• The pupils will be able to listen to 'Tri banana melyn'. • The pupils will be able to answer to Pwy wyt ti? Or Sut wyt ti? • The pupils will draw a picture of Flic or Flac with a happy or sad face and then describe their emotion using Welsh (hapus or trist).

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)	• I will begin by asking the children how they are in English.		
Teaching & Core Learning	• I will explain that we are now going to discuss how they are in Welsh. • I will model how it will go and then I will make my way around the circle. • I will then explain how to ask someone their name and how to answer. • I will then go around the class with this question. • We will then read the book 'Tri banana melyn'. • I will reinforce counting 1 – 3 in	• Pupils will answer to Pwy wyt ti? Or Sut wyt ti? • Pupils will listen to the Welsh story. • Pupils will draw Flick or Flack. • Pupils will answer if Flick or Flack is hapus or trist.	• 'Tri banana melyn' • Paper • Pencils

	Welsh during the 'Tri banana melyn' book. • I will ask the pupils if they like bananas in Welsh and then get them to ask me back. • The pupils will then draw a picture of Flic or Flac with a happy or sad face and describe their emotion using Welsh (hapus or trist). Differentiation: • I will ask the additional adult to sit with any pupil who is finding it difficult to engage. I will ask them to do what they can to help them focus (ask them questions etc.) • If the pupil still cannot cope, then I will ask that the additional adult take them out and read them a Welsh story or if that does not work a Welsh cartoon on Youtube.		

Plenary	• I will finish by asking each child who they drew and whether they were hapus or trist.	• The children will answer questions about their drawing.	

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))	• The children were confident in counting to 3 in Welsh. I repeated this throughout the story in order to reinforce this skill. • The children had to be told what to say when it came answering in Welsh, however they became more used to these terms as the lesson went on. • When they were drawing Flick, Flack or themselves I asked each one whether their character was happus or trist.
Next Steps for Progress	• In terms of next steps, I feel that it would be useful to recap everything we went over today. The children needed support with most parts of the lesson so I think a recap will be needed before moving on to anything new.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	• I used Flick and Flack puppets to enhance the learning. The children really engaged with the puppets and listened carefully when they had anything to say. • The Welsh story I read was 3 yellow bananas, so I brought in real bananas to use during the story. • I planned additional activities for any pupils who may be struggling. I discussed this with the LSA prior to the lesson. All pupils ended up staying for the entire lesson.
Areas for my Development Personal Targets for Progress	• I should continue to develop my own knowledge of Welsh and the pronunciation of the words.

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ruth Slade	Class:	Nursery
AoLE or Subject	Languages, Literacy and Communication	Date:	21 January 2020 - PM
Lesson Focus:	Welsh		
Meaningful links to Curriculum	Languages, Literacy and Communication What Matters: • Learners who speak and write effectively are prepared to play a full part in life and work. • Learning about identity and culture through languages prepares us to be citizens of Wales and the world. Progression Steps 1: • I can see links between my languages, e.g. tri in Welsh, three in English. • I can pronounce Welsh letter sounds and simple everyday words and phrases. • I can answer simple questions and express basic feelings and opinions.		
Meaningful links to: Cross Curricular Responsibilities	N/A		
Personal Targets (Linked to QTS and identifed in weekly review) • To create additional activities for children who find it difficult to concentrate or stay in the room for the full discrete session. • Make use of any additional adults to support children at different developmental stages.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: 1. Listen to the story 'Tri banana melyn'. 2. Answer to Pwy wyt ti? or Sut wyt ti? (The children in the class are at various developmental stages including some children who have just started Nursery. My aim is that all children will be able to fulfil objective 1. I would expect the highest attaining children to fulfil both objectives.

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)
• The pupils will listen to the story 'Tri banana melyn'. • The pupils will answer in Welsh to Sut wyt ti? • The pupils will ask a friend 'Sut wyt ti?' • The pupils will be able to count un, dai, tri.	• The pupils will be able to listen to 'Tri banana melyn'. • The pupils will be able to answer to Pwy wyt ti? Or Sut wyt ti? • The pupils will ask a friend 'Sut wyt ti?' • The pupils will be able to count un, dai, tri.

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)	• I will begin by welcoming the children with 'Bore da' or 'Prynhawn Da' depending on the time of day. • When we have all sat down, I will ask them if they know what 'Bore da' or 'Prynhawn Da' means. • I will then tell them what it means and ask them if they can say it back to me.		
Teaching & Core Learning	• I will read the book 'Tri banana melyn' , which we read last week. • Before starting I will ask 'Barod?'. I will then explain what 'Barod' means. • Whilst reading the book I will ask the children to join in such as by asking Flick and Flack if they like bananas in Welsh and counting the bananas in Welsh. • We will sing the song 'Clap, clap un, dai, tri' - https://www.youtube.com/watch?v=euLzsUtvVqM&list=PLkipNBTci2k-QU0ThNQL7j9TYROd0OSyH&index=10	• Pupils will answer to Sut wyt ti? • Pupils will listen to the Welsh story. • Pupils will sing along to the Welsh songs.	• 'Tri banana melyn' • Paper • Pencils

	• I will then explain that we are going to discuss how they are in Welsh. • We will begin with this song - https://www.youtube.com/watch?v=-aw59C-89P8&list=PLkipNBTci2k-QU0ThNQL7j9TYROd0OSyH&index=2 - however, I will restrict it to Mr. Hapus, Mr. Trist and Mr. Wedi Blino. • I will use three simple images of a face each showing one of the three emotions • I will model how it will go and then I will make my way around the circle. • I will then ask the children to ask a friend 'Sut wyt ti?' Differentiation: • I will ask the additional adult to sit with any pupil who is finding it difficult to engage. I will ask them to do what they can to help them focus (ask them questions etc.) • If the pupil still cannot cope, then I will ask that the additional adult take them out and read them a Welsh story or play them some Welsh songs on YouTube - https://www.youtube.com/playlist?list=PLkipNBTci2k-QU0ThNQL7j9TYROd0OSyH		

Plenary	• We will finish with one of the Welsh songs depending on which they preferred.	• The children will sing along	

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))	• The children were confident in counting to 3 in Welsh. I repeated this throughout the story in order to reinforce this skill. • The children had to be told what to say when it came answering in Welsh, however they became more used to these terms as the lesson went on. • When they were drawing Flick, Flack or themselves I asked each one whether their character was hapus or trist.
Next Steps for Progress	• In terms of next steps, I feel that it would be useful to recap everything we went over today. The children needed support with most parts of the lesson so I think a recap will be needed before moving on to anything new.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	• I used Flick and Flack puppets to enhance the learning. The children really engaged with the puppets and listened carefully when they had anything to say. • The Welsh story I read was 3 yellow bananas, so I brought in real bananas to use during the story. • I planned additional activities for any pupils who may be struggling. I discussed this with the LSA prior to the lesson. All pupils ended up staying for the entire lesson.
Areas for my Development Personal Targets for Progress	• I should continue to develop my own knowledge of Welsh and the pronunciation of the words.

