

Included in this document:

1. Lesson plan linked to Video evidence and resources created for the lesson
2. Written Self-Reflection on Video Evidence - Colours and Shapes
3. Lesson plans from Placement and the resources created and used for the lesson:
 - a. Year 2 – Beth wyt ti'n gwisgo.
 - b. Year 5/6 – Yn y dref
 - c. Year 5/6 Yn y dref
4. Evidence of formative assessment
5. Evidence of development of own Welsh Language

Lesson plan linked to Video evidence

Lesson Plan

Welsh

25.02.20

Focus: Colours and Shapes

Opening Phase:

- Welcome pupils into the class

Bore da bawb

Eisteddwch yn dawel.

- Ask how pupils are (Plural)

Sut ydych chi?

- Ask pupils to write the date. Write date on board.

Ysgrifennwch y dyddiad.

Dydd Marwth, y pumed ar hugain o chwrefor

- Introduce the topic to pupils.

Heddiw, byddwn ni'n dysgu am lliwiau

Edrychwch ar y bwrdd gwyn..

- Use questioning to re-cap/assess pupils prior knowledge.

Pwy syn cofio?

Pa liw ydy hwn?

Pa liw ydy hwn yn Cymraeg?

- Re-cap pupil's knowledge of shapes.

Pa siap ydy hwn?

Main Activity:

- Introduce pupils to the main activity. This will include a worksheet with different shapes on. Pupils will be asked to colour the shapes in specific colours.

Nawr rydyn ni'n mynd i liwio ein siapiau i mewn.

Lliwiwch y sgar.

Lliwiwch y llun.

- Move around the tables asking pupils, questioning pupils.

Wyt ti wedi gorffen?

Ydych chi wedi gorffen?

Plenary:

- Tell pupils its time to tidy up, reinforcing the work they have completed today.

Gorffennwch eich Gwaith.

- Use flashcards of shapes to check pupils understanding.

Tro fi /Tro chi /Tro ti

Rydych chi'n gweithio'n dda heddiw.

- Ask pupils to tidy up.

Amser tacluso yw hi nawr.

- Discuss next lessons topic with pupils.

Yn y wers nesaf byddwn ni'n edrych ar y enfys

- Dismiss pupils from the class.

Sefwch yn dawel.

Resources created for this lesson:

	<u>Coch</u>
	<u>Glas</u>
	<u>Melyn</u>
	<u>Gwyrdd</u>
	<u>Porffor</u>
	<u>Oren</u>
	<u>Du</u>
	<u>Brown</u>
	<u>Llwyd</u>
	<u>Gwyn</u>

Flash Cards

Worksheets

Self-Reflection of Video Evidence - Colours and Shapes

I enjoyed the opportunity this activity gave me to complete a whole lesson in Welsh. This is something I had not had the chance to do in my first placement due to the level of pupils Welsh.

I evaluated during the lesson through speaking with learners throughout the lesson as 'drilling' was part of the main activity. I used questioning at the end of the lesson to assess knowledge gained. All pupils in the class were able to re-call the majority of the colours and shapes we had discussed during the lesson when later questioned during the plenary. This suggests that all the pupils interacted well with the lesson and knowledge was increased.

During the lesson I was looking for perseverance from the pupils as it included 'drilling' as a technique which required continuous pupil involvement.

I found the 'drilling' at the start of the lesson proved to be an effective strategy as almost all the pupils were able to re-call the colours, suggesting it to be a suitable one for these pupils. However, one pupil was unable to re-call some colours at the end of the lesson, suggesting this may not be a suitable strategy for them. This was evident at the end of the lesson during questioning.

To develop this lesson, I would look at introducing a partner activity. This could be done through pupils practising the shapes and colours with their partners within mixed ability groups.

To progress all pupils further a series of lessons on the subject 'of shapes would be planned. I would include 'drilling' again in this activity as well as a hands-on activity in an attempt to meet the needs of all pupils.

I would look to include an activity where pupils place the 3D shapes with the correct label, and when asked can discuss the shapes and its colour.

