

## Welsh Portfolio

### Welsh Mini Lesson

10 minute Welsh Video – recorded in university.

#### Body parts

Welsh lesson on body parts. – Plan

Introduction introducing myself.

- Ask their names
- Talk about the weather
- Ask how they are
- Get them to write the date on the sheet
- Complete PP activity
- Plenary – Picture matching game
- Praise given throughout

#### Script

- Bora Da, bawb, Miss James ydw I
- Beth yw dy enw chi?
- Mae'r tywydd yn gwael heddiw
- Sut wyt ti heddiw ?
- Heddiw Byddwn yn dysgu ti am rhannau corf.
- Edrychwych ar y bwrdd gwyn
- Ysgrifennwch y dyddiad – Dydd Mawrth 25ain o Cwefror 2020 Dwy fil dauddeg
- Pwy sy'n barod?
- Dweud y gair gyda mi a a labelwch y rhan corf cywir ( say the word with me and label the body part) – **introduce PP- say word- they will repeat word and label on the body**
- Gadael I chwarae gem ( lets play a game) – **introduce picture matching game.**
- Cyfateb y llun i'r gair – **match the picture to the word**

### Assessed video reflection –

For the Welsh min lesson I delivered in University, I planned for a lesson on body parts. I opened the lesson by introducing myself and asking people their names. I then addressed the weather that day and asked how everyone was feeling. These are simple sentence structures that demonstrate how incidental Welsh can be used within school. I then began the lesson by showing a power point and asking for the Welsh words to be repeated after me, this enabled recognition of the words when it came to the picture matching activity. During the activity used Welsh praise.

I was very disappointed with the welsh lesson I delivered in university. My incidental welsh in school and during lessons is very good and I have continued to use as much welsh as possible since obtaining by B grade in GCSE. However, on the day of the assessment I froze and failed to provide a lesson that reflected on my ability. I feel I over tried and ultimately complicated my script and lesson. There is so much more I could have added to the lesson

but as I relied on the words in front of me I struggled rather than using what I already know.

## **Self-Reflection**

I understand the importance of developing my own Welsh language skills along with developing the Welsh language skills of all learners. I use incidental Welsh continuously through-out a school day, through commands and greetings. I use as much Welsh as possible whilst encouraging learners to do the same. I have had the privilege to deliver daily Helpwr Heddiw sessions in both key stage placements which I have acknowledged are a beneficial way of increasing learners Welsh skills as well as my own. Daily 10 minute sessions which are built on throughout a week increase learners knowledge and confidence. I have done achieved this through playing Welsh games which is a great way to engage children. I am very confident in speaking Welsh in school and always try and improve my Welsh language skills where I can. I have spoken to the leader of the Welsh in my placement to help develop my skills further. The more I develop my own confidence and Welsh language skills, the better I can prepare for all learners. Throughout my time on the PGCE course I have attended all Welsh sessions, engaging in all tasks set. I developed good relationships with my peers where were have been able to help and support each other further. I have continued my Welsh language development at home through the use of welsh language apps. I feel it has been important to continue to develop my skills at home so I can keep my Welsh language relevant and provide a better education for all learners. I will continue to work on my Welsh language skills throughout my teaching career to ensure I can provide the best possible learning opportunity's for learners to develop further. I have had positive feedback from my mentor, who has commented on my increasing development and confidence throughout my placements. I also always mark work with the Welsh comment and have tried to increase my Welsh vocabulary through this. As mentioned earlier I was very disappointed with how my Welsh mini lesson went in university. This is not a true reflection of my Welsh language skills and feel if I had been recorded in school I would have been able to demonstrate my skills better. During the mini lesson I feel I complicated things too much and didn't get a chance to show what I can do. During a lesson I always praise in welsh, I end the lesson by asking everyone to tidy up because it is break/ lunch time. I try and use as much Welsh that I feel learners will understand but challenge at the same time. I am very happy with how my Welsh language I developing and understand the importance of implementing as much incidental Welsh as possible within school. I intend to continue this throughout my teaching career and take any opportunity to develop my skills further.

**Welsh Language Standard**

On track

- **Comments and Evidence**

- **Targets for improvement and suggested ways forward**

Lauren has demonstrated the ability to use and promote the use of Welsh language in reception through her use of the Welsh language in the delivery of lessons. The student-teacher produces appropriate, timely and accurate records and reports and gives feedback to pupils to learn and enhance the learning experience. Way forward-> Further develop your own use of the Welsh language in the classroom and group on the Welsh Continuum. Develop an awareness of the Welsh Curriculum across FP and KS2.