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ruth Slade	Class:	Nursery
AoLE or Subject	Languages, Literacy and Communication	Date:	27 January 2020 - PM
Lesson Focus:	Welsh		
Meaningful links to Curriculum	Languages, Literacy and Communication What Matters: • Learners who speak and write effectively are prepared to play a full part in life and work. • Learning about identity and culture through languages prepares us to be citizens of Wales and the world. Progression Steps 1: • I can see links between my languages, e.g. tri in Welsh, three in English. • I can pronounce Welsh letter sounds and simple everyday words and phrases. • I can answer simple questions and express basic feelings and opinions.		
Meaningful links to: Cross Curricular Responsibilities	N/A		
Personal Targets (Linked to QTS and identifed in weekly review) • To create additional activities for children who find it difficult to concentrate or stay in the room for the full discrete session. • Make use of additional adults to support children at different developmental stages to achieve learning objectives.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: 1. Listen and/or read along to the story 'Tri banana melyn'. 2. ~~2.~~ Count up to ten in Welsh, using songs. ~~by singing along to Un, dau, tri bys yn dawnsio (some children will be able to count all the way to 10. I hope that all children will be able to count to 3).~~ 3. Pupils will answer to 'Pwy wyt ti?' and 'Sut wyt ti?'.

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)
• "I can read along to Tri banana melyn by repeating simple welsh words and phrases modelled by an adult". • "I can count up to 10 in Welsh whilst singing the song "Un, dau, tri bys yn dawnsio". • "I can use my fingers to help me count as I sing along to "Un, dau, tri bys yn dawnsio" • "I can reply to 'Pwy wyt ti?' using '... ydw i." • "I can reply to 'Sut wyt ti?' using 'Dw i'n …'	• The pupils will be able to listen to and possibly join in with the reading of 'Tri banana melyn'. • The pupils will be able to answer to Pwy wyt ti? Or Sut wyt ti? • The pupils will ask a friend 'Sut wyt ti?' • The pupils will be able to count to 10 in Welsh by singing along to Un, dau, tri bys yn dawnsio.

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)	• I will begin by welcoming the children with 'Bore da' or 'Prynhawn Da' depending on the time of day. • When we have all sat down, I will ask them if they know what 'Bore da' or 'Prynhawn Da' means. • I will then tell them what it means and ask them if they can say it back to me. • We will then practise some rote counting to help them focus and engage in the main learning of the session.	• Children will say 'Bore da' or 'Prynhawn Da' back to me.	
Teaching & Core Learning	• I will read the book 'Tri banana melyn' , which we read last week. • Before starting I will ask 'Barod?'. I will then explain what 'Barod' means. • Whilst reading the book I will ask the children to join in such as by asking Flick	• Pupils will answer to Sut wyt ti? • Pupils will listen to the Welsh story. • Pupils will sing along to the Welsh songs. • Pupils will use some of the	• 'Tri banana melyn' • Paper • Pencils

	and Flack if they like bananas in Welsh and counting the bananas in Welsh. • We will sing the song 'Un, dau, tri bys yn dawnsio' • I will then explain that we are going to discuss how they are in Welsh. • We will sing the 'Mr.Hapus' song again to remind them of the vocabularly. • I will show pictures of each emotion as we sing. • I will model how to answer to 'Sut wyt ti?' and then I will make my way around the circle. Differentiation: • I will ask the additional adult to sit with any pupil who is finding it difficult to engage. I will ask them to do what they can to help them focus (ask them questions etc.) • If the pupil still cannot cope, then I will ask that the additional adult take them out and read them a Welsh story or play them some Welsh songs on YouTube -	vocabulary from the book and will ask Flick and Flack 'wyt ti'n hoffi bananas?' • Pupils will use their fingers as they count to ten in Welsh.	