Lesson plans from Placement:

Lesson 1 – Beth Wyt ti'n giwsgo? – Year 2

Lesson Plan Phase 1

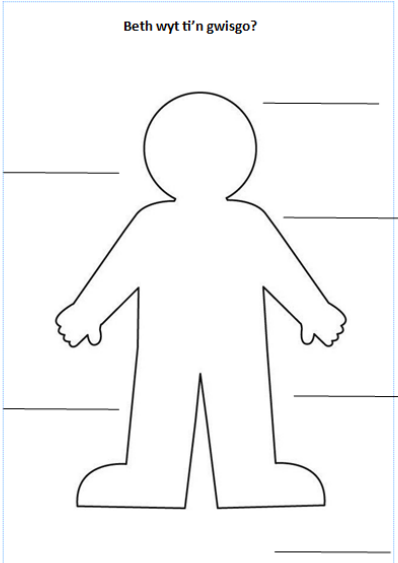
Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Emma Dando	Class:	Year 2
AoLE or Subject	Welsh	Date:	04.12.19
Lesson Focus:	Beth wyt ti'n gwisgo?		
Meaningful links to Curriculum	Welsh: • Begin to write in a conventional way, communicating by using words, phrases and short sentences, linked to familiar patterns. • Children show understanding of words and phrases spoken clearly by a familiar voice and respond by means of short oral phrases. • Play with language, as a means of developing their interest in the language.		
Meaningful links to: Cross Curricular Responsibilities	DCF: Use of video as stimuli. LNF: Development of oracy skills.		
Personal Targets (Linked to QTS and identified in weekly review) Look at using different styles of teaching.			
Learning Objectives (focus on Learning- use accessible vocabulary):			
The pupils will learn to: Pupils will show understanding of short Welsh sentences to say what they are wearing and be able to use colour to describe clothing items.			
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)	
1. Pupils will be able to discuss (MAT – and write) 10 items of clothing in Welsh. 2. Pupils will know the correct sentence structure for describing the colour of an item of clothing. 3. Pupils will be able to write a simple sentence structure for what they are wearing.		1. Pupils will be discuss the following items: • Crys T • Siwmpwr • Trowsus • Esgidiau • Sanau • Menig • Sgarff • Het • Cot • Sgert 2. Pupils will know the colour will come after the item of clothing. Eg. Cot coch 3. Pupils will be able to write 'Dwi'n gwisgo' or 'Mae Sam gwisgo yn'.	

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)	APK: Tecaheer will assess pupils prior knowledge on the subject. Teacher to use Welsh activity pupils know to access prior knowledge. <i>Pupils to sit in a circle on the carpet. One 'welsh leader' will throw a dice with different clothing items on each side.</i> <i>Pupils to roll dice and ask each other the question.</i> <i>'Beth wyt ti'n gwisgo?'</i> <i>Pupils to ask in pairs 'Beth wyt ti'n gwisgo?'</i> Teacher to ask open questions to pupils to gain clothes that they know. (Think, Pair, Share if necessary – if not, ping pong answers) Teacher will instruct a carpet activity. Pupils to label clothing of two pupils in the centre of the carpet. Teacher to introduce the activity to pupils, sharing success criteria with pupils. (This will be differentiated for ability groups): Higher Ability – Pupils should use the framework 'Dwi'n gwisgo....'	Pupils to partake in activity to demonstrate prior knowledge on the subject. Pupils to make discuss any ideas they have surrounding the questions asked. Pupils to engage in the activity.	Dillad Dice Dillad Labels
Teaching & Core Learning	Teacher to work with assigned groups of children. (Masterminds, Superstars, Genius Gems, Whizz kids) The activity will include pupils colouring in a choice of clothing from a worksheet. Pupils will then cut out the individual pieces of clothing and 'dress' their blank body outline. Writing activity will be differentiated based on ability. Higher ability groups (MM, SS) will be expected to write full sentences which include several items of clothing and their colour. Lower ability groups (GG, WK) will be expected to write simple sentences.	Pupils to engage with the activity to a high standard, following success criteria given at the start of the lesson. Pupils to make choices on how they wish to 'dress' their body. Pupils to write sentences to describe their person, based on ability group. Pupils to ask for assistance when necessary.	Clothing Worksheets Blank body outline (cut out) Wordbank Colour wordbank Whiteboard Scissors/ Glue Blank A4
	Teacher to work with pupils to assist them with sentence structure if required. Welsh clothing/ colour wordbanks will also be created for lower ability groups to use if necessary.		
Plenary	Teacher to gather children for a plenary to check pupils learning. Teacher will use show examples of pupils work which has met the success criteria. This work will be praised to all pupils.	Pupils to engage with the demonstration and join in with praising other pupils.	Examples of work which meets the success criteria.