Comment made by my mentor following my first placement

## Lessons Planned

I planned and delivered this lesson for a year 3 class of mixed abilities. The lesson was based on their topic of 'blood, bones and gory bits'. I focused on learning the welsh names for the body parts. This lesson shows how challenge children's literacy skills by asking for extended sentences where possible. The lesson was planned based on prior knowledge of previous Helpwr Heddiw sessions the following week where I helped develop their vocabulary surrounding the body parts. As well as developing on their writing skills I also used this lesson to develop their Welsh oracy skills. As seen in the starter of the lesson, the children played a game in teams of three matching the correct picture to the correct word and saying these out loud in front of the class when asked to do so. We also played a game of hangman helping to develop their Welsh literacy skills by learning how to spell Welsh body part names correctly.

**Developing learners literacy skills-** The lesson shows how I have planned appropriately to develop and challenge learners on their welsh literacy skills. The higher ability group were encouraged to develop sentences around the Welsh body part names, building on prior knowledge from sentence structures they were familiar with.

**Differentiation** – The lesson below shows how I have differentiated the lesson appropriately in order to challenge all learners on developing literacy skills. The higher ability group were required to extend their sentences whilst the lower ability group developed their literacy skills orally. I adapted the lesson for them. They were required to place the correct word to the correct body part. I am aware that they did not write anything down, however based on their ability I felt this was the best plan for them which still enabled them to gain an understanding of new Welsh words.

### Lesson Plan – Step 1 Cynllun Gwers – Cam 1

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|--------------------------------|----------------------------------------------------------------------|--------|------------|
| Student-teacher                | Lauren James                                                         | Class: | KS2 YR 3   |
| AoLE or Subject                | Welsh language skills                                                | Date:  | 15/01/2020 |
| Lesson Focus:                  | Learning the welsh body part names                                   |        |            |
| Meaningful links to Curriculum | (Taken from the Welsh second language national curriculum framework) |        |            |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Oracy- Skills- view and listen carefully responding orally, in writing and non-verbally</p> <p>Range -work independently, in pairs, in groups and as a member of a class</p> <p>Writing- use and link a variety of phrases, questions and sentences accurately, reinforcing Welsh syntax and using paragraphs as appropriate</p> <p>spell simple words correctly, check spelling by using various methods, including ICT</p> |  |  |
| <p>Meaningful links to:</p> <p>Cross Curricular Responsibilities</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
| <p>Personal Targets (Linked to QTS and identified in weekly review)</p> <p>Differentiation</p> <p>The student-teacher demonstrates breadth and depth in knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs</p> <p>Managing the learning environment</p> <p>The student-teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |

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

The pupils will learn to:

Locate and label using correct vocabulary

| Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)                                                                               | Assessment of Pupils' Learning<br>Evidence<br>(What have the learners to say/write/do/produce – to demonstrate learning)                                                                          |
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| <p>*** I can label the correct body parts in Welsh and create extended sentences.</p> <p>**I can label the correct body parts in Welsh.</p> <p>*I can label some of the body parts in Welsh.</p> | <p>***Can label body parts in Welsh and create extended sentences.</p> <p>**Can label the correct parts of the body in Welsh.</p> <p>*Can label some parts of the body in Welsh with support.</p> |

| Time                | Activities/Methodology/Key Concepts<br>(Teacher's Role – including key teaching points, differentiation strategies and key questions) | Pupil Tasks<br>(Pupils' role –including differentiation, engagement in formative assessment and homework) | Resources<br>(Including Health and Safety requirement) |
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| Opening phase (with | Start the session with a quick game to recap the body part names.                                                                     | Engage in the lesson, recap what they already know.                                                       | Picture cards                                          |

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| links to prior learning) | <p>Game = Picture matching. Children to work in pairs or 3's and match up the body part with the right word.</p> <p>If this is done quickly a game of hangman can be played.</p>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                      |                                                                                              |
| Teaching & Core Learning | <p>Explain to the children what their task is.</p> <p>Differentiation</p> <p>MAT- create key diagrams of each body part labelling with the correct name, adding an extended sentence e.g. Mae bola gyda fi</p> <p>MA- label the body diagram in their book</p> <p>LA- Outside, take in turns to either draw around themselves in chalk or lay on the floor- placing the welsh body part names in the correct place. Word cards to show Welsh and English. Photos to be taken to evidence learning.</p> | <p>Listen to the task asked of them</p> <p>Differentiation</p> <p>MAT- Neatly create a key diagram in their book labelling the body parts in Welsh, adding a sentence.</p> <p>MA- label a body in their books with the correct welsh word.</p> <p>LA- Take part in drawing around themselves, labelling the correct welsh word to each body part</p> | <p>Exercise books</p> <p>Body picture</p> <p>Camera</p> <p>Chalk</p> <p>Welsh name cards</p> |
| Plenary                  | <p>To end the session, play a game of 'Simon says'</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Take part in the game 'Simon says'</p>                                                                                                                                                                                                                                                                                                            |                                                                                              |