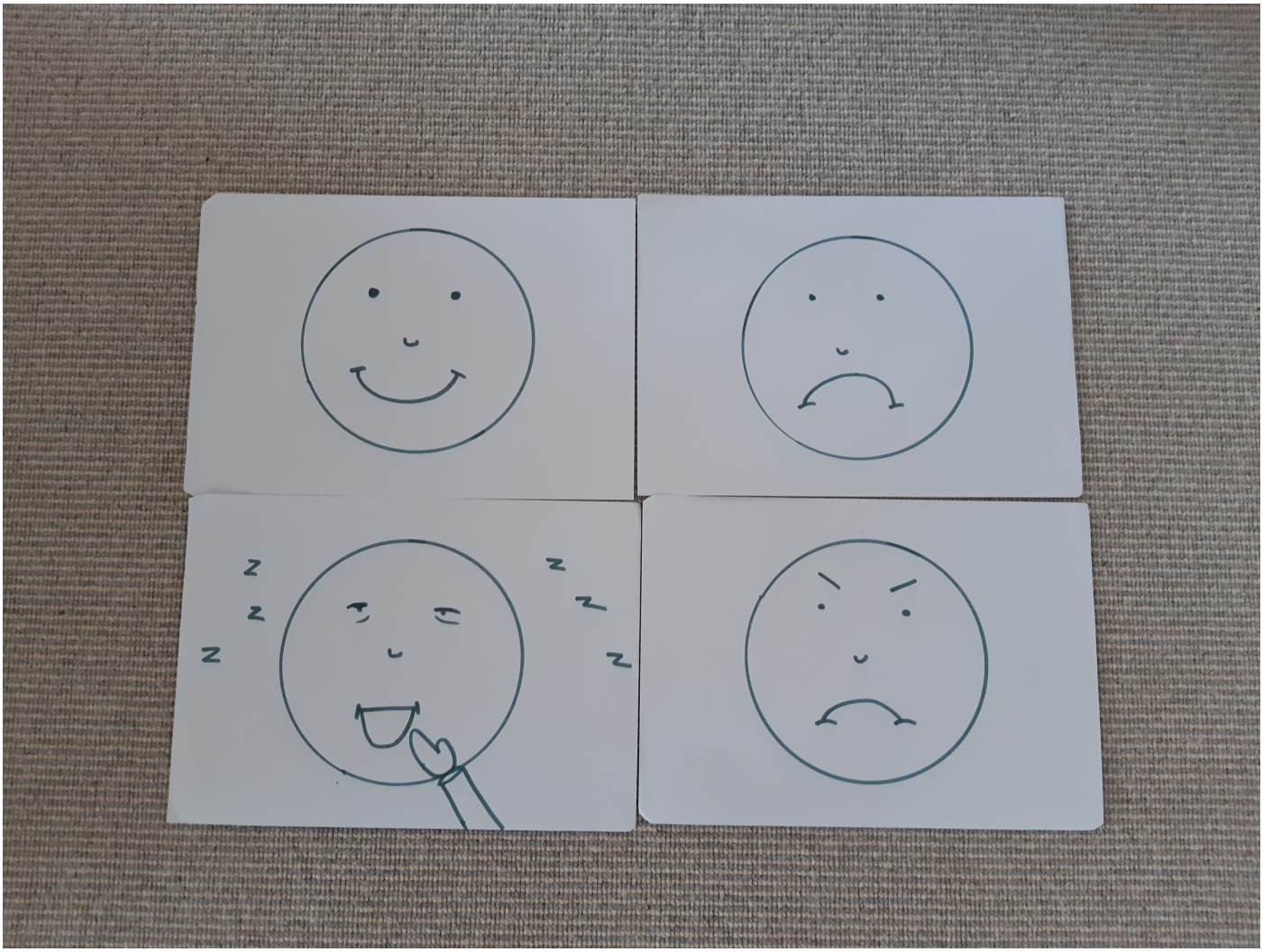
	https://www.youtube.com/playlist?list=PLkipNBTci2k-QU0ThNQL7j9TYROd0OSyH		
Plenary	• We will finish with the children asking a friend ‘Sut wyt ti?’ • We will then finish with the Welsh song ‘Hwyl fawr ffrindiau'.	• The children will ask a friend ‘Sut wyt ti?’. • The children will sing along to Hwyl fawr ffrindiau'.	

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))	• The children were confident in counting to 3 in Welsh. I repeated this throughout the story in order to reinforce this skill. • The children had to be told what to say when it came answering in Welsh, however they became more used to these terms as the lesson went on. • When they were drawing Flick, Flack or themselves I asked each one whether their character was happus or trist.
Next Steps for Progress	• In terms of next steps, I feel that it would be useful to recap everything we went over today. The children needed support with most parts of the lesson so I think a recap will be needed before moving on to anything new.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	• I used Flick and Flack puppets to enhance the learning. The children really engaged with the puppets and listened carefully when they had anything to say. • The Welsh story I read was 3 yellow bananas, so I brought in real bananas to use during the story. • I planned additional activities for any pupils who may be struggling. I discussed this with the LSA prior to the lesson. All pupils ended up staying for the entire lesson.
Areas for my Development Personal Targets for Progress	• I should continue to develop my own knowledge of Welsh and the pronunciation of the words.

Resources






Tri banana melyn



Lesson plans with Welsh as a cross-curricular element

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ruth Slade	Class:	Nursery
AoLE or Subject	Mathematics and Numeracy	Date:	27 January 2020
Lesson Focus:	2D shapes – Circle, Square, Triangle, Rectangle		
Meaningful links to Curriculum	**What Matters:** Geometry focuses on relationships involving properties of shape, space and position, ~~and measurement focuses on quantifying phenomena in the physical world.~~ **Progression Step 1:** I have explored shapes through investigative play, and I can categorise and sort shapes using their properties. I can use the language of shapes to describe objects.		
Meaningful links to: Cross Curricular Responsibilities	Languages, Literacy and Communication – Welsh **What Matters** • Learners who speak and write effectively are prepared to play a full part in life and work. • Learning about identity and culture through languages prepares us to be citizens of Wales and the world. **Progression Steps 1:** • I can see links between my languages, e.g. tri in Welsh, three in English. • I can pronounce Welsh letter sounds and simple everyday words and phrases.		
Personal Targets (Linked to QTS and identifed in weekly review) • To create additional activities for children who find it difficult to concentrate or stay in the room for the full discrete session. • Make use of any additional adults to support children at different			

developmental stages to achieve learning objectives.

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • Match and sort 2D shapes. • Recognise and use the names for 2D shapes - Square, Circle, Rectangle and Triangle. • Recognise the differences between each shape, particularly square and rectangle. • Begin to learn about the properties of 2D shapes – namely sides and corners. Differentiation: I expect the higher attaining children will fulfil all of the above. I expect the lower attaining children to be able to match and sort the shapes, and recognise and name at least one 2D shape.

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)
• "I can recognise and name the shapes square, rectangle, circle and triangle". • "I can tell the difference between a square and a rectangle". • "I can count carefully the sides of each shape". • "I can find and match items that are square, rectangle, circle or triangle shaped". • "I can sort squares, rectangles, circles and triangles".	To demonstrate learning pupils will: • Successfully sort the shapes provided. • Use the correct vocabulary - circle, square, triangle and rectangle. • Find items in the environment that are circle, square, triangle or rectangle. • Count the sides of each 2D shape.