Examples of resources made for lesson: Beth Wyt Ti'n Gwisgo?

Beth wyt ti'n gwisgo?





Glas

Melyn

Coch

Gwyrdd

Porffor

Oren

Du

Brown

Llwyd

Gwyn

Het

Cot

Menig

Sanau

Trowsus

Sgert

	Coch
	Glas
	Melyn
	Gwyrdd
	Porffor
	Oren
	Du
	Brown
	Llwyd
	Gwyn

Colour in the picture using Seren's description of her clothes.

Helo! Seren ydw i.
Dwi'n gwisgo crys T pinc, sgert glas ac esgidiau coch.



Menig

Het

Cot

Sgarf

Esgidiau

Trowsus

Saert

Crys T

Siwmpwr

Menig

Het

Cot

Sgarf

Esgidiau

Trowsus

Saert

Crys T

Siwmpwr

Lesson 2 – Yn Y Dref (1) – Year 5/6



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

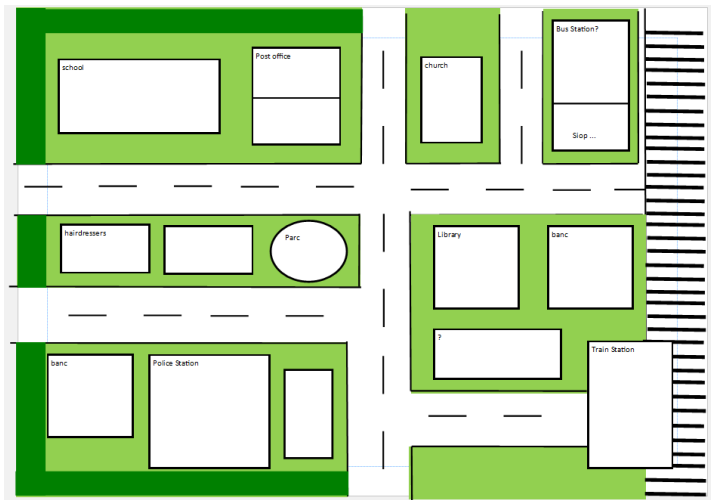
Student-teacher	Emma Dando	Class:	Year 5/6
AoLE or Subject	Welsh	Date:	30.02.20
Lesson Focus:	Yn y Dref		
Meaningful links to Curriculum	Oracy Skills- respond by asking questions and offering comments		
Meaningful links to: Cross Curricular Responsibilities	Literacy - Oracy – use of group discussion Reinforce Welsh syntax by the accurate use of a variety of: • vocabulary • phrases • questions • sentence patterns		
Personal Targets (Linked to QTS and identified in weekly review): Differentiating tasks to suit lower ability students.			

Learning Objectives (focus on Learning- use accessible vocabulary): The pupils will learn to: Be able to ask and answer questions on 'Yn y Dref' clearly and confidently.

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)
1. Pupils will be able to ask and answer questions on 'yn y dref'. 2. Pupils will be able to re-call places within the town. 3. Pupils will be able to ask and answer 'Oes mae... yn y dref?'.	1. Pupils will be able to say 'Oes mae yn y dref?', 'Oes, mae...yn y dref' and 'Nag oes, does dim...yn y dref'. 2. Pupils will be able to re-call: Ysgol, eglwys, archfarchnad, siop losin, siop fara, siop flodau, siop deganau, siop ffrwythau, swyddfa'r post, gorsaf heddlu, gorsaf reilffordd, parc, meddygfa, llyfrgell, banc, siop ddillad, siop bapurau, siop trin gwallt, sinema, garej.