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## Lesson Plan – Phase 1

## Evaluation of the Learning Experience

(include references to QTS)

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| Evaluation of Pupil Learning                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Evidence of Learning (including attitude to learning over time)) | <p>This was a cross curricular lesson. The lessons focus was welsh but incorporating science in learning body parts. The lesson was delivered as whole class teaching. I aimed to see how children of all abilities so allowed me to assess every learner. The learning objective was the same for all however tasks were differentiated for levels of ability. The children had been learning welsh body parts throughout the week as part of their Helpwr Heddiw sessions. Due to this is decided to start the session by recapping knowledge and seeing where the children's understanding was. To do this I created a picture matching game where they children had to try and remember what they had learnt throughout the week and match pictures of body parts to the right word. The children enjoyed this, and it was positive see good prior knowledge of the welsh names. The tasks were differentiated. The middle and higher ability groups ha a picture of a body pre stuck into their books and they had to label each part in welsh, the more able and talented had to create a key diagram with each body part, label this and write an extended sentence, then the lower ability went outside, drew around themselves and placed a the correct welsh body part name to the corresponding body part, the teaching assistant took a photo of this and it was made into a QR code and stuck into their book. I found managing behaviour quite difficult for this lesson, I discussed it with the class teacher, and it was agreed that they as a class have become more difficult to manage lately and she did sit down with them and have a discussion. This made me feel better as it wasn't directly a factor of my teaching. I was also very happy with the plenary of my lesson. I decided to play a game of Simon says, using welsh names. The children loved this, and it was another way for children to learn instead of just writing.</p> |
| Next Steps for Progress                                          | <p>The lesson was suitable for all abilities. The tasks were differentiated for all learners. I think knowing now the children's knowledge and understanding they could have been challenged more. This could have been done by</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|  | <p>introducing more body parts to what they had been learning all week. Most of the learners were capable of the challenge and challenging learners is something I will continue to consider. I involved the children in the plenary by allowing the, to be the one to call out Simon says, this worked well as it gave them confidence and control of their learning.</p> |
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| Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Evidence of my Effective Practice                                                                                          | <p>What went well- the starter and the plenary went very well. I always find it beneficial to incorporate fun ways of getting children learning. For each game they played in this lesson, it gained a positive response. I think some children almost forget they are learning this way and it's a good way to get them to remember things so incorporating games and fun alternatives into a lesson is something I would like to develop further.</p> <p>Behaviour management on a whole was good. Always room for improvement. I did stop them halfway through to tell them I was becoming quite disappointed in their noise level and disruption and this seemed to work as they continued to work well and with little noise and distraction.</p> |
| Areas for my Development                                                                                                   | Even better if                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Personal Targets for Progress                                                                                              | <p>The one thing I was quite disappointed with was how I informed each group of their task. I started the lesson as whole class teaching but as each task was differentiated this had to be explained to each individual group. Doing this meant the group not being spoken to were not getting attention and being distracted. I need to find a way to do this with minimal distraction from the rest of the class. One way I have thought is</p>                                                                                                                                                                                                                                                                                                     |

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|  | <p>by getting all children to write the date and title while I am explaining, this means everybody has something to do while I'm with another group.</p> <p>I also had the opportunity to mark the children's work. Marking is quite new to me and I found this quite daunting. I didn't want to go against the school with by doing something wrong as the school has a marking policy, so reading up on this will develop my progression for this further.</p> <p>The presentation in the children's books was not what I had hoped for, this is down to me, I discussed with the class teacher that I should have gone through better how I expected it to be laid out. Ideally, I would have wanted it on one page however some went over 3 pages, this was down to my mis direction which I intend to develop on.</p> |
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## **Foundation Phase Helpwr Heddiw Lesson Plans**

The Helpwr Heddiw sessions I have evidence below demonstrate how I have planned lessons to improve learner's personal Welsh language skills. I planned the Helpwr Heddiw sessions as a weeks continuous activity that demonstrates my understanding how learning develops incrementally, building on prior knowledge. The learners were required to role play using the new Welsh sentences they had learnt, building on these throughout the week.