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)	• I will begin the lesson by reminding the children that we started to learn about shapes last week. • I will ask if anyone can remember a shape we learnt about last week? • I will tell the children that we are going to be learning more about shapes this week except this time we will be having some friends along to help us.	• The children will demonstrate good sitting and listening skills as we commence the lesson. • The children will put their hand up and let me know if they can remember a shape we learnt about last week.	
Teaching & Core Learning	• I will make finger puppets for each shape (similar to the below pictures) and then introduce them one by one.	• Make each 2D shape with their finger. • Sort shapes into shape sorter. • Count the sides of each shape. • Ask Mrs. Triangle some questions in Welsh. • Find shapes in the	• Shape finger puppets. • Shapes to make a rocket. • Shape sorter. • Shapes to post. • Shape magnifying

	 • For each shape I will ask ○ Who are you? ○ How many sides do you have? ○ How many corners do you have? • Mrs. Triangle will be Welsh and so I will ask her the above questions in Welsh. I will also ask the children if they can ask the questions in Welsh and/or count the sides in Welsh. • Each shape will bring some shape friends with them. • After each shape has left, I will set the shapes on the ground. Altogether they will make a rocket	environment using the shape magnifying glasses. • Talk about the 2D shapes that I have used in my shape picture • Use the language of the properties of shapes including, curved / straight / corner / side.	glasses (made with a laminator and coloured paper)

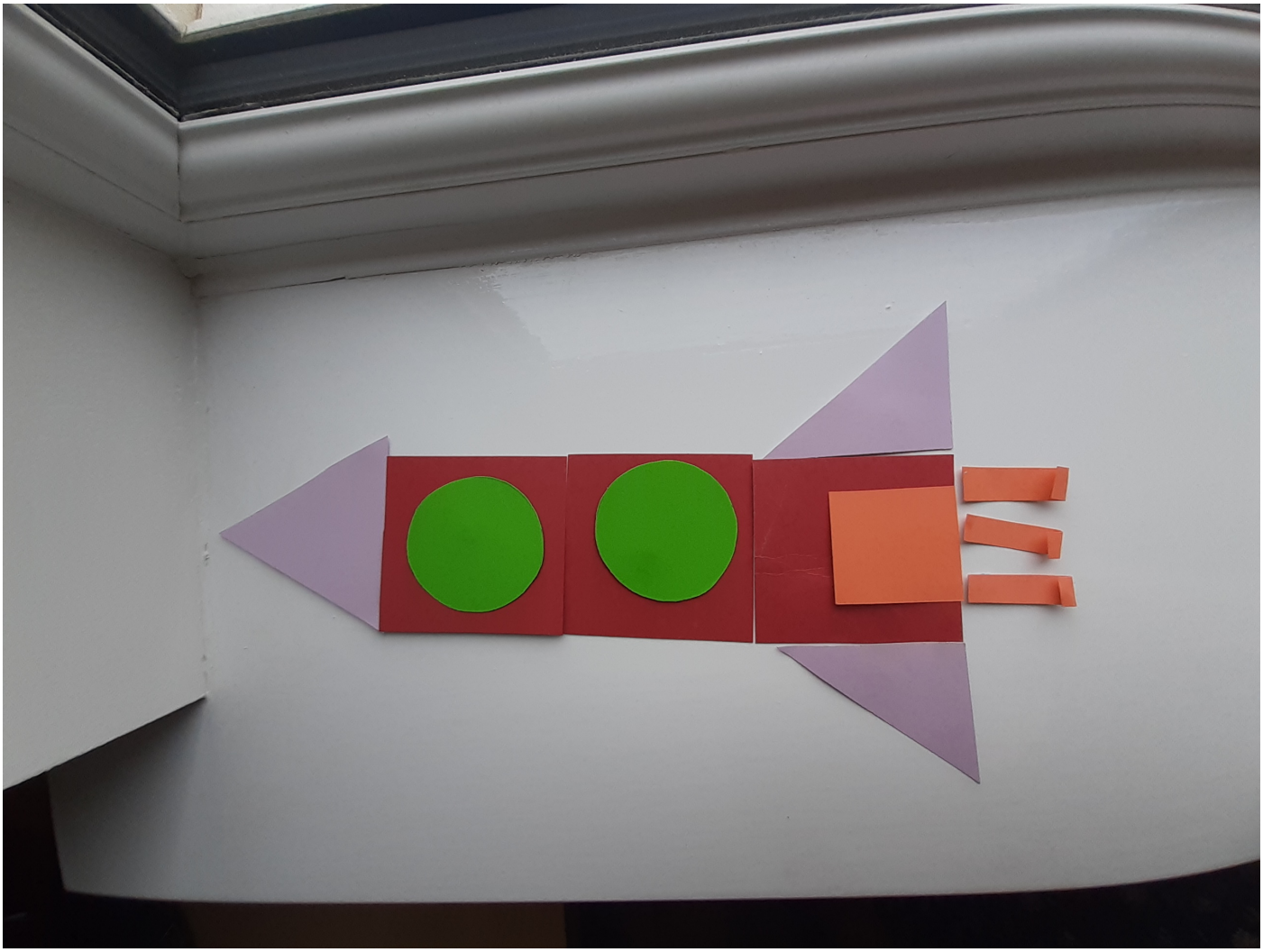
	ship made with a pointy triangle roof, a rectangle door, 3 square sections for the body and some circle windows (similar to the below except with a rectangle door).  If any of the children complete the rocket ship quickly, you could invite them to make their own shape picture and talk / name shapes they have used. • Secondly after each shape has left, I will ask some of the children to post that shape into the cardboard, shape sorter, which I will bring. • After this, I will explain to the children that we can see shapes everywhere. I will then give the children a shape magnifying glass each. This will be a piece of cardboard in each shape with a		