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)	Teacher to gain an understanding on pupils Prior Knowledge Teacher to begin with drilling of: <i>Ble mae'r....?</i> <i>Dyma'r...</i> <i>Oes mae...yn y dref?</i> <i>Oes... yn y dref</i> <i>Nag oes, does dim... yn y dref.</i> Teacher to go through places in the town. Using the drilling strategy. Teacher to introduce the map of the town. Teacher to ask the sentence pattern ' Oes mae... yn y dref ?' choosing random pupils to answer question by coming to the front of the class and pointing to the answer using 'Oes.. and Nag oes...'.	Pupils to participate in the drilling exercise of 'Oes mae... yn y dref ' and ' Oes/ Nag Oes...' Pupils to participate in the drilling exercise. Pupils to engage with the task.	Flashcards powerpoint Map of Town
Teaching & Core Learning	Teacher to work with the whole class to play the Loop Game, which includes the ' Oes mae... yn y dref ' and 'Oes/Nag oes' sentence patterns. (Cards to be distributed based on pupils ability). Teacher to assist pupils when necessary.	Pupils to participate in the activity, by listening out for the corresponding card .	'Oes mae... yn y dref' Loop Cards
Plenary	Teacher to use questioning to assess the level of knowledge gained.		

Resources Made for this Lesson:



Ble mae'r sinema?

Dyma'r sinema.

Mae'r sinema ar y chwith.

Oes sinema yn y dref?

Oes, mae sinema yn y dref.

Nag oes, does dim sinema yn y dref.

Ble mae siop fara?

Mae'r siop fara o flaen y siop lasin.

Wyt ti'n mynd i'r sinema?

Ydw, dw i'n mynd i'r sinema.

Nag ydw, dw i'n mynd i'r gonolfan hamdden i nofio gyda'r teulu.

Ble mae'r plant yn mynd?	Where are the children going?
Pa liw ydy'r bws?	Which colour is the bus?
Ydy'r plant yn hapus?	Are the children happy?
Oes awyren yn yr awyr?	Is there an aeroplane in the sky?
Oes anifail anwes yn y llun?	Is there a pet in the picture?
Faint o'r blant sydd ar y bws?	How many children are on the bus?
Sawl car sydd yn y llun?	How many cars are in the picture?
Sut mae'r tywydd?	How's the weather?
Beth ydy enw'r ysgol?	What's the name of the school?
Beth sydd yn u ffenest yn y siop lysiau?	What is in the window in the vegetable shop?

Ble est ti? Where did you go?

Es i / I'r.... I went to/ to the...

Beth gest ti? What did you have?

Ces i.... I had...

Resources Used during the lesson:



Lesson 3- Yn Y Dref (2) – Year 5/6

**Lesson Plan Phase 1****Lesson Plan – Step 1 Cynllun Gwers – Cam 1**

Student-teacher	Emma Dando	Class:	Year 5/6
AoLE or Subject	Welsh	Date:	30.02.20
Lesson Focus:	Yn y Dref		
Meaningful links to Curriculum	Oracy Skills- respond by asking questions and offering comments		
Meaningful links to: Cross Curricular Responsibilities	Literacy - Oracy – use of group discussion Reinforce Welsh syntax by the accurate use of a variety of: • vocabulary • phrases • questions • sentence patterns		
Personal Targets (Linked to QTS and identified in weekly review): Differentiating tasks to suit lower ability students.			

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

The pupils will learn to: Be able to ask and answer questions on 'Yn y Dref' clearly and confidently.