### Lesson Plan – Step 1 Cynllun Gwers – Cam 1

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| Student-teacher                                                  | Lauren James                                                                                                                                                                                  | Class: | Reception |
| AoLE or Subject                                                  | Helpwr Heddiw                                                                                                                                                                                 | Date:  | 7/11/2019 |
| Lesson Focus:                                                    | Children will recognise and understand the word 'sawl?'                                                                                                                                       |        |           |
| Meaningful links to Curriculum                                   | Learning the language gradually and naturally through first-hand experiences<br>Support and respect<br>Sensitivity<br>Praise for effort<br>Rich and lively environment<br>Fun and enthusiasm. |        |           |
| Meaningful links to:<br>Cross Curricular Responsibilities        | Children can join in the counting of numbers from 1 to 10. Children can recognise and name numbers                                                                                            |        |           |
| Personal Targets (Linked to QTS and identified in weekly review) |                                                                                                                                                                                               |        |           |

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| Learning Objectives (focus on Learning- use accessible vocabulary):                                                                                                                                                                                            |
| <p>The pupils will learn to:</p> <p>Say the sentence pattern how many?</p> <p>Sawl?</p> <p>Children will learn to ask and answer how many? Sawl ?</p> <p>Children will learn to count in welsh – Un, Dau, Tri, Pedwar, Pump, Chewch, Saith, Wyth, Naw, Deg</p> |

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| Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)                 | <p>Assessment of Pupils' Learning</p> <p>Evidence</p> <p>(What have the learners to say/write/do/produce – to demonstrate learning)</p>          |                                                                                   |                                                                   |
| <p>Children will learn to ask and answer how many in Welsh. Sawl?</p> <p>Children will count how many items there are in Welsh</p> | <p>Children will ask and answer eachother in Welsh</p> <p>Children will count the items shown on the power point in Welsh</p>                    |                                                                                   |                                                                   |
| Time                                                                                                                               | <p>Activities/Methodology/Key Concepts</p> <p>(Teacher's Role – including key teaching points, differentiation strategies and key questions)</p> | <p>Pupil Tasks</p> <p>(Pupils' role –including differentiation, engagement in</p> | <p>Resources</p> <p>(Including Health and Safety requirement)</p> |

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|                                              |                                                                                                                                                                                                                                                                                            | formative assessment and homework)                                                                                                                                                                                                           |                         |
| Opening phase (with links to prior learning) | <p>Recap on previous days lessons of Sawl?</p> <p>Ask children if they can remember how to ask how many in welsh?</p> <p>Using a bag of numbers, take a number out one at a time and ask the children to say the number then say what it is in Welsh.</p> <p>Give praise in Welsh</p>      | <p>Children will sit quietly on the carpet.</p> <p>Children will put their hand up and answer how to say how many in Welsh.</p> <p>When a number is drawn out the bag the children will shout out the number then shout it out in Welsh.</p> | Bag of numbers          |
| Teaching & Core Learning                     | <p>Introduce the children to the powerpoint of different numbers of items. Give a demonstration- Sawl houses? un, dau</p> <p>Pick a HH of the day.</p> <p>Ask the HH to choose someone to count the items on the powerpoint. They must pick someone and ask 'sawl?' eg. 'sawl houses?'</p> | <p>Children will look at the powerpoint for sawl? and watch the demonstration.</p> <p>HH will stand up, pick items on the power poin, pick someone and ask sawl?</p>                                                                         | Powerpoint presentation |

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|         | Give praise in Welsh                                                                                                                         | The child asked will count the number of items in Welsh. |             |
| Plenary | To finish, pick 1/2 items off the powerpoint( windows and chairs) ask the whole class sawl? then count together.<br><br>Give praise in Welsh | Children will count the items together as a group        | Power point |

## Lesson Plan – Step 1 Cynllun Gwers – Cam 1

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|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------|
| Student-teacher                | Lauren James                                                                                                                                                                                   | Class: | Reception   |
| AoLE or Subject                | Welsh- Helpwr Heddw                                                                                                                                                                            | Date:  | 11/11-15/11 |
| Lesson Focus:                  | Sentence pattern- Beth wyt ti'n hoffi? Dw i'n hoffi + colour                                                                                                                                   |        |             |
| Meaningful links to Curriculum | learning the language gradually and naturally through first-hand experiences<br>support and respect<br>sensitivity<br>praise for effort<br>a rich and lively environment<br>fun and enthusiasm |        |             |
| Meaningful links to:           | Oracy- children will be able to express what they like. Children                                                                                                                               |        |             |

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| Cross Curricular Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>will be able to use words, phrases and simple sentences.</p> <p>Children will speak audibly.</p> <p>Children will be able to contribute to role-play activities</p> |  |  |
| <p>Personal Targets (Linked to QTS and identified in weekly review)</p> <p>Managing the learning environment</p> <p>To understand the importance of managing the learning environment by promoting positive learning habits and behaviours that meet the four purposes and are understood.</p> <p>Progression in Learning</p> <p>The student-teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.</p> <p>Welsh Language SKills</p> <p>There is a commitment to incremental development of personal skills in the use of the Welsh language.</p> |                                                                                                                                                                        |  |  |