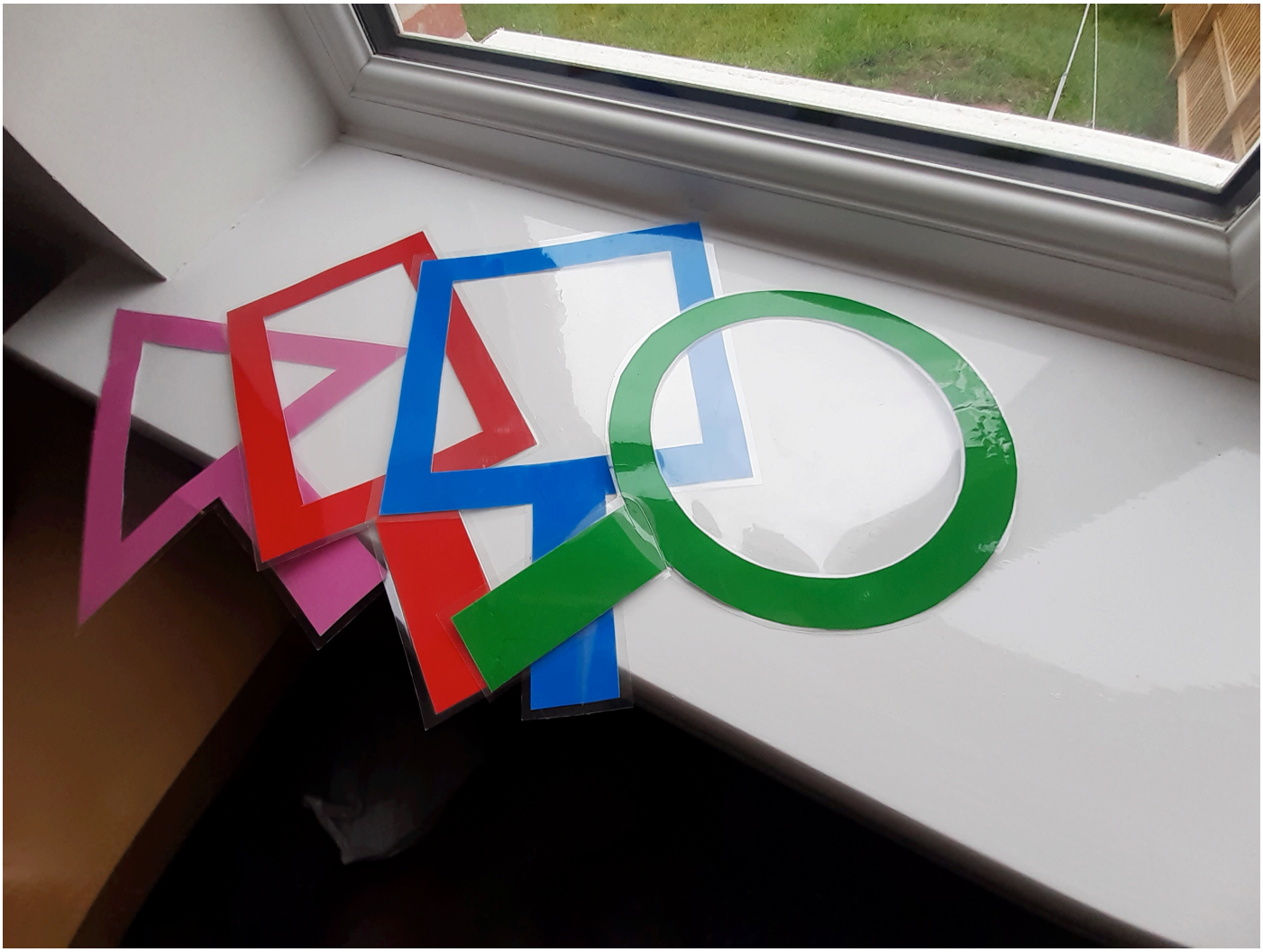
	plastic window in the middle and a handle. The children can look through it to help them see what shape anything is. • We will then have a shape hunt in the classroom as they sit on the floor. **Differentiation:** • I will ask the additional adult to sit with any pupil who tends to struggle in discrete sessions. I will ask them to try and keep their attention by asking them questions and directing their attention. You will have an additional adult so this section needs to be worded as though you will. • If any pupil is finding it difficult to cope and cannot stay in the room, I will ask the additional adult to take them into the nursery with a shape magnifying glass to search for items of that shape. and • show them this video on an iPad - https://www.youtube.com/watch?v=Aak91VqbHN0		

Plenary	• When we return to the classroom after the shape hunt, each child will talk about what they have found. • To finish I will explain to them that I will be leaving some magnifying glasses out on the Numeracy table in the Nursery so that they can search for more shapes in the nursery when they choose what / where they would like to learn.	• The children will share what item they have found on their shape hunt and what shape it is.	• Shape magnifying glasses

Resources








Rectangle
Circle
Triangle
Square

Feedback

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Ffurflen Cyd-arsylwi/ *Joint Observation Form*

Mae hyn yn rhan o'r dystiolaeth sy'n llywio'r Adroddiad Interim.
This forms part of the evidence that informs the Interim Report.

	Enw/ *Name*	Llofnod/ *Signature*
Darpar athro: *Student-teacher:*	Ruth Slade	
Mentor: *Mentor:*	Elle Peate	
Arweinydd y Rhwydwaith: *Network Lead:*	Deb Forse.	
Tiwtor Proffesiynol: *Professional Tutor:*	Ceri Lewis	
Dyddiad yr Arsylwad: *Date of Observation:*	27/1/20.	
Pwnc/ Maes Dysgu a Phrofiad: *Subject/AOLE:*		
Dosbarth: *Class:* Nursery.	Oed: *Age:* 3	Nifer o Ddisgyblion: *Number of Pupils:* 6

Sylwadau Naratif/ *Narrative Comments:*

Revision. Direct questioning to recall shapes. Shape poster introduced finger puppet shapes. "My name is Mr. Square." The properties of a square explained by Mr. Square. Counting corners and sides - effective reinforcement using a prepared stimulus - other shapes similarly reviewed with the pupils. Good questioning to draw out pupils' observations to compare Mr. Square + Mr rectangle. Sensitive response to 'move for all to see'. Engaging teacher presence and voice. Each shape guest brings a present. Mrs Triangle yoda: - have dar! - She's delish. 'Ur, dau, tri sides' - incorporation of world vocabulary naturally in the experience. The presents are shapes that could - green - a rocket. Magnifying glass shapes ready to use. Many prepared purposeful reinforcement resources. Post boxes for shapes. Engaging and fun sequence of linked reinforcement for shape recognition - really nice. Pupils all formed on you and your expectations.

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Ticiwch fel y bo'n briodol:
Tick accordingly:

Safonau / *Standard*	NB *NA*	Achos pryder *Cause for concern*	Ddim ar y trywydd iawn *Not on track*	Ar y trywydd iawn *On track*	Tu hwnt i ddisgwyliadau *Exceeding expectations*
Addysgeg: Mireinio addysgu: *Pedagogy: Refining teaching:*				✓	
Addysgeg: Hyrwyddo dysgu *Pedagogy: Advancing learning*				✓	
Addysgeg: Dylanwadu dysgwyr *Pedagogy: Influencing learners*				✓	
Arweinyddiaeth: *Leadership:*	✓				
Dysgu proffesiynol *Professional Learning*				✓	
Arloesi: *Innovation:*				✓	
Cydweithredu: *Collaboration:*				✓	

Camau Pellach/ *Further Action*
Target: ① Your engagement with at least one other key worker group for an overnight of setting groups. ② Differentiated teacher thinking into real time response in learning activities – how can you respond to the variety of progression points pupils can exhibit? What is the next step in real time to move pupils on?
Dyddiad/ *Date*: 27/1/20 CPL.

