

Enw: Zoe Cottle (1903031)

Teitl Y Wers: Colours

Blwyddyn: Reception

Nod y wers: Learning different colours in Welsh

Gwybodaeth Flaenorol

- Prior knowledge: colours in english

Targedau Iaith Personal

- To develop my pronunciation in Welsh

Ffocws Iaith

- Pupils will develop their welsh language listening and speaking skills by repeating the different colours in welsh. This will be done by listening to a 'Youtube' Video and singing songs.
- Pupils will develop their welsh writing skills by writing the different colours in welsh.

Geirfa

- Heddiw
- Byddwn
- Lliwiau
- Gwrandwch
- Deall
- Pwy
- Bendeddig
- Cofio
- Dwedchwch
- Ysgrifennwch
- Gorffen

Patrymau

- Sut wyt ti?
- Beth ydy lliwiau?
- Gwrandewch yn ofalus.
- Ydy pawb yn barod?
- Pawb yn deall?
- Pwy syn cofio...
- Beth ydy...
- Yn cymraeg...
- Yn saesneg...
- Dwedchwch ar fy ol i...
- Ysgrifennwch y dyddiad.
- Ydych chi wedi gorffen?
- Beth ydych chi wedi dysgu heddiw?
- Mae hi'n amser tacluso.
- Mae hi'n amser cartref.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Zoe Cottle	Class:	Year 1- Panda
AoLE or Subject	Welsh language development	Date:	18/11/19
Lesson Focus:	To develop welsh spelling words correctly		
Meaningful links to Curriculum	Spell simple words correctly and check their spelling by using a dictionary		
Meaningful links to: Cross Curricular Responsibilities	N/A		
Personal Targets (Linked to QTS and identified in weekly review)			
Expand on welsh language development			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: 1. Develop their welsh writing skills 2. Develop dictionary skills

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 expand on their knowledge of welsh words 2. Pupils will increase their understanding on how to use a dictionary.	1. Pupils will write out welsh words beginning with the word 'llygaid'. Pupils then have to draw on a caterpillars body by writing out a word that begins with the ending of the previous word. For example, llygaid ends with the letter 'd'. Therefore, the next word must start with the letter 'd'. 2. Pupils can have the opportunity to use a welsh dictionary to see what possible words they can write. Pupils are also able to check the spelling of their words.

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)
Opening phase (with links to prior learning)	Introduction- The teacher goes through the alphabet (a-z) with pupils in order to ensure that they can use a dictionary correctly and know where to look for a word in the correct order. E.g knowing which letter is after and before a certain letter. The teacher can link lesson to prior learning by asking pupils individually or as a class if they can say/spell a welsh word beginning with A, B and C. The teacher can use aspect of 'lollipop' sticks with pupils name on to randomalise who is asked. Teacher should develop pupils welsh by using simple welsh patterns throughout. Encourage pupils to 'think-pair-share' by stating "Dw I'n (name...)/ Fy enw ydy (name)..."	All pupils are to engage with their peer's knowledge and understanding.
Teaching & Core Learning	Teacher explains the task- All pupils are to start the caterpillar with the word llygaid. The teacher explains to the pupils then the next word on the circle/body of the caterpillar must begin with the letter of the last word. For example, llygaid ends with the letter 'd' so therefore the next word must start with the letter 'd'. Pupils can then think of a word which begins with the letter 'd'. Differentiation: Pupils may be independtly think of a word themselves or pupils may just go straight to the dictionary to copy a word.	Differentiation: Pupils may independtly spell words if they are confident in their spelling/ Pupils can ask their peers to check their spelling/ Pupils may struggle to think of a word and therefore just copy from a dictionary. All pupils are encouraged to pronounce and understand the meaning of their words.

Plenary	The teacher can ask pupils at the end of the lesson what new words they have learnt.	All pupils can have a whiteboard to spell their new knowledgeable word/s on. All pupils can then show the teacher.
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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))	In order to reflect on pupil learning, I will be evaluating a lower ability grouping within the class. In order to evaluate, I asked a series of questions prior to pupils completing the task to assess current knowledge of welsh words. Thereby, I used the process of learner tracking throughout the lesson. I believe learners became more aware of their understanding of welsh words as the use of mini-plenary was used throughout in order to make sure pupils were using repetition of their pronunciation and understanding of the words.
Next Steps for Progress	After evaluating this lesson plan and pupil learning, I will ensure I implement the use of mini-plenaries within my future teaching practice.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	What went well: • Expansion of welsh words • Practicing the use of pronunciation • Focus on welsh numbers; relating to real life contents
Areas for my Development Personal Targets for Progress	Could have gone better if: • More advanced dictionaries • Use of ICT/DCF to expand knowledge of welsh words

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Zoe Cottle	Class:	Year 3/4
AoLE or Subject	Welsh	Date:	13.01.20
Lesson Focus:	Amswer sgilliau; past tense		
Meaningful links to Curriculum	Ordering past tense sentences		
Meaningful links to: Cross Curricular Responsibilities	N/A		
Personal Targets (Linked to QTS and identified in weekly review)			
Classroom management			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Complete/design their own sentences using past tense language. - Talk through their past tense sentences with a partner.

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 have an understanding of speaking/ordering a sentence in the past tense	1. Pupils will put together/orally speak to their partner in welsh in the past tense by ordering cue cards.

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)
Opening phase (with links to prior learning)	Teacher tests pupils prior knowledge to see what understanding of past tenses they have knowledge of. The teacher will go through each past tense sentence starters to explain if pupils do not understand any of them.	All pupils are expected to be engaged in questioning.
Teaching & Core Learning	Pupils are placed in partners with their ability grouping. Pupils will have access to a set of sentence starters in the past tense and words in which they can make their own sentences. The teacher will explain the colour coded on cue cards: pink- sentence starters red- with who? gyda purple- when? pryd blue- where? ble	Pupils will use their sentence starters (pink cue cards) e.g. Ces i/ Gwelais i/ Gwylliais i etc and use connecting words which correspond with the sentence. Pupils will then orally tell their partner their sentence to practice their skills.
Plenary	Teacher asks pupils to complete the lesson by using peer assessment.	Pupils will discuss what past tense words they have learnt. Peer assess: pupils give their partner one star and a wish on what they did well and what they could improve on.

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))	The main evidence of learning which I am going to discuss is based upon a low ability grouping set. I believe the use of images on the cue cards allowed the lower ability grouping to have visual imagery if they were not sure on words.
Next Steps for Progress	Removing cue cards with words that may not have been suitable for abilities. Instead of giving all pupils the same cards, put in packs which are suitable.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	What went well: • Good understanding from previous lesson • Interactive • Good use of imagery for words pupils may not understand
Areas for my Development Personal Targets for Progress	Even better if: • Differentiation: taking away some sentence starters that pupils may not understand • Practice writing on whiteboards: extension task