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| Learning Objectives (focus on Learning- use accessible vocabulary):                                                               |
| <p>The pupils will learn to:</p> <p>To understand and ask the sentence pattern 'Beth wyt ti'n hoffi?' 'Dw i'n hoffi + colour'</p> |

| Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)                                                                                                                        | Assessment of Pupils' Learning<br>Evidence<br>(What have the learners to say/write/do/produce – to demonstrate learning)                                                                                                                        |
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| <p>Children revise and learn the colours in Welsh.</p> <p>Children will understand and learn to say the sentence pattern 'Beth wyt ti'n hoffi?'</p> <p>Children will understand and learn to say the sentence 'Dw i'n hoffi + colour'</p> | <p>Children will call out the colours in Welsh confidently.</p> <p>Children will repeat the sentence 'Beth wyt ti'n hoffi?' asking their partners.</p> <p>Children will repeat the sentence 'Dw i'n hoffi + colour'- asking their partners.</p> |

| Time                | Activities/Methodology/Key Concepts<br>(Teacher's Role – including key teaching points, differentiation strategies and key questions)                               | Pupil Tasks<br>(Pupils' role –including differentiation, engagement in formative assessment and homework) | Resources<br>(Including Health and Safety requirement) |
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| Opening phase (with | <p>Day 1-</p> <p>Children will sit on the carpet; I will start the lesson by showing flashcards to revise colour names. I will make sure to ask children I feel</p> | <p>Day 1 –</p> <p>Children will sit on the carpet, listening and</p>                                      | <p>Day 1</p> <p>Flash cards</p>                        |

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| links to prior learning) | <p>may not be listening well to make sure they are on task.</p> <p>Day 2-</p> <p>I will introduce the sentence 'Beth wyt ti'n hoffi?' I will remind the children that yesterday we looked at the colours in Welsh and sometimes we might want to know what colour our friend likes, so to ask in welsh we say – 'Beth wyt ti'n hoffi?' I will ask them to repeat this sentence a few times and then ask them to repeat it to the person sat next to them, allowing them to remember it.</p> <p>Once children appear to confidently know this sentence, I will tell them that if someone asks us 'Beth wyt ti'n hoffi we need to answer, to answer in welsh we say 'Dw i'n hoffi + colour' I will ask them to repeat this sentence a few times in order to help them remember it.</p> <p>Day 3</p> <p>I will recap previous days lesson by asking the class, how do we ask what do you like in welsh? I will then ask the class how do we answer in welsh? I will ask them to repeat this sentence pattern to the person next to them.</p> <p>I will then explain to the class that sometimes we can like more than 1 colour. I will explain to the children that to say we like two colours we have to use the word 'and' and to say this in welsh we say 'a'</p> <p>Day 4-</p> | <p>engaging, shouting out the colours.</p> <p>Day 2</p> <p>The children will repeat the sentences to me and to the person sat next to them.</p> <p>Day 3</p> | <p>Day 2</p> <p>Flashcard of sentence</p> |
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|  | <p>I will recap on the previous days learning by asking the children 'how do we say what do you like?' and 'I like'?</p> <p>Day 5 – I will recap on the previous days learning by asking the children 'how do we say what do you like? And 'I like'</p> | <p>The children will say 'Beth wyt ti'n hoffi?' and 'Dw i'n hoffi ...</p> <p>Children will answer again with two colours e.g. 'Dw i'n hoffi glas a oren'</p> <p>Day 4</p> <p>The children will answer me by saying 'Beth wyt ti'n hoffi?' and 'Dw i'n hoffi ...</p> <p>Children will answer again with two colours e.g. 'Dw i'n hoffi glas a oren'</p> <p>Day 5</p> <p>The children will say 'Beth wyt ti'n hoffi?' and 'Dw i'n hoffi ...</p> <p>Children will answer again with two colours e.g. 'Dw i'n hoffi glas a oren'</p> |  |
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|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | This will be said more confidently each day.                                                                                                                                                                                                                                                                                                                                |                                                  |
| Teaching & Core Learning | <p>Day 1</p> <p>I will choose two children to be the Helpwr Heddiw's of the day.</p> <p>I will give the rest of the class a coloured block. I will then tell the children that the Helpwr Heddw'r's are going to call out a colour in welsh, and if they are holding that coloured block they must 'sefwch' I will check with the children that they know what is meant by the word 'sefwch'</p> <p>Day 2</p> <p>I will choose two Helpwr Heddiw's for the day.</p> <p>I will ask the Helpwr Heddiw's to go around the carpet picking someone to ask 'Beth wyt ti'n hoffi? The child picked then has to answer 'Dw i'n hoffi + colour. I will ask the rest of the group if they can help if anyone appears to be struggling.</p> <p>Day 3</p> <p>Choose two Helpwr Heddiw's</p> <p>Whole class to ask Helpwr Heddiw's 'Beth wyt ti'n hoffi? The Helpwr Heddw'i's pick out two coloured blocks from the bag and say 'Dw i'n hoffi (colour) a (colour)</p> | <p>Day 1</p> <p>Children will each have a coloured block, when the Helpwr Heddiw calls out a colour in welsh the child with that colour will stand up.</p> <p>Children will be able to tell me what 'sefwch' means</p> <p>Day 2</p> <p>The Helpwr Heddiw's will go around the carpet asking 'Beth wyt ti'n hoffi?' the child picked will then answer 'Dw i'n hoffi ...'</p> | <p>Day 1</p> <p>Coloured blocks</p> <p>Day 2</p> |

