For information only – this work has already been submitted to Turnitin.

Er gwybodaeth yn unig – mae'r gwaith eisoes wedi ei gyflwyno i Turnitin.

The three AOLEs that I have chosen to discuss within this assignment are Humanities, Expressive Arts and Languages, Literacy and Communications. I have adopted a thematic approach to learning and have chosen the theme, 'The Rainforest' to provide a learning stimulus that promotes authentic learning experiences (Barnes, 2015). In relation to the mid-term plan the lessons are situated three weeks into the scheme of work; the learners will therefore be able to apply their previous knowledge and understanding of the rainforest into situations across the AOLE's.

…………………………..

The first AoLE that I will discuss is situated within Humanities and out of the five subject areas within this AoLE, the learning episode focuses on developing geographical skills. The aim of the lesson is to develop the learners' geographical enquiry skills, and to develop a well-informed opinion based on deforestation. The geographical skills that learners should acquire within the learning could allow development of 'Ethically, informed citizens who are ready to be citizens of Wales and the wider world', one of Donaldson's (2015, p.29) four purposes. The EBL approach could also promote 'Ambitious, capable learners' (Donaldson, 2015, p.29). EBL additionally links to a constructivist approach to learning; Dewey (cited in Philips & Soltis, 1998) for example suggested that learners need to have opportunities to ask questions in order to make sense of the world. It seems that Donaldson (2015) encourages EBL in the new curriculum for Wales because one of the twelve pedagogical principles is to 'create authentic contexts for learning' (2015, p.67); the rainforest provides learners with an opportunity to learn within an authentic context. One of the 'What Matters' (WM) statements within the Guidance for Curriculum for Wales (Welsh Government, 2020). Humanities encourages EBL in the classroom, and in this particular learning episode there are two statements (See Appendix 1) that the lesson promotes. According to Donaldson (2015, p.74) these WM statements should 'align with assessment' so therefore when assessing the learners, I will use these statements to assess the learners. Within the lesson, I have also carefully considered the opportunities for cross-curricular learning. These include developing talk in literacy as the learners will use persuasive language in 'The Great Balloon Debate'. This activity requires learners to use a level of sophistication, and accurate choice of vocabulary related to the topic in discussing the reasons why deforestation should or should not continue. In regards, to the various techniques that have been applied to the Questioning approach, one of the strategies that I will apply in order to strengthen the effectiveness is Thinking Time. The reason I have chosen this technique is because the literature suggests that it prompts a deeper thought process and encourages whole class engagement to develop an answer (Gast, 2013, Stahl, 1994). I found that on PTE this technique was initially difficult to

implement as it had not been used before, so therefore I had to encourage behavioural changes in order for it to be more effective. Another technique that I will use in conjunction with Wait Time is the No Hands Up rule; the reason I decided to utilise this technique is because it 'extends participation to the whole class during questioning' rather than asking the individuals who are engaged, and are putting a hand up, all learners should be more encouraged to think because who the teacher will ask in unknown (CCEA, 2009, p.26). Wiliam (2011) also states that by giving the learners a choice to participate or not, they are increasing the gap between achievement level. Critics may however suggest that it is perhaps problematic as it is heavily imperative that teacher has a sound awareness of who has been asked and when, and all students should be called upon regularly in order to maintain attention and thinking (Strictly Positive Teacher, 2017). Another Questioning technique that is perhaps more related to the Quality of Talk as an AfL approach is Bono's Six Thinking Hats. Bono's Hats has been adopted as a whole-school approach in this imagined context and are essentially a framework for the training of thinking. Each classroom will have therefore adapted the hats to suit the age, or ability of the learners. By the age of eight, learners in Year Four will subsequently have a sound understanding of the six distinct cognitive modes of thinking, and it is likely to become a sub-conscious thought process. As demonstrated in the lesson plan (see Appendix 1), I have only used the hats that are relevant to the lesson, the other remaining hats will be the focus of the next Humanities lesson. Estyn (2018, p.1) reported on Gaer Primary School's implementation of Bono's 'Six Thinking Hats' and the success that it had on progress and learner outcomes. These findings influenced my planning as Estyn stated that it had a 'highly significant' effect on the learning process, and as a result, learners take greater responsibility of their own learning. In regards, to differentiation, I also considered how I could use questioning to engage the ALN in the class, this included during the pupil-tasks individually asking learners more probing questions or asking questions to engage the learners (See Appendix 1).

