



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Liisa ap Hywel	Class:	
AoLE or Subject		Date:	
Lesson Focus:			
Meaningful links to Curriculum			
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			

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

I will use today's circle time to recap some of the learning we did on dw l'n mynd l'r in Welsh.

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)

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)	Bore da Plant. Heddiw ydy dydd mawrth, pumed ar hugain, chwefror. Tuesday morning means – Amser Cylch. We'll be doing something different today, and recapping some of the learning we have done in our Welsh lessons. Dau gwestiwn heddiw - Sut wyt ti'n? a Ble wyt ti'n mynd ar y penwythnos? Who can tell me what they are? We are going to recap some of the going sentences dw I'n mynd.. Dylo I fyny to answer.	Learners put hands up to answer, once we have gone through we will answer the questions ourselves. Expand with learners.. Dych chi'n hoffi? Pam? Gyda Pwy?	Powerpoint

	Once we have gone round everyone, I am going to tell you what I do on the weekend. It's really important that we don't just practice speaking but can also listen out for information. I am going to tell me about what I do on the weekend and then we'll see if you have understood.	Children listen and will ask for hands up to see if anyone can tell me something I am doing. I will write to board what they find.	
Teaching & Core Learning			
Plenary			

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))	Everyone was engaged and tried to tell me what they were doing on the weekend in Welsh.
Next Steps for Progress	

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	It was nice to have a Welsh activity at the start of a lesson that wasn't necessarily Welsh- bringing the language into the more every day.
Areas for my Development Personal Targets for Progress	- The amount of Welsh used was quite a lot and going forward I need to continue to make sure this applies to my lessons consistently. - When I was reflecting I found out I was not using the right form, in my Welsh lessons we had always answered the question like this and when I showed my lesson plan no one pointed this out to me. I think the correct way would have been Rydw i'n mynd i'r. I can understand why we learnt it like that as we were practising the other form before moving on to different tense but going forward it will be important to be wary what I am teaching is definitely correct.I think that is something that worries me that I don't know when I am doing something wrong.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Liisa ap Hywel	Class:	2/3
AoLE or Subject	<u>LLC- Welsh</u>	Date:	23.04.20
Lesson Focus:	Naming Body Parts		
Meaningful links to Curriculum	Welsh Language Oracy- join in with songs, Writing, spell simple words.		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			

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

The pupils will learn to:
Name various bodyparts in Welsh.

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)
Children feel confident orally naming body parts.	Children will sing head, shoulders, knees and toes in Welsh.
Children have practised writing body parts.	They will complete a word search. They will label the body parts on a blank drawing. They will orally practise saying they have a bad...

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)	Bore da Plant, heddiw rydyn ni'n dysgu rhannau o'r corff. Does anyone know what we are learning? Have you heard the word corff? Or Rhannau? - Body Parts With your talk partner can you name any? Run through powerpoint>> Draw attention to spellings, eg. Why is it a x, how would it be said if we changed it to a y.	Pupils at tables, hands up if they know any body parts.	Powerpoint
Teaching & Core Learning	To start the lesson we will canu. Who can tell me what that means? Children complete wordsearch- ask them to pay particular interest to the spellings of the words. Give children blank sheet to fill out. Encourage them to attempt which words they can without looking at prompt. Reminding them the spellings are phonetic so if we can say them we can spell	Children will stand up and sing song, first with words then without. Children will work in pairs on wordsearch	Song words on PP. Wordsearches Blank Sheet, word mats.

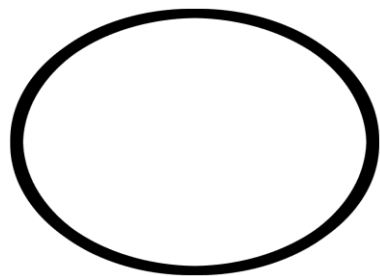
	them. LA: Word Mat		
Plenary	Powerpoint, We will be expanding on this next Welsh lesson to talk about how we would tell someone we had a bad leg for instance so we will practise some examples today. Mae ____ tost gyda fi.	Write sentence on board with blank space for body part, ask children to say sentence filling in blank. Then emphasise listening is just and important and have them say a body part and see who can guess.	Powerpoint - Sentence

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))	Children were engaged, I was surprised at how many body parts they knew.
Next Steps for Progress	Next lesson build on using body parts in sentences, will need to continue to work on spellings in Welsh. Will continue to emphasise phonetics.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	• I was surprised so many knew the words to the song, it was a nice way to start the lesson. • Resources were prepared and I had revised so I was confident in what I was teaching.
Areas for my Development Personal Targets for Progress	• Possibly the labelling task was quite hard but it was good to encourage them to have a go first and then they used the word search for prompt. • Continue to build on my own Welsh skills as I really dislike teaching when I am not completely confident in my own subject knowledge.

AMSER CYLCH



Dau gwestiwn:

Sut wyt ti heddiw?

Ble wyt ti'n mynd ar y penwythnos?



DW I'N MYND I ...



nofio



chwarae pel-droed



gwilio'r rugby



**Dw i ddim yn mynd i
unman**

BLE WYT TI'N MYND AR Y PENWYTHNOS?

Ar penwythnos dw I'n mynd
i nofio yn y canolfan hamdden gyda
fy nheulu, a nos sadwrn dwi'n mynd
i'r sinema.