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|         | <p>Day 4- I will introduce the children to a chain reaction game. I will ask the Helpwr Heddiw's to ask another child the question 'Beth wyt ti'n hoffi?' If that person gets the question right they stand up and ask another child sitting on the carpet until everyone is stood up</p> <p>Day 5-<br/>I will sing 'Canu'r Enfys' with help from a YouTube video</p> | <p>Day 3</p> <p>The class will ask the Helpwr Heddiw's 'Beth wyt ti'n hoffi?' The Helpwr Heddiw will take out a coloured block from the bag and say 'Dw i'n hoffi (whichever colour they pull out of the bag)</p> <p>Day 4</p> <p>Children will play the chain- reaction game, they will each take it in turns asking and answering the question 'Beth wyt ti'n hoffi?' until all children are stood up.</p> <p>Day 5</p> <p>Children will sing 'Canu'r Enfys</p> | <p>Day 3</p> <p>Bag of coloured blocks</p> <p>Day 5</p> <p>YouTube video</p> |
| Plenary | Day 1                                                                                                                                                                                                                                                                                                                                                                 | Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Day 1<br>Flashcards                                                          |

|  |                                                                                                                                                                                                       |                                                                                                                                                                     |  |
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|  | <p>I will end the session by holding up a flashcard and asking the children to shout out the colour in welsh.</p>                                                                                     | <p>Children will look at the flashcard and shout out the colour.</p>                                                                                                |  |
|  | <p>Day 2</p> <p>I will end the session by asking the class to ask the Helpwr Heddiw's in turn 'Beth wyt ti'n hoffi? The Helpwr Heddiw's will then answer in welsh.</p>                                | <p>Day 2</p> <p>The whole class will ask the Helpwr Heddiw's 'Beth wyt ti'n hoffi? And the Helpwr Heddiw's will answer 'Dw i'n hoffi ...'</p>                       |  |
|  | <p>Day 3</p> <p>I will end the session by telling the children that I like the colours blue and pink. I will then ask the children how I would say this in welsh e.g.- 'Dw i'n hoffi glas a pinc'</p> | <p>Day 3</p> <p>Children will listen to me saying what my favourite colours are, they will then tell me how I can say this in welsh, 'Dw i'n hoffi glas a pinc.</p> |  |
|  | <p>Day 4</p> <p>After all children are stood up I will remind them that I am still sat down so they need to ask me the question 'Beth wyt ti'n hoffi? I will then answer and stand up.</p>            | <p>Day 4</p> <p>Together the children will ask me the question 'Beth wyt ti'n hoffi?' and listen to my response.</p>                                                |  |
|  | <p>Day 5</p> <p>After we have sung the song, I will ask the Helpwr Heddiw's to ask someone in welsh which colour of the rainbow they like in welsh.</p>                                               | <p>Day 5</p> <p>The Helpwr Heddiw's will ask someone from the class</p>                                                                                             |  |

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|  |  | 'Beth wyt ti'n hoffi?' the child picked will then answer 'Dw i'n hoffi ...' |  |
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## Lesson Plan – Step 1 Cynllun Gwers – Cam 1

|                                                                                                                                                                                                 |                                                                                                                                                                                                                                  |        |                 |
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| Student-teacher                                                                                                                                                                                 | Lauren James                                                                                                                                                                                                                     | Class: | Reception       |
| AoLE or Subject                                                                                                                                                                                 | Helpwr Heddiw                                                                                                                                                                                                                    | Date:  | 18/11/2019 week |
| Lesson Focus:                                                                                                                                                                                   | Learning the sentence pattern<br>'wyt ti eisiau...?' 'Ydw/nag ydw'                                                                                                                                                               |        |                 |
| Meaningful links to Curriculum                                                                                                                                                                  | learning the language gradually and naturally through first-hand experiences<br><br>support and respect<br><br>sensitivity<br><br>praise for effort<br><br>a rich and lively environment<br><br>fun and enthusiasm               |        |                 |
| Meaningful links to:<br><br>Cross Curricular Responsibilities                                                                                                                                   | Oracy- children will be able to express what they like. Children will be able to use words, phrases and simple sentences.<br><br>Children will speak audibly.<br><br>Children will be able to contribute to role-play activities |        |                 |
| Personal Targets (Linked to QTS and identified in weekly review)<br><br>Managing the learning environment<br><br>To understand the importance of managing the learning environment by promoting |                                                                                                                                                                                                                                  |        |                 |