Appendix 1

Student-teacher		Class:	Year Four
AoLE or Subject	Humanities	Timing:	1hr 30
Lesson Focus:	To develop an awareness of deforestation, and the impact on those who live in the Amazon rainforest.		
Meaningful links to Curriculum	**WM1** -Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves. **WM3 -** Our natural world is diverse and dynamic, influenced by physical processes and human actions.		

Meaningful links to: Cross Curricular Responsibilities	Literacy – Learners can develop their oracy through discussion, questioning and presentations, and, to then adapt these skills for purpose as they listen to and debate different viewpoints. DCF- Using the app ''Flipgrid'' to record a response.

Learning Objectives (focus on Learning- use accessible vocabulary):
To understand the different viewpoints regarding deforestation. To be able to independently express a reasoned opinion, on deforestation. To use knowledge and understanding of the rainforest in expressing an opinion.

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 communicate my feelings about the rainforest and deforestation. (LA) I can describe how people's actions and the natural world impact upon each other, both in the past and present. I can express an opinion on deforestation, giving reasons. (MA) I can show understanding of the causes and effects of the events and physical processes that shape places, environments, landscapes and people. (HA)	Learners to either write (MA+HA) or record (LA) the various opinions regarding deforestation. Learners to actively take part in questioning activities, and the Great Balloon Debate to demonstrate their understanding of deforestation.

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)	Prior to the lesson, teacher to destroy the rainforest that the learners will have spent time creating over the previous weeks (e.g. burn the 'trees') Record the learners' responses upon entering the classroom. **Who did this?! How do you feel? – Pose, Pause, Pounce, Bounce** Why would someone do this?! Teacher to monitor class reponses on Flipgrid and provide instant feedback via the app. **Introduce the concept of deforestation. What is it? Are there any clues in the name?**	Learners will individually be given an iPad, and will use Flipgrid to answer the questions ''What do you think has happened?''. Think, Pair, Share	Resources will be burnt at home, in a safe and measured environment. iPads Flipgrid App Interactive Whiteboard
Teaching & Core Learning	Is there any reasons why you would do this? Why would you not do this? **Introduce the Six Thinking Hats.** White - What do we know about the rainforest? Who lives there?	No Hands Up	Scissors Glue Statements

	In learning buddies, the learners given some arguments for and against deforestation. Teacher to work with LA learners, and ask questions to motivate the learning. TA to monitor other groups and ask questions. Who would have this view? Do you agree? Why? Return to Thinking Hats (15mins before break) (Use Lolipop Sticks) Yellow – What are the positives? Black? What are the negatives? Red? – How do you feel?	LA- Colour the statements 'for' deforestation in one colour and the statements 'against' in another. MA – Read the statements in groups. Then individually - Which do you think is the most powerful argument for each side? Cut out that reason and stick into your book under headings: **-The most powerful argument for deforestation** **-The most powerful argument against deforestation** HA- Read the statements individually + Write an independent opinion, considering both for and against arguments. Learners to answer the different Thinking Hat's Questions as an Exit Ticket to breaktime.	Colouring Pencils

Plenary	**After Break** Select five or six people to take part in the debate. After the debate, teacher to ask the class to vote on who persuaded them most. Remind them that they shouldn't vote on which character they like most, but rather on how well each person did in persuading them in favour of that characters.	**The Great Balloon Debate – Is deforestation wrong?** The learners will take on the roles of various people from various groups who have an interest in the rainforest. These might include: • A tribal leader • A member of a conservation group • A farmer • A logging company owner • A high-street retailer • A mining prospector • A zoologist • A doctor • A government official	Great Balloon Resource

