

Enw: Kelsie Dewar
Teitl y Wers: Enfys
Blwyddyn:

Nod y wers: Nod y wers heddiw ew Lliwiau

Gwybodaeth Flaenorol.

Pwy sy'n cofio
Gwaith ddoe ?

Dysgu cyfrif yn
Gymraeg

Geirfa

Ysgrifennwch ar y Dyddiad
yn eich (aych) llyfrau

Tacluswch ym gyflym.

Tacluswch ym gyflym. Tidy
up quickly

Coch
Melyn
Pinc
Glas
Porffor
Oren
Gwyrdd

Mae'n amser gwasanaeth

Sefwch tu ol aich vord.

Gweithgareddau

1. Ar fy ol I
2. Tro chi
3. Tro fi
4. Tro Ti
5. Canu lliwiau'r enfys

Ffocws Iaith

Ffocws iaith yw i'r plant
ddysgu'r lliwiau yn
Gymraeg.

I ofyn pa liw yw hwn?

cwestiynau sylfaenol

Targedau Iaith Personol

Cofiwch ar ddiwedd y wers i
gadarnhau'r hyn y mae'r
plant wedi ddysgu
Beth ydych chi wedi dysgu
heddiw?

Yn y wers nesaf, byddwn ni'n
astudio am dydd goyle dewi.

Patrymau

Sut ydych chi?
Sut wyt ti?

Edrychwch ar y
bwrdd gwyn.

Edrycha ar yr bwrdd
gwyn.

Pa liw ydy hwn?

Ga i weld du waith
di?

Ga i weld eich gwaith
chi bawb

- Bore da bawb! Morning everyone!
- Pwy sy'n cofio Gwaith ddoe? Who remembers yesterday's work?
- Class: yes, we looked at counting yn gymraeg.
- Da lawn bawb! Nawr te , Edrychwch ar y bwrdd gwyn os gwelywch yn dda.
 - Look at the white board please.
- Dere mlaen, Matthew edrycha ar y bwrdd gwyn!
- Ysgrifennwch ar y Dyddiad yn eich (aych) llyfrau. (write the date in welsh)
- Ysgrifennwch Gwaith dosbarth yn eich llyfrau ar y dyddiad heddiw ew (date)
 - Write class work in your books and the date today is.....
- Dydd Mawrth, 25ain (y pumed ar ugain) o Chwefror.
- Nod y wers heddiw ew Lliwiau. The aim of todays lesson is colours.
- Ar fy ol i (after me)

Tro fi – my turn Tro chi – everyones turn - Tro ti your turn.

- Coch
- A Melyn
- A Pinc
- A Glas
- Porfor
- A oren
- A gwyrdd
- Nawr te Lliwiwch u llun or enfys. (now then, colour the picture of the rainbow)
- Ga i weld du waith di rachael? Can i see your work
- Ga i weld eich gwaith chi bawb? (to the class)

- Un dai tri ydrychwch ar na i!
- Beth ydych chi wedi dysgu heddiw? What have you learnt today?
- Yn y wers nesaf, byddwn ni'n astudio am dydd goyle dewi. (in the next lesson we will be looking at st. david's day)
- Tacluswch ym gyflym. Tidy up quickly
- Mae'n amser gwasanaeth. (its assembly time)
- Sefwch tu ol aich vord.
- (stand behind your table).

Self Reflection

Micro-Lesson Reflection

During this lesson, the aim was for the children to become familiar with the colours of the rainbow and how to ask what colour is this? As the children have previously learnt in English what the colour names were, it was just teaching them the translation rather than teaching them the colour and the translation. To hook the children into the lesson I began by playing the song in Welsh, this was exciting for them as they recognised the tune to the song. The children were to repeat after me to say the colour whilst it was displayed on the board, this provided the children with a visual stimulus as well as hearing the language. It also allowed me to hear if any of the children found it difficult to say some of the words, if they did, I would repeat the drill until I was confident the children understood. I think if I was to do this lesson again, I would get moving a bit more, perhaps put coloured objects in the room and get them moving around saying the words rather than just sat at the desk learning. I would also like to use partner work a little more to encourage them to use Welsh amongst themselves rather than being mostly teacher led. At the end of the lesson, as a class we sang through the rainbow song in Welsh once more just to recap the colours, I also then asked them to tidy up and stand behind their tables in Welsh, improving their understanding of Welsh.

For next steps, I will introduce the question do you like? This can then include do you like and a colour. This sentence pattern can then be used for a variety of topics in the future.

PTE1 Reflection

During my first half of placement, I didn't use much Welsh other than praise as I wasn't too comfortable with using Welsh in the classroom as I was worrying about teaching and placement nerves etc. The teacher used commands in Welsh, so I then followed these commands that the children were familiar with in my own lessons. However, in the second half of placement, I tried using these commands a bit more and also encouraged more incidental Welsh within the classroom. This was one of the elements that was picked up on during observation was that the mentor was impressed in how much Welsh I used within my lesson. Next steps to develop my own teaching and also the children's is to introduce more Welsh to start the lesson such as introducing the topic and the aim rather than just incidental Welsh.