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| <p>positive learning habits and behaviours that meet the four purposes and are understood.</p> <p>Progression in Learning</p> <p>The student-teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.</p> <p>Welsh Language Skills</p> <p>There is a commitment to incremental development of personal skills in the use of the Welsh language.</p> |  |  |  |
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| Learning Objectives (focus on Learning- use accessible vocabulary):                                           |
| <p>The pupils will learn to:</p> <p>Say the sentence pattern 'Wyt ti eisiau...'? And answer 'ydw/nag ydw'</p> |

|                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                               |
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| Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)                                                                                                                                                                         | <p>Assessment of Pupils' Learning</p> <p>Evidence</p> <p>(What have the learners to say/write/do/produce – to demonstrate learning)</p>                                                                                                                                       |
| <p>***I can say the sentence 'Wyt ti eisiau?' and answer 'ydw/ nag ydw' independently and confidently</p> <p>**I can say the sentence with 'Wyt ti eisiau?' and answer 'ydw/ nag ydw' with some assistance</p> <p>*I can repeat the sentence 'Wyt ti eisiau?' and answer 'ydw/nag ydw'</p> | <p>*** Independently say the sentence 'Wyt ti eisiau' and answer 'ydw/nag ydw' confidently</p> <p>**Use teacher/peer assistance to say 'Wyt ti eisiau' and answer 'ydw/nag ydw'</p> <p>*repeat the sentence 'Wyt ti eisiau' and answer 'ydw/nag ydw' after teacher/ peers</p> |