Ar gyfer fy ngwers Dyniaethau, byddwn yn gadael i'r dysgwyr arwain eu dysgu drwy ddefnyddio hetiau meddwl De Bono (1999) drwy gynnal ymholiad. Daw hyn law yn llaw gyda hunan asesu oblegid fod yn pwysleisio rôl y plant yn y broses ddysgu. Byddwn yn dechrau'r ymholiad yn seiliedig ar gwestiwn sydd wedi codi ymysg y disgyblion, ac o hynny, bydd y disgyblion yn gweithio drwy'r ymholiad gan ddefnyddio'r hetiau meddwl fel strwythr. Drwy wneud hyn, mae'n rhoi llais y disgybl yn ganolog i'r dysgu ac yn sicrhau bod y disgyblion yn asesu ac yn addasu eu dysgu yn naturiol wrth iddynt fynd yn eu blaenau. Ysgogai hyn i'r plant gymryd perchnogaeth dros eu dysgu ac annog disgyblion i lunio eu pynciau ymchwil eu hun. Rhoddai gyfle ir addysgwr fod fel hwylusydd gan ddefnyddio asesu ar gyfer dysgu i arwain y plant i'r rhan nesaf o'r wers. Teimla Crombie (2014) fod dygsu drwy ymholiad yn sicrhau bod "students are learning the skills to synthesise, interpret and evaluate" a dyna yn union yw fy nod i wrth gynllunio'r wers yma. Mynega Hill (2019) fod dysgu ynseiliedig ar ymholiad yn annog disgyblion i fod yn "free-thinking independent learners"a credaf fod hyn yn cysylltu'n gryf gyda pedwar diben Donaldson (2015, t.31) oblegid ei fod yn datblygu disgyblion i fod yn rai hyderus. Dywed Estyn (2018, t.33) bod dysgu drwy ymholiad yn "helpu creu disgyblion ymholgar a brwdfrydig sy'n cymryd mwy o gyfrifoldeb am eu dysgu."

Mae hetiau meddwl yn darparu fframwaith i helpu disgyblion i feddwl yn glir ac yn drylwyr mewn un cyfeiriad ar y tro. Yn yr un modd, credai Cds.kent.sch.uk. (d.d.). fod dull De Bono yn galluogi i farn a safbwynt bob disgybl gael ei gynnwys a'i ystyried yn deg, felly "argument and endless discussion becomes a thing of the past". Fodd bynnag, y prif reswm i mi ddefnyddio'r math yma o asesu ar gyfer dysgu yn y wers yma'n benodol yw fel bod y dysgwyr yn gallu cymryd eu dealltwriaeth o'r stori a'i drosi i ymchwilio'n bellach ac yn ddyfnach yn annibynnol er mwyn canfod ateb i'w cwestiwn cychwynol. Mynega Llywodraeth Cymru (2010, t.86) bod yr hetiau meddwl yn annog disgyblion i feddwl am y gwahanol safbwyntiau a godwyd o fewn trafodaeth fel eu bod yn gallu "creu a datblygu syniadau, pwyso a mesur tystiolaeth, gwybodaeth a syniadau, ffurfio barn a gwneud penderfyniadau". Rwy wedi penderfynnu defnyddio ymarfer y gadair goch fel ymarfer ychwanegol i'r hetiau meddwl er mwyn asesu yr hyn mae'r disgyblion wedi'i ddarganfod, a hynny oherwydd mae'n rhoi cyfle iddynt drosglwyddo y wybodaeth maent wedi darganfod ar bapur i wybodaeth y gallen nhw ddweud ar lafar. Byddai'n cael ei ddefnyddio yn nhermau asesu ar gyfer dysgu am fod y disgyblion yn gorfod "meddwl am achos ac effaith a dod i gasgliadau" (Llywodraeth Cymru 2010, t.56).