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)
1. Pupils will be able to ask and answer questions on 'yn y dref'. 2. Pupils will be able to re-call places within the town. 3. Pupils will be able to ask and answer 'Oes mae... yn y dref?'.	1. Pupils will be able to say 'Oes mae yn y dref?', 'Oes, mae...yn y dref' and 'Nag oes, does dim...yn y dref'. 2. Pupils will be able to re-call: Ysgol, eglwys, archfarchnad, siop losin, siop fara, siop flodau, siop deganau,

1

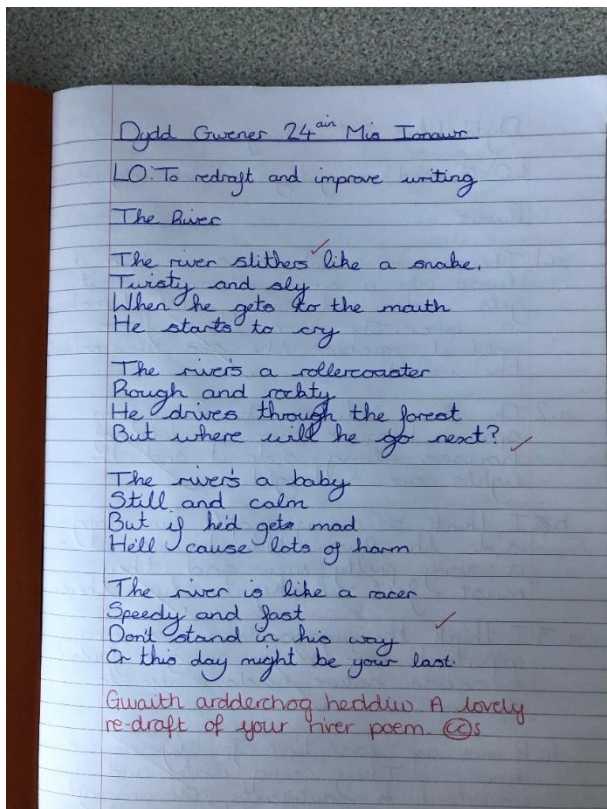
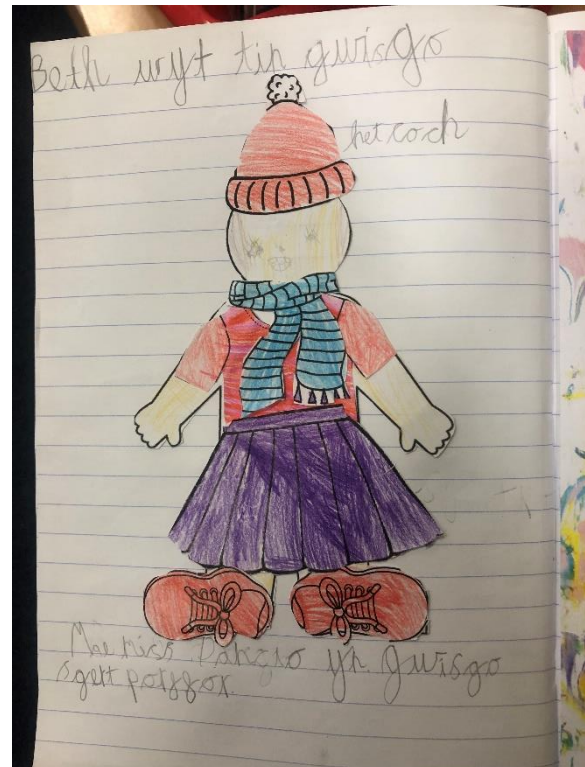
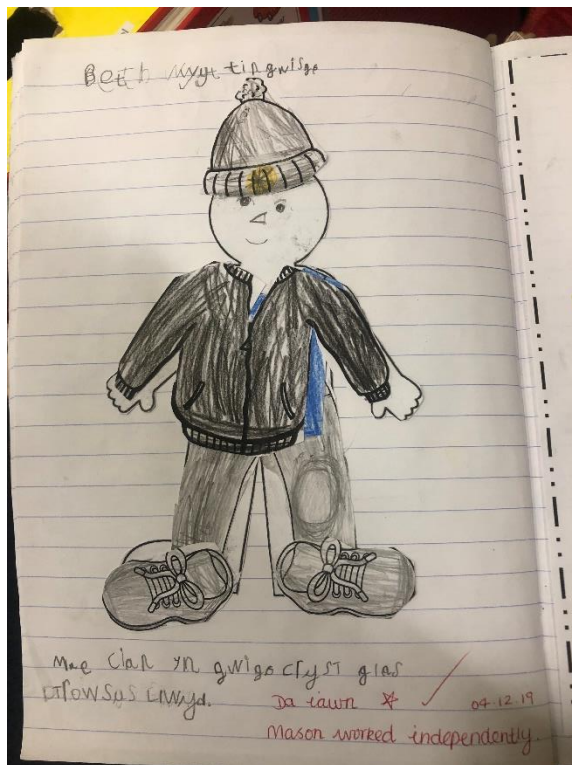
	siop ffrwythau, swyddfa'r post, gorsaf heddlu, gorsaf reilffordd, parc, meddygfa, llyfrgell, banc, siop ddillad, siop bapurau, siop trin gwallt, sinema, garej.
--	---