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	Enw/ *Name*	Llofnod/ *Signature*
Darpar athro: *Student-teacher:*	Ruth Slade.	
Mentor: *Mentor:*		
Arweinydd y Rhwydwaith: *Network Lead:*	Deb Forse.	DJforse.
Tiwtor Proffesiynol: *Professional Tutor:*		
Dyddiad yr Arsylwad: *Date of Observation:*	27.1.20	
Pwnc/ Maes Dysgu a Phrofiad: *Subject/AOLE:*	Numeracy	
Dosbarth: *Class:* Nurs	Oed: *Age:* 3/4	Nifer o Ddisgyblion: *Number of Pupils:* 6

Sylwadau Naratif/ *Narrative Comments:*

Do you remember last week we were learning about shapes? Child could name - △, ○, □.
Introduced shape - called Mr square - counted sides + corners. Mr rectangle, same compared the two.
Mrs Circle - 1 long side - children drew ○ shape in air. Mrs Triangle - welsh - good use of counting in Welsh. Good integration of bilingualism.
Children were guessing - Question What do you think it might be?
Children had shapes as nouns - able to match shapes - reinforce the name when giving them out. Children identified the shapes using magnifying glasses + posted them into the box.
Moving out to look for shapes in the environment using magnifying glasses. Pupils were bringing correctly identified shapes back to you - shows excitement and engagement.
Allowed learners time to engage - all engaged and were naming shapes that matched their shapes.
High expectations - vocabulary such as sides / corners.
lesson was well resourced.
Ruth gave opportunities for all learners to progress.

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Ticiwch fel y bo'n briodol:
Tick accordingly:

Safonau / *Standard*	NB *NA*	Achos pryder *Cause for concern*	Ddim ar y trywydd iawn *Not on track*	Ar y trywydd iawn *On track*	Tu hwnt i ddisgwyliadau *Exceeding expectations*
Addysgeg: Mireinio addysgu: *Pedagogy: Refining teaching:*				✓	
Addysgeg: Hyrwyddo dysgu *Pedagogy: Advancing learning*				✓	
Addysgeg: Dylanwadu dysgwyr *Pedagogy: Influencing learners*				✓	
Arweinyddiaeth: *Leadership:*	✓			✓	
Dysgu proffesiynol *Professional Learning*				✓	
Arloesi: *Innovation:*				✓	
Cydweithredu: *Collaboration:*				✓	

Camau Pellach/ *Further Action*

To become more aware of the class beyond your key worker group.
Use questionning opportunities to enhance learning - in particular when learners were shouting out guesses

Dyddiad/ *Date*: 27.1.20

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ruth Slade	Class:	Nursery
AoLE or Subject	Expressive Arts	Date:	7 February 2020
Lesson Focus:	Welsh Music		
Meaningful links to Curriculum	**Expressive Arts** **What Matters:** Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals **Progression Step 1:** I am beginning to explore ideas, feelings and moods in a variety of creative work.		
Meaningful links to: Cross Curricular Responsibities	**LLC** **What Matters:** Understanding language is key to understanding the world around us. **Progression Step 1:** I can discriminate sounds, play with sounds and manipulate sounds both in my environment and in words. **What Matters** Learners who speak and write effectively are prepared to play a full part in life and work **Progression Step 1:** I can explain information and share ideas and feelings. I can ask and answer simple questions, and can initiate and respond to simple statements on familiar topics. I can take part in group discussions, taking turns and showing understanding of conversational etiquette.		
Personal Targets (Linked to QTS and identifed in weekly review) • To create additional activities for children who find it difficult to concentrate or stay in class for the full discrete session.			

- Make use of any additional adults to support children at different developmental stages.
- To progress and reinforce the children's learning.

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: 1. Listen carefully to and then identify everyday sounds. 2. Listen carefully to Welsh music. 3. Respond to Welsh music.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or productof learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
1. "I can listen carefully to various sounds". 2. "I can describe sounds". 3. "I can recognise sounds". 4. "I can respond to music by expressing whether I like or dislike it". 5. "I can respond to music by expressing how it makes me feel by putting my thumbs up or down". 6. " I can say if a piece of music makes me feel happy or sad.". 7. "I can wait my turn to speak". 8. "I will look at my friends when they are speaking and use my ears to listen to them". 9. "I can practice good sitting".	The pupils will **listen** carefully to various sounds from the BBC sound library. The pupils will attempt to **identify** the sounds from the BBC sound library. The pupils will attempt to **describe** the sounds. The pupils will **listen** carefully to Welsh music. The pupils will **respond** to Welsh music by expressing whether they like or dislike it and how it makes them feel.

Time	**Activities/Methodology/Key Concepts** (Teacher's Role – including key teaching points, differentiation strategies and key questions)	**Pupil Tasks** (Pupils' role – including differentiation, engagement informative assessment and homework)	**Resources** (Including Health and Safetyrequirement)

Openingphase (withlinks to p riorlearning)	• I will begin by asking the children to be very quiet. • I will then ask them what they can hear. • We will discuss this for a short time before moving into the main lesson.	• Pupils will practice good sitting and listening as we all listen for sounds. • Pupils will answer questions about what they can hear.	
Teaching &Cor eLearning	• I will explain that I have some more sounds to share with them, but they must listen very carefully to hear them. • I will also explain that they must put their hand up if they know the answer, but not shout out as other children may still be trying to listen. • I will then play some of the BBC sounds. • The children will respond after each sound. • We will move on to the Welsh music. • I will first model what I want them to do by playing a clip and then responding to it myself. I will tell them whether I liked it or not and how it made me feel. • We will then listen to a few more clips. • The children will respond after each clip.	• The pupils will listen and respond to the BBC sounds. • The pupils will listen and respond to the Welsh music. • They will put their thumbs up if they like it and down if they do not like it.	• BBC sound clips. • Welsh music clips.

	Differentiated task: If a child is finding it difficult to stay with the group, the additional adult could take them out into the nursery and sing some Welsh songs with them such as Lliwiau Enfys (or play the Welsh song book on the iPad). The child can be encouraged to put their thumbs up or down to indicate whether they like the song or not.		
Plenary	• At the end of the activity we will discuss which clip was our favourite and why.	• The children will discuss which clip was their favourite and why.	• Welsh music clips.

Resources

13:24 • 89%

Welsh Music



SHUFFLE PLAY

ADD SONGS

Download



Calon Lân
Only Boys Aloud • Only Boys Aloud -...



