

Cynllun Gwers

Blwyddyn / Year: 4,5 and 6	Maes Dysgu a Phrofiad / Area of Learning and Experience: Language, literacy, and communication (Cymraeg)	Amcan y wers / Aims of the lesson: to introduce the theme of 'y ffair' through a poem.
Gwybodaeth flaenorol / Previous knowledge: The children had been previously introduced to this poem and the theme of 'es i'.	Geirfa allweddol / Key vocabulary: - Ffair. - Jîns - Siwmpwr - Het - Sgrechian - Chwerthin - Swnllyd Ffocws iaith / Language focus: - Es i ir ffair - Gwisgais i jîns a hoodie glas - Gwelais i sleid ac olwyn fawr - Bwytais i gi poeth ac candi floss	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: - Drilling - Quiz in pairs - Tarsia matching game - Actions to go with words - Repetition
Adnoddau / Resources: - Poem - Tarsia - Vocabulary sheet - Drilling cards - Quiz cards		

Ar y penwythnos es i i'r ffair,
 Es i yn y car gyda Mam ac Anti Mair.
 Gwelais i sleid ac olwyn fawr,
 Cerddais yn araf, i lan ac i lawr.



Chwyrlligwgan nesa. Hip Hip hwre!
 Chwerthin a sgrechen o'r gogledd i'r de.
 Bwytais i gi poeth a candi fflos,
 Ond ddim gormod – dw i'n teimlo'n dost!

Gwisgais i jîns a hoodie glas,
 Het a menig – mae'n oer tu fas.
 Clywais i sgrechen ar y Tren Sgrech,
 Amser mynd adre – mae wedi chwech!

Resources

Chwyrlligwgan

Mae'n oer tu fas

Sgrechen

Gwelais i sleid ac olwyn
fawr

Hip Hip hwre!

Gormod

					
Fair	Ffair	Rides	Reidiau	Exciting	Cyffrous
Ice cream	Hufen ia	Games	Gemau	Fun	Hwyl
Chips	sglodion	Food stalls	Stondinau bwyd	Noisy	Swnllyd
Chocolate	siocled	Fun house	Ty hwyl	Tiring	Blinedig
Jeans	Jîns	Music	Cerddoriaeth	Busy	Bysur
Coat	cot	Screams	Sgrechian	Expensive	Drud
Jumper	siwmpwr	Laughing	Chwerthin	Fantastic	Ffantastig
Hat	het	Rides whirling	Reidiau chwyrllio	Boring	Diflas

Evaluation

This lesson was designed to introduce and reinforce key Welsh vocabulary linked to the theme of going to the fair. The focus was on developing pupils' oral language skills through a mix of interactive strategies including a poem with actions, vocabulary games, oral drilling, and a short quiz. The session aimed to create an immersive and enjoyable language-learning environment, making use of both visual and physical prompts to support understanding and recall. Overall, the lesson was successful in achieving its learning objectives, with pupils demonstrating high levels of engagement and enthusiasm.

A key strength of the lesson was the energy and enthusiasm it generated among the pupils. Right from the start, the poem—accompanied by carefully chosen actions—captured their attention and created a sense of excitement. This multisensory approach proved very effective in helping pupils link movement with meaning, which not only reinforced comprehension but also made the vocabulary easier to remember. Pupils responded particularly well to the rhythm and repetition of the poem, and many were able to join in with confidence, even on their first encounter with some of the new words.

To support vocabulary retention, we incorporated oral drilling throughout the lesson. This gave learners repeated opportunities to hear and say each word clearly and accurately, helping to build familiarity with pronunciation and sentence rhythm. The use of a vocabulary matching game allowed pupils to make visual connections between the Welsh words and their meanings, while also giving them a chance to work collaboratively and test their understanding in a more relaxed, hands-on way. The quiz element, introduced midway through the lesson, served both as a fun challenge and as a quick assessment strategy. It helped highlight which words had been securely learned and where additional support might be needed.

Another strength of the session was its inclusive design. Pupils of all abilities were able to access the learning thanks to the use of pictures, gestures, and peer support. Group recitation-built confidence, especially for those who might otherwise be hesitant to speak out. The lesson also supported children with ALN by providing consistent visual and verbal cues, as well as allowing for repetition and scaffolding. These strategies ensured that all learners had the chance to succeed and feel involved.

However, there are areas that could be developed further. While the matching game was popular, some pupils would have benefited from more time to complete it at their own pace. A few children found it challenging to keep up with the pace of the transitions between activities. In future lessons, building in short pauses or offering differentiated tasks could help all pupils feel more confident and supported. In terms of pronunciation, while drilling helped, some of the more unfamiliar Welsh words were difficult for certain pupils. Providing an audio recording for home or classroom use could be a helpful tool to reinforce correct pronunciation and support continued practice. Another point for development is the opportunity for individual speaking. Although pupils were confident participating in group responses, there was limited chance for them to use the vocabulary independently. Next time, incorporating a short role-play activity, partner-based question and answer tasks, or even a “What did you see at the fair?” mini-performance would allow learners to apply the vocabulary more freely and demonstrate their understanding in a creative and personalised way.

Looking ahead, it would be beneficial to follow up this lesson with an extension activity where pupils use the vocabulary in a new context. One idea is to have them create their own mini-book or poster about a fair they have imagined or visited, using the key words from the lesson. Alternatively, a class project that includes designing a fairground map or writing a simple story using the vocabulary could further embed the learning and provide meaningful application. Continuing to make use of games, songs, quizzes, and digital resources will help keep future sessions engaging while providing varied opportunities to revisit and build upon prior learning.

In summary, this was a positive and lively lesson that succeeded in introducing key Welsh vocabulary in a memorable and engaging way. The mix of oral, visual, and kinaesthetic strategies ensured that pupils were motivated and actively involved throughout. With slight adjustments to pacing, increased opportunities for individual speaking, and additional pronunciation support, future lessons will continue to build on this solid foundation and deepen pupils’ confidence in using the Welsh language.