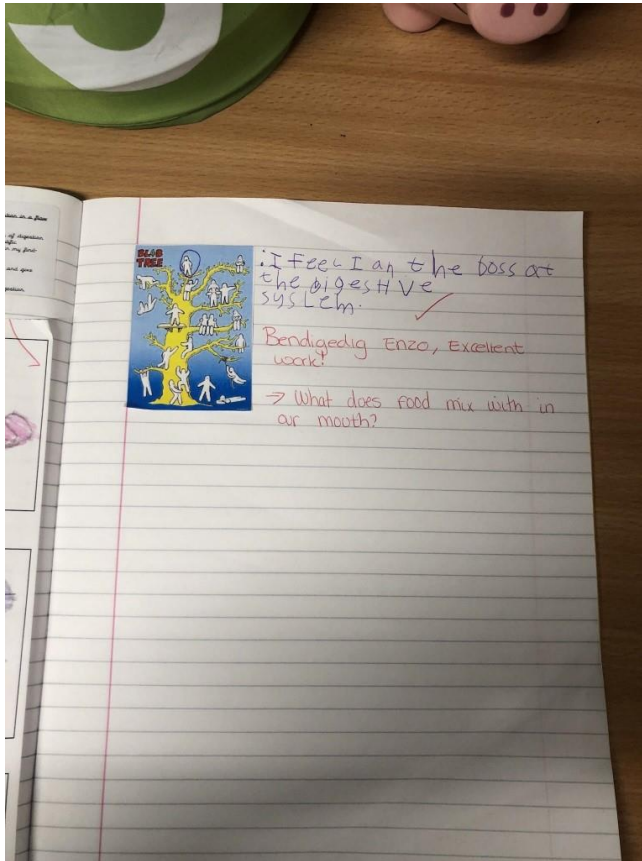
| Time                                         | Activities/Methodology/Key Concepts<br>(Teacher's Role – including key teaching points, differentiation strategies and key questions)                                                                            | Pupil Tasks<br>(Pupils' role –including differentiation, engagement in formative assessment and homework)                                                                                                                 | Resources<br>(Including Health and Safety requirement)                     |
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| Opening phase (with links to prior learning) | <p>Day 1 – Introduce the question 'wyt ti eisiau + fruit name?' Asking children to repeat the sentence</p> <p>Day 2- Recap the question 'wyt ti eisiau + fruit name?' Asking children to repeat the sentence</p> | <p>Day 1- Listen to the new sentence pattern, then repeat for learning.</p> <p>Day 2- say the sentence 'wyt ti eisiau + fruit?' several times.</p> <p>Day 3 – say the sentence 'wyt ti eisiau + fruit?' several times</p> | <p>Selection of rubber fruits</p> <p>Power point with sentence pattern</p> |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                              |
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|                          | <p>Day 3- Recap the question 'wyt ti eisiau + fruit name?' Asking children to repeat the sentence</p> <p>Day 4 - Recap the question 'wyt ti eisiau + fruit name?' Asking children to repeat the sentence</p> <p>Introduce the game 'budge' – children stand in two lines facing each other. One line holds a fruit – the children holding the fruit ask the person opposite 'wyt ti eisiau + the fruit?' The child answers 'ydw' or 'nag ydw'</p> <p>Day 5 - Recap the question 'wyt ti eisiau + fruit name?' Asking children to repeat the sentence</p>                                                                                                                                                                                                | <p>Day 4 - say the sentence 'wyt ti eisiau + fruit?' several times</p> <p>Day 5- say the sentence 'wyt ti eisiau + fruit?' a number of times and listen to the rules of the game 'budge'</p>                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                              |
| Teaching & Core Learning | <p>Day 1 – add the answer 'ydw/nag ydw'</p> <p>Day 2- Helpwr Heddiw (HH) to hold bowl of fruits and choose someone to ask 'wyt ti eisiau ...? Child responds with 'ydw' or 'nag ydw'</p> <p>Day 3 – Choose HH- Whole class to ask HH 'wyt ti eisiau + a food item shown on a picture on PowerPoint (this can be said in English)</p> <p>HH to answer 'ydw' or 'nag ydw'</p> <p>Day 4- Get children in lines for 'budge' HH shouts 'EWCH (Go)' Children ask the question, HH then shouts 'budge' for children to move down one and ask the next person they are opposite</p> <p>Day 5 – choose HH. Show class food flashcards. HH chooses someone and asks the question 'wyt ti eisiau plus the food item?' They then answer with 'ydw' or 'nag ydw'</p> | <p>Day 1 - Listen to the answers, repeat for learning</p> <p>Day 2- HH holds bowl of fruits and chooses someone to ask 'wyt ti eisiau + fruit' the child will then answer 'ydw' or 'nag ydw'</p> <p>Day 3 – Whole class will ask HH 'wyt ti eisiau + fruit?' HH will answer 'ydw' or 'nag ydw'</p> <p>Day 4 – Children line up for the game of 'budge' HH shouts the commands 'Ewch' and 'budge' Children ask 'wyt ti eisiau + fruit?' to the person stood opposite them and will move down when told by HH.</p> <p>Day 5 – HH will choose someone and ask 'wyt ti eisiau + the fruit?' Child</p> | <p>Food flashcards</p> <p>PowerPoint with 'Ewch' and 'budge'</p> <p>Power point of foods</p> |

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|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | chosen will then answer with 'ydw' or 'nac ydw'                                                                                                                                                                                                                                                                                                                                     |  |
| Plenary | <p>Day 1- Ask different children the question 'wyt ti eisiau + fruit' ask them to answer ydw/nag ydw</p> <p>Day 2 – Pull a fruit out of the bag ask whole class to ask HH 'wyt ti eisiau + fruit?'<br/>HH answers 'ydw' or 'nac ydw'</p> <p>Day 3- Ask whole class to ask me 'wyt ti eisiau + food item?' I will answer 'ydw' or 'nac ydw'</p> <p>Day 4- Repeat the game 'budge'</p> <p>Day 5 Hold up a flash card and ask whole class to ask me 'wyt ti eisiau + fruit?' I will then answer</p> | <p>Day 1 -Answer 'ydw/nag ydw' when asked the question 'wyt ti eisiau +fruit?'</p> <p>Day 2 – class will ask HH 'wyt ti eisiau' HH will answer 'ydw' or 'nac ydw'</p> <p>Day 3- whole class will ask me 'wyt ti eisiau + food item' and listen to my answer</p> <p>Day 4 – children will repeat the game of 'budge'</p> <p>Day 5 – ask me the question 'wyt ti eisiau + fruit?'</p> |  |

## Evidence of marking and correcting

I have added the following photos of marking I carried out as evidence to show how I always mark with a welsh comment. Using as many different Welsh responses as possible. I have also added a photo of a piece of work correcting a learners work.



Fruits

dislike



I like the kiwi and  
apple because  
they're  
Bendegedig I liked your reason  
for your choices.  
→ Tell me a good word to tell me what the kiwi  
felt like  
(PGCE student LJ)

6.  $702 - 683 = 19$   
~~702~~  
683  
019 ✓

7.  $410 - 367 = 43$   
~~410~~  
367  
043 ✓

Andiderchog!  
great independent  
work William  
Thankx you