Gwahoddiad
Only Boys Aloud • Only Boys Aloud -...



Profa I Mi
Pheena • Disco Dawn



MYFANWY
Rhydian • Welsh Songs – Caneuon C...



Cwîn
Gwilym • Sugno Gola



Hei Mistar Urdd • Mei Gwynedd
Devices Available

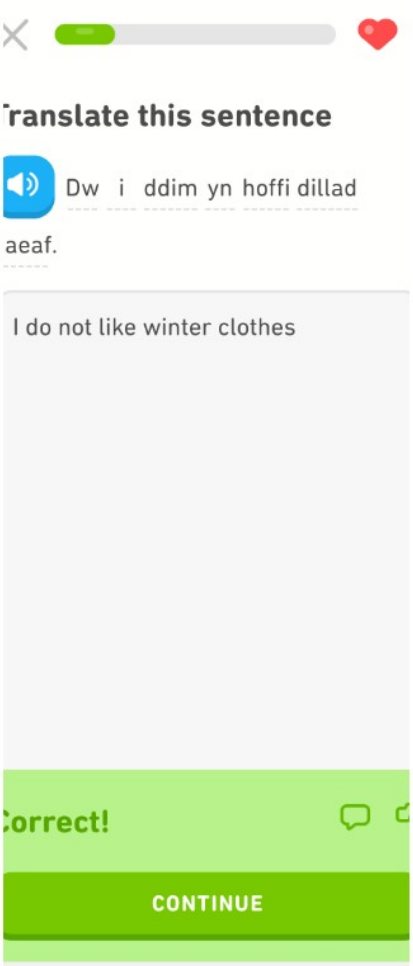
Home Search Your Library

End of placement feedback from mentor

placement has been very valuable. Ruth displays an ongoing commitment to using the Welsh language and has consistently used incidental Welsh in her teaching. Ruth has always been conscientious about providing the very best role model to learners and practises reading texts in advance of sessions to ensure correct pronunciation. Ruth should be commended on her use of the Welsh Language. The Professional

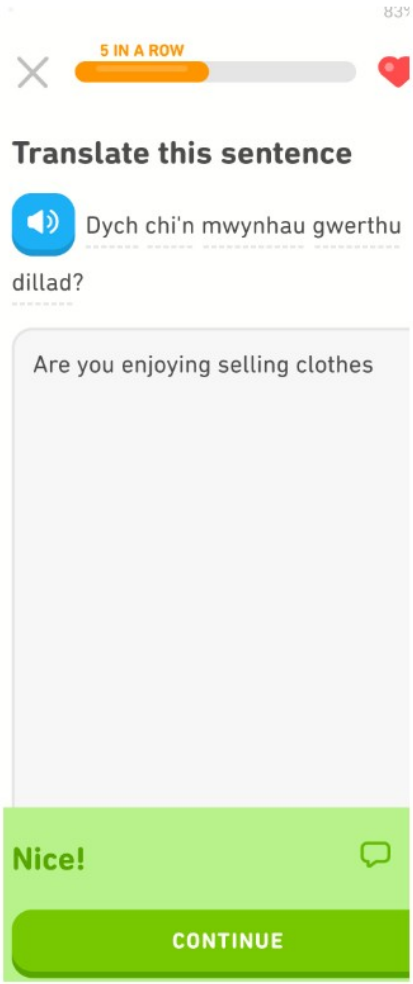
Some Duolingo screenshots

Duolingo is the most popular language-learning platform and the most downloaded education app in the world, with more than 300 million users. The company's mission is to make education free, fun and accessible to all. Duolingo is designed to feel like a game and scientifically proven to be effective.

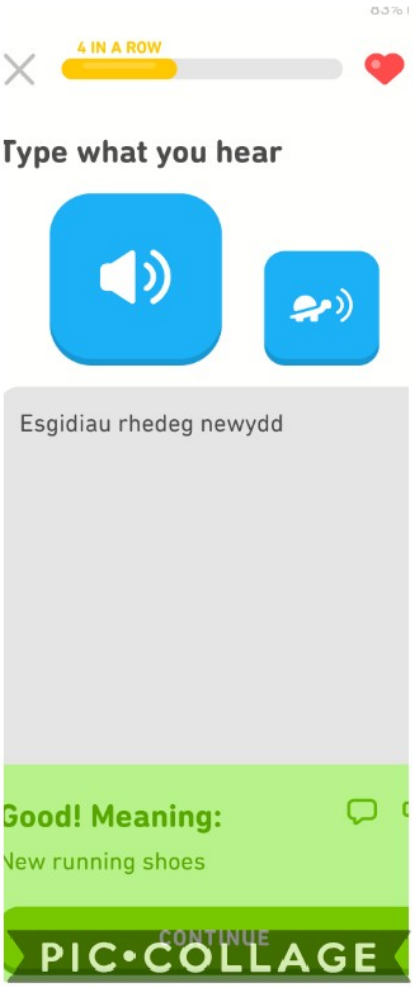

Translate this sentence
Dw i ddim yn hoffi dillad aeaf.
I do not like winter clothes
Correct!
CONTINUE


LEVEL 3
You leveled up the Wildfire achievement!
You reached a 7-day streak
CONTINUE


