

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Liam Fawcett	Class:	Reception
AoLE or Subject	Welsh	Date:	14/01/20
Lesson Focus:	Sut Wyt ti?		
Meaningful links to Curriculum	Oracy: view and listen carefully to a variety of visual and audio-visual stimuli speak clearly, using simple words, greetings and expressions listen to increasingly complex phrases and instructions and respond as appropriate speak using correct pronunciation and appropriate intonation Reading: follow stories read to them and respond as appropriate listen to a story being read by following the print read aloud their own work and other printed resources		
Meaningful links to: Cross Curricular Responsibilities	As above for Literacy		
Personal Targets (Linked to QTS and identified in weekly review):			
Continue to build rapport with the class, particularly the new Key Worker group using appropriate authority.			
Establish your high expectations for behaviour with the new group e.g. sitting and listening.			
Lead on transitions throughout the day - sending to lunch times, settling in after lunch times.			

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

- Understand and recap the question 'sut wyt ti heddiw?'
- Respond to the question by using emotion cards
- Listen and respond to 'Nos Da Arthur' and understand the term 'Nos Da'
- Join in with song 'Hwyl Fawr Ffrindiau'

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 understand the question 'sut wyt ti heddiw'? • I can respond to the question using emotion cards • I can listen and respond to the book 'Nos da Arthur' • I can join in with the song 'hwyl fawr ffrindiau'	• Listen to the question and respond that it means 'how are you today'? • Point at emotion cards in a game of splat and verbally respond to question • Listen and join in with book 'Nos Da Arthur' • Verbally join in with song 'hwyl fawr ffrindiau'

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)	Sit all children on the carpet and ask them if they remember what they covered yesterday. Ask the question 'Sut wyt ti heddiw?' Ask them what does it mean? Lay out the emotion cards on the floor Explain that they should respond with 'dw'in and then an emotion on how they are feeling.	Children to sit in a circle and respond to questions posed by teacher Point at the emotion card in which they are feeling Reply with dw'in and then the emotion	Emotion cards Splat stick
Teaching & Core Learning	Read book 'Nos Da Arthur' Discuss what 'Nos Da' means Ask important questions around the book	sit and listen to book Respond to questions and comment on incidents in the book	Nos da Arthur Book

Plenary	Sing hwyl fawr ffrindiau to conclude the lesson	All join in with ' hwyl fawr ffrindiau ' before finishing the lesson	Laptop for song.

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Evaluation of the Learning Experience

(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	All children were able to answer to the question 'sut wyt ti'. The more able could do this without any prompting and could answer in a full sentence. The lower ability could point at the emotion card and could say the answer in English. However, they could, verbally repeat the Welsh answer after the teacher. With the help of the pictures, they could verbally tell me that Nos Da means goodnight, and the lower ability fed from the more able's answers.
Next Steps for Progress	The lower ability need to be able to answer the question before the higher ability give their answer. This will show if they understand the question. Perhaps more translation work is needed to check they know what I am asking them.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I made sure all children had contact time of asking the question, and also answering. This made sure they were all happy they were given the chance at achieving the learning outcome- Positive effect on their confidence and well-being (Learning outcomes and well-being-Pedagogy) I set different expectations for the class, and accepted when I deemed they had been challenged. This caused me to regularly question and prompt children to give me an answer in Welsh that was acceptable for their level.
Areas for my Development Personal Targets for Progress	Alter the way I manage the class by asking question in a different order (managing the learning environment-pedagogy). This will allow the lower ability to be challenged and more independent rather than repeating what another child has said.