Pwrpas defnyddio 'gwyrdd er mwyn gwella a pinc er mwyn plesio' yn fy nghynllun gwers yw fel bod y disgyblion yn hunan asesu eu gwaith er mwyn canfod os oes bylchau yn eu gwaith neu os yw eu gwybodaeth yn wan. Ar yr un llaw, rhoddai gyfle i ddysgwyr ganolbwyntio ar eu dysgu eu hunain a helpu iddynt nodi targedau realistig. Felly mae hunan asesu yn offeryn dysgu gwerthfawr yn ogystal â bod yn rhan o broses asesu (Prifysgol Stanford d.d). Amlyga Griffith, A. a Burns, M. (2012) mai pwrpas hunan asesu yw i nodi'n gywir y cryfderau a'r gwendidau sy'n amlwg yn eu gwaith eu hunain

er mwyn “deepen their understanding about what they need to do”. Dyna fydd diben diwedd y wers yma fel bod y dysgwyr yn cael cyfle i “dentify how they can improve” (Dunn, 2017, t.47).

Pwrpas defnyddio ‘gwyrdd er mwyn gwella a pinc er mwyn plesio’ yn fy nghynllun gwers yw fel bod y disgyblion yn hunan asesu eu gwaith er mwyn canfod os oes bylchau yn eu gwaith neu os yw eu gwybodaeth yn wan. Ar yr un llaw, rhoddai gyfle i ddysgwyr ganolbwyntio ar eu dysgu eu hunain a helpu iddynt nodi targedau realistig. Felly mae hunan asesu yn offeryn dysgu gwerthfawr yn ogystal â bod yn rhan o broses asesu (Prifysgol Stanford d.d). Amlyga Griffith, A. a Burns, M. (2012) mai pwrpas hunan asesu yw i nodi'n gywir y cryfderau a'r gwendidau sy'n amlwg yn eu gwaith eu hunain er mwyn “deepen their understanding about what they need to do”. Dyna fydd diben diwedd y wers yma fel bod y dysgwyr yn cael cyfle i “dentify how they can improve” (Dunn, 2017, t.47).

Fy nod wrth gynllunio gwers yn y maes dysgu a phrofiad Iechyd a Lles oedd asesu a sicrhau bod y disgyblion wedi deall a chofio gwybodaeth o wersi blaenorol. Byddwn yn gwneud hyn drwy holi nifer o gwestiynau gan wahaniaethu ar gyfer gallu’r disgyblion yn ogystal a datblygu eu sgiliau meddwl. Mae asesu eu dealltwriaeth o wersi blaenorol yn sicrhau bod y disgyblion yn barod i symyd ymlaen i waith fwy heriol. …

2) Hetiau meddwl - Ymholiad a model ‘S’ / hunan asesu

Darpar Athro		Dosbarth:	Bl.3
Maes Dysgu a Phrofiad neu Bwnc	Dyniaethau	Dyddiad:	
Ffocws Gwers:	Ymholiad ar ddathliadau Diwali		
Cysylltiadau ystyrlon â'r Cwricwlwm	Mae datblygu meddwl ymholgar yn galluogi dysgwyr i archwilio ac ymchwilio i’r byd, i’w orffennol, ei bresennol a’i ddyfodol, drostynt eu hunain.		
Cysylltiadau ystyrlon â: Chyfrifoldebau trawsgwricwlaidd	Llythrennedd: Esbonio’r prif syniad(au) gyda manylion ategol gan gynnwys sylwadau ac esboniadau lle bo’n berthnasol Rhifedd: Adnabod y camau a’r wybodaeth briodol sydd eu hangen er mwyn cwblhau’r dasg neu gyrraedd datrysiad		
Targedau Personol (Cysylltiedig â SAC ac wedi eu nodi mewn adolygiad wythnosol)			

Amcanion Dysgu (ffocws ar ddysgu – defnyddio geirfa ddealladwy):
Bydd disgyblion yn dysgu i wneud y canlynol: Erbyn diwedd y wers, bydd y disgyblion wedi canfod ateb i'w cwestiwn ymholiad.