29
1
TRY PL
Greet 1
Greet 2
Present1
Present 2
Clothes 1
Work 1

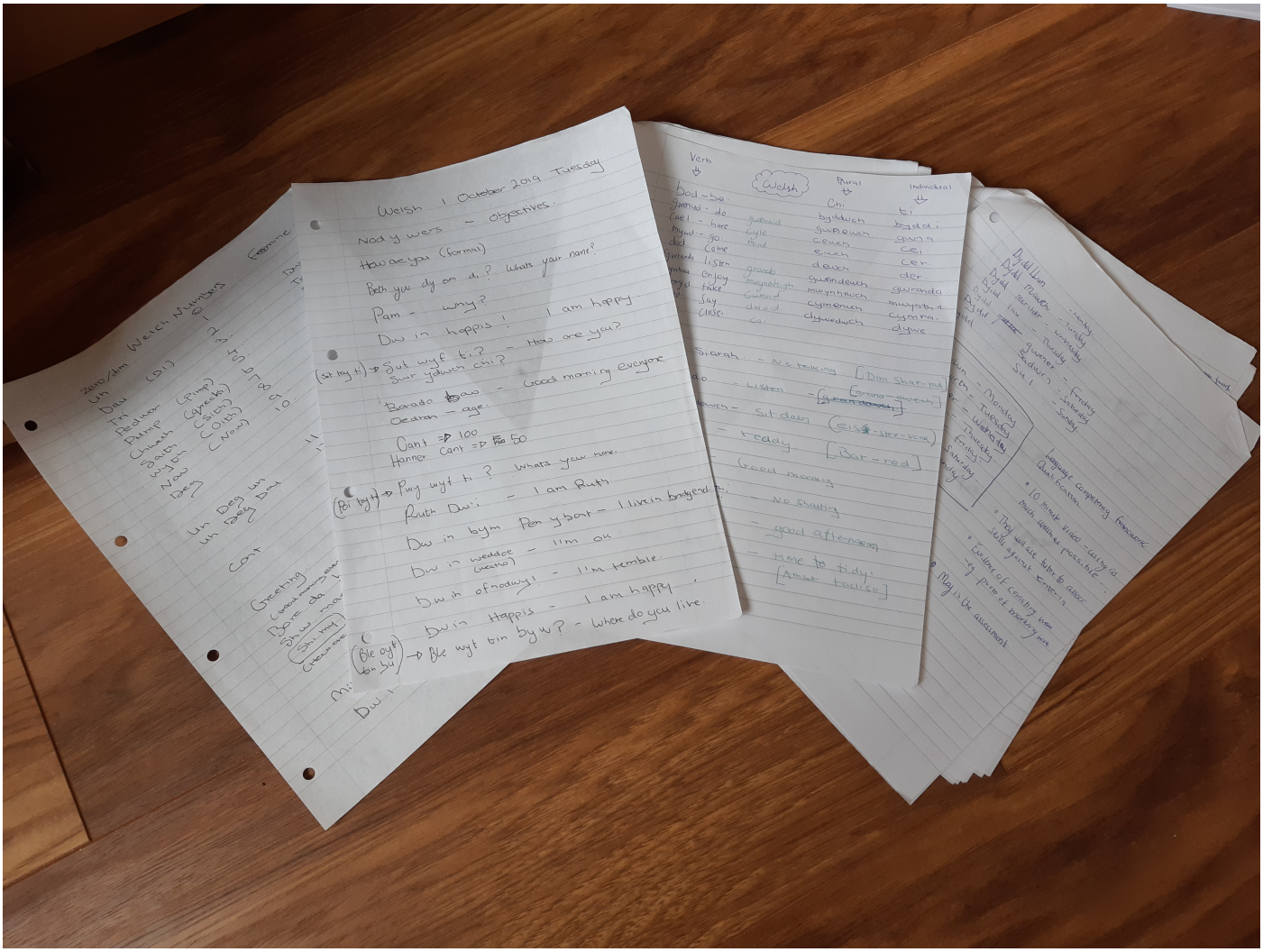

5 IN A ROW
Translate this sentence
Dych chi'n mwynhau gwerthu dillad?
Are you enjoying selling clothes
Nice!
CONTINUE


LEVEL 4
You leveled up the Sharpshooter achievement!
You completed 20 lessons with no mistakes
CONTINUE


4 IN A ROW
Type what you hear
Esgidiau rhedeg newydd
Good! Meaning:
New running shoes
CONTINUE

PIC•COLLAGE

Some of my university Welsh lesson notes


Welsh 1 October 2019 Tuesday
Noda y wers – objectives
How are you (formal)
Both yw dy enw di? Whats your name?
Pam – why?
Dw i'n hapus! I am happy
Sut wyt ti? – How are you?
Bore da – Good morning everyone
Ruth Dw i – I am Ruth
Dw i'n byw yn Pen y bont – I live in Bridgend
Dw i'n weddol (iawn) – I'm ok
Dw i'n Hapus – I am happy
Ble wyt ti'n byw? – Where do you live
Verb
Welsh
Plural
Individual
Bod – be
Gwneud – do
Cael – have
Mynd – go
Dod – Come
Gwrando – Listen
Mwynhau – Enjoy
Cymeryd – Take
Dywedyd – Say
Clust
Cymraeg
Dydd Llun
Dydd Mawrth – Tuesday
Dydd Mercher – Wednesday
Dydd Iau – Thursday
Dydd Gwener – Friday
Dydd Sadwrn – Saturday
Dydd Sul – Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
Language of Competency framework
Quiz Evening
10 minute lesson – Learning as much vocabulary as possible
They will test Peter to assess skills against Competency
Evidence of Coaching and Mentoring
eg Photo of Mandy's work
Mandy is the assessment

A presentation giving an overview of Welsh in Education (2017).

Welsh in Education (2017)





Who is the intended audience

This document is intended to inform educational practitioners about the need to enforce further welsh within the classroom.

This document also intended to inform students learning to become teachers about the importance of supporting a strong feeling of welsh throughout all teaching

What are the main points made?

- Increase the number of each school year group receiving Welsh-medium education from **22%** to **40%** (about **14,000** in each year group) by 2050.
- Transform how we teach Welsh to all learners so at least **70%** of those learners can speak Welsh by the time they leave school.
- Increase the number of primary teachers who can teach in Welsh from **2,900** to 3,900 by 2031 and **5,200** by 2050;
- Increase the number of secondary teachers who can teach Welsh from **500 to 1,200** by 2050; and increase the number of secondary teachers who can teach through the medium of Welsh from **1,800** to **4,200** by 2050.



Have you seen any evidence of their impact in schools?

- Daily Welsh.
- Use of incidental Welsh in the classroom.
- Welsh club.
- Welsh-language Sabbatical Scheme for practitioners to include school support staff and courses on various levels.
- Funding to local authorities and regional consortia to raise standards in the teaching and learning of Welsh and through the medium of Welsh.



Why is Welsh in education important?



- Keeps the language alive.
- It is part of the cultural identity of Wales.
- There are also **educational** benefits in learning two languages, with research showing that it helps develop cognitive skills.
- Many jobs are available for Welsh speakers.
- Yes, Welsh is not used globally, like Spanish or French, but it is more useful to know the language of the place that you live than of a country you will probably only ever visit on holiday.

The aim is to ensure that all learners benefit from a world-class curriculum and that they enjoy learning and teaching that inspires them to succeed in an effectively led, collaborative and innovative education community.