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)	Teacher to gain an understanding on pupils Prior Knowledge Teacher to begin with drilling of: <i>Ble mae'r....?</i> <i>Dyma'r...</i> <i>Oes mae... yn y dref?</i> <i>Oes... yn y dref</i> <i>Nag oes, does dim... yn y dref.</i> Teacher to go through places in the town. Using the drilling strategy. Teacher to introduce the map of the town. Teacher to ask the sentence pattern ' Oes mae... yn y dref ?' choosing random pupils to answer question by coming to the front of the class and pointing to the answer using 'Oes.. and Nag oes....'.	Pupils to participate in the drilling exercise of 'Oes mae... yn y dref ' and ' Oes/ Nag Oes...' Pupils to participate in the drilling exercise. Pupils to engage with the task.	Flashcards powerpoint Map of Town
Teaching & Core Learning	Teacher to work with the whole class to play the Loop Game, which includes the ' Oes mae... yn y dref ' and 'Oes/Nag oes' sentence patterns. (Cards to be distributed based on pupils ability). Teacher to assist pupils when necessary.	Pupils to participate in the activity, by listening out for the corresponding card .	'Oes mae... yn y dref' Loop Cards
Plenary	Teacher to use questioning to assess the level of knowledge gained.		

Resources created for this lesson:



Evidence of Formative Assessment:

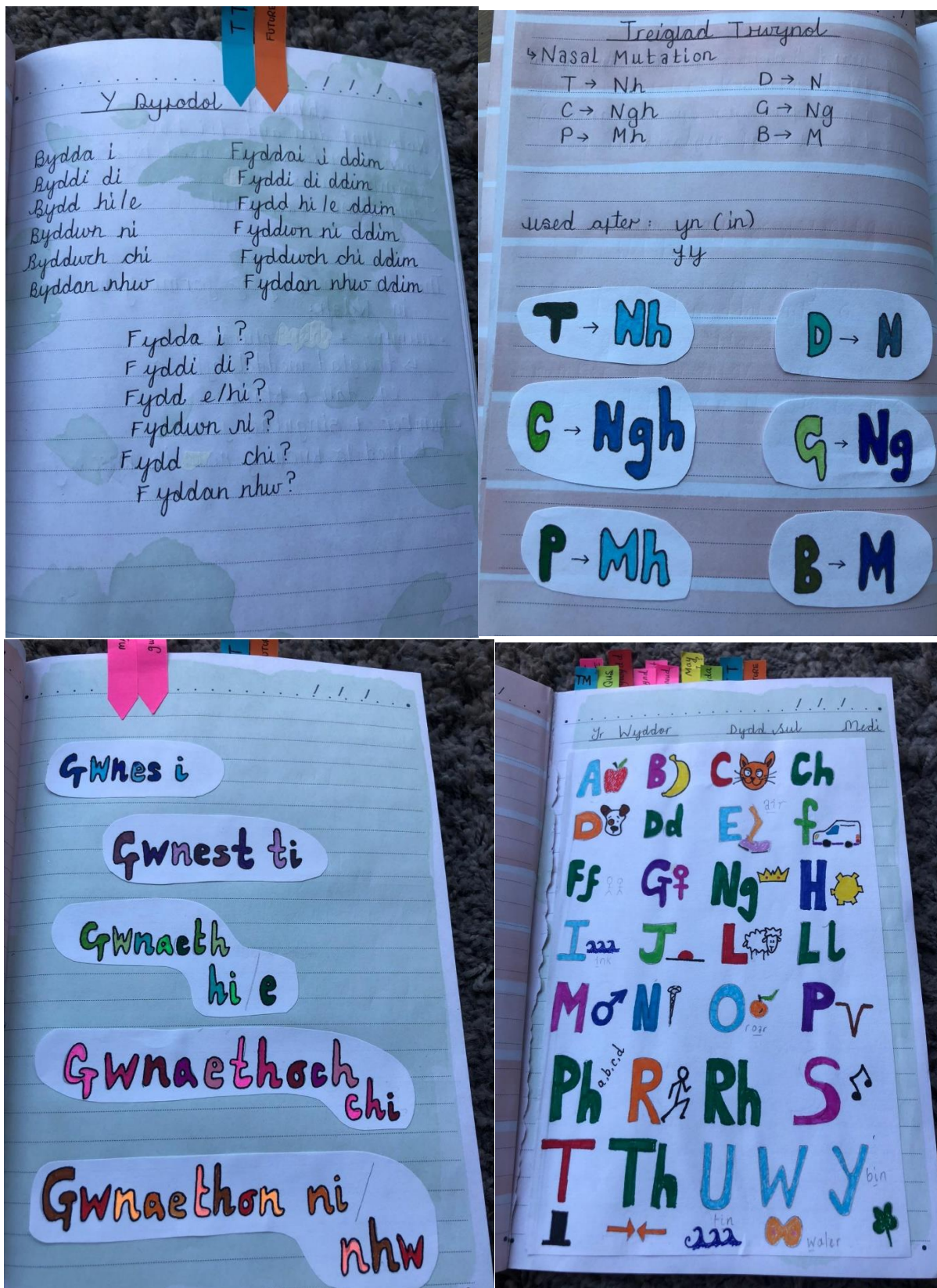


Evidence of development of own Welsh Language:

I created a pack of Welsh phrases and commands which will be useful within the classroom setting. The pack is then attached to my lanyard which is easily accessible whilst in the classroom, to improve my use of incidental Welsh.



Following the classes I have attended as part of my University course I have created notes on what I have learnt, to be looked back on during my placement.



Meddian / Does dim +

mae gyda ti
gyda ti
gyda fe
gyda hi
gyda som
gyda ni
gyda chi
gyda nhw

Cwestiynau:
Oes gyda ti (etc)?
↳ Oes, neu, nac oes.

Lliwiau

gwyn	♥ pink
gwynedd	🔴 red
glas	☀️ melyn
portor	🌈 llwyd
coch	🟤 brown
• du	

When we introduce ourselves the emphasis and the name goes at the beginning;
Siôn dw i. - Sion wyt ti? - Ie/Nage(Na)
Siân yw hi. - Siân yw hi? - Ie/Nage(Na)

Treigladau Meddal dydd Llun

The soft mutation

t → d	b → f
c → g	d → dd
p → b	g → /
m → f	
rh → r	
ll → l	

o (from) i'r - to the blocks the
i (to) mutation unless it's a
feminine noun.
yn eg mae hi'n
am
dy ei

Sut mae tywydd? Mae hi'n...

❄️ buw eira
☔️ buw glaw / gwlyb
🌧️ oer
⚡️ stormus
☀️ diglas
🌵 sych
☀️ bras hysgryd
☁️ gwynnog
☀️ (p) foeth
☀️ (l) dwym
☁️ gymylog (c)

Yr Amsur
Faint o'r gloch ydy hi?
Mae hi'n... (+ soft mutation)

canol dydd
canol nos

12
11
10
9
8
7
6
5
4
3
2
1

pum muned i
deg
chwartwr
ugain
pum muned ar hugain i
canol dydd
canol nos
deg
chwartwr
ugain
pum muned ar hugain