Meini Prawf Llwyddiant (wedi eu cysylltu'n glir â phob Amcan Dysgu ac yn gysylltiedig â phroses a/neu gynnyrch dysgu)	Asesu Dysgu'r Disgyblion Tystiolaeth (Beth sydd gan y dysgwyr i'w ddweud/ysgrifennu/gwneud/cynhyrchu i ddangos yr hyn a ddysgir)
• Llunio cwestiwn • Cynllunio'r ymholiad • Cynnal yr ymholiad • Cyflwyno'r canfyddiadau	Hetiau meddwl – drwy gydol y wers, helpu i strwythuro penderfyniadau'r dysgwyr yn anibynnol. Gwyrdd er mwyn gwella/pinc i blesio – Ar ddiwedd y wers er mwyn adfyfyrio ar eu gwaith.

Amser Bore cyfan	Gweithgareddau/Methodoleg/Cysyniadau Allweddol (Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddol, strategaethau gwahaniaethu a chwestiynau allweddol)	Tasgau Disgyblion (Rôl disgyblion – gan gynnwys strategaethau gwahaniaethu, ymgysylltu ag asesu ffurfiannol a gwaith cartref)	Adnoddau (Gan gynnwys gofyniad Iechyd a Diogelwch)
Cyfnod agoriadol (gyda chysylltiadau â dysgu blaenorol)	Darllen stori 'Diwali Dipal' i'r dosbarth. Yn y stori mae'n trafod y wahanol dathliadau sy'n ymwneud â Diwali Y dysgwyr i ddod fyny gyda cwestiwn ar gyfer dechrau ymholiad. "Beth ydy'r ffordd orau i ni ganfod ateb i'n cwestiwn?"	Meddwl am gwestiynau sy'n gysylltiedig "Pam fod pobl Hindwaidd yn paraoi gymaint at Diwali?" Plant eisioes yn gyfarwydd a defnyddio hetiau meddwl De Bono. Het las (strwythuro) Bydd y disgyblion yn penderfynnu rhannu'r dosbarth mewn dau grwp hafal ac yn pennu pa grwp sy'n edrych ar ba hetiau. Grwp 1: Canolbwyntio ar yr het coch (teimladau), het gwyrdd (creadigrwydd) a'r het ddu (negative).	-Stori Dipal Diwali -Hetiau lliw glas, coch, melyn, du, gwyn a gwyrdd.

		Grwp 2: Canolbwyntio ar yr hetiau melyn (manteision), het wen (ffeithiau).	
Addysgu a Dysgu Craidd		Grwp 1: Tu allan ar iard yr ysgol gyda oedolyn ychwanegol. Meddwl mai nhw ydi Dipal o'r stori. Creu Rangoli eu hunain gan ddefnyddio deunyddiau naturiol. Tra yn gwneud y Rangoli, meddwl am y tri het maent yn canolbwyntio ar….Sut ydynt yn teimlo wrth greu Rangoli? (Coch), Oes unrhyw broblemau'n codi wrth wneud Rangoli? (du), Pa syniadau sydd ganddyn nhw wrth greu eu Rangoli? (gwyrdd) Grwp 2: Yn y dosbarth. Ymchwilio gan ddefnyddio'r stori. Creu map meddwl gan ganolbwyntio ar y ddau het dan sylw. Beth yw'r manteision wrth baratoi? (melyn) Beth ydyn ni'n gwybod yn barod o'r stori? (gwyn)	- Deunyddiau naturiol e.e brigau, dail, blodau ayb.

Sesiwn Gloi	Pawb nol i'r dosbarth. Arsylwi atebion y dysgwyr. "Ydych chi'n credu eich bod wedi darganfod ateb i'ch cwestiwn? Pam?" "Beth gallwn ni wella ar gyfer tro nesaf?"	Enwebu rhywun o'u grwp i egluro canfyddiadau bob het ar ffurf gweithgaredd y gadair goch i weddill y dosbarth. Gwyrdd er mwyn gwella/pinc i blesio	