Lesson Plans and resources

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Kelsie Dewar	Class:	1SH
AoLE or Subject	Language, Literacy and Communication.	Date:	18.11.19
Lesson Focus:	Welsh- Beth sy yn y bocs.		
Meaningful links to Curriculum	• Children to respond verbally (Oracy- WLD). • They communicate simple personal and factual information clearly (Oracy- WLD). • They use an increasing range of vocab and sentence patterns which are usually correct (Oracy- WLD). • They communicate by writing words, phrases or sometimes sentences using familiar patterns (Writing- WLD). • They write short, basic sentences using suitable and familiar vocab (Writing- WLD). • Express what they like and dislike (Rec). • Express an opinion on familiar subjects (Year 1). • Listen to others, with growing attention, usually responding appropriately (Year 1). • Express opinions, giving reasons, and provide appropriate answers to questions (Year 2).		
Meaningful links to: Cross Curricular Responsibilities	• Welsh Language Development- Children encouraged to use Welsh throughout activity.		
Personal Targets (Linked to QTS and identified in weekly review)			

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

The pupils will learn to: "I can use beth wyt ti'n hoffi?"

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. Ask the question “beth wyt ti’n hoffi”. 2. Answer “beth wyt ti’n hoffi?” using “dw i’n hoffi.../ dw i ddim yn hoffi...”. 3. Be able to choose an item of food from the box and say it in Welsh. 4.	1. Children should be able to understand the question “beth wyt ti’n hoffi” and ask somebody else in the group. 2. Children should be able to answer the question using either of the leading answers; including items of food that have been used and identified within the activity. • Pit stops in learning- checking understanding. Ensuring that the children are aware of the words, what they mean, and how to use them correctly when asking and answering questions. • MAT children to be encouraged to include colours of foods when talking about them. E.g. “Dw i’n hoffibanana melyn”.

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 give input of activity in individual groups. - Teacher will introduce the Welsh question “beth wyt ti’n hoffi” and ask the children what they think it means. - Teacher should model how to answer the question using both “dw i’n hoffi... / dw i ddim yn hoffi...”. “Think, pair, share” with your partner. Tell them one item of food that you like and don’t like using “dw i’n hoffi.../ dw i ddim yn hoffi”. - Ask 3 or 4 children to feed back with the group. - Explain to the children that they are going to pick a item of food out	- AfL strategy- Think, pair, share. Children will discuss one item of food that they like and one item of food that they don’t like. - AfL- Questioning. Children will be given time to answer questions about what foodthey like and don’t like.	- Box. - Pictures of food items. - Print outs of the questions and the words to help them. - Beth sy yn y bocs song.

	of the box and then say if they like it or don't like it in Welsh.		
Teaching & Core Learning	• Introduce the box and the “beth sy yn y bocs?” song to the children. • As the song plays, get the children to pass the box around the circle until the song has finished. When it has landed on a child, allow them to pick one item of food out of it and say what it is in English. Model the Welsh translation and encourage them to repeat after- My turn, your turn. • Child to use “dw i'n hoffi.../ dw i ddim yn hoffi when talking about the item that they have picked out”. • Children to write in their books what had been picked out of the box using “dwi'n hoffi” and “dw i ddim yn hoffi” and explain why.	• AfL strategy- My turn, your turn. Children will repeat Welsh after the teacher. • When discussing the item of food, differentiate expectations of length of response. <u>MAT/ Able:</u> Children will be asked ‘pam?’ when talking about if they like it or don't like it and encouraged to answer using “achos”. Children to include achos when writing in their books and can further describe reasoning in English. <u>Basic Skills/ ALN:</u> Children will be asked ‘pam?’ when talking about if they like it or don't like it and encouraged to answer- can use English to describe reasoning in books.	• Ensure children are sat nicely on the chairs. • LLC book. • Pencils.

	The first couple in the group will just be examples, then the last three or four will be written down in books.	<u>ALN:</u> Group will be split down into half in order to encourage the concentration of the group and ensure that the children understand the activity.	
Plenary	Recap on the welsh question “beth wyt ti’n hoffi?”.	AfL strategy- Use Mr Ment stickers to indiate where the pupils feel they are at and their understanding of the topic.	Stickers



Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	During this lesson i will assess each individual on their learning. I will manage this within their focus groups which are based on ability. I will evaluate the learners progress during the activity by listening to them discussing the answers throughout the lesson. I will also chck the childrens books when marking to see if they have met the success criteria i have set within this plan. I will be looking at if the children display confidence within the task and perseverance as welsh to some can be quiett difficult. I will expect the children to persevere and keep trying even though the task may become slightly difficult. The welsh task will also need sustained concentration due to the nature of the activity as it can be a fun task however they will still need to concentrate throughout. I will challege the MA by extended their answers with the term achos to extend their writing.
Next Steps for Progress	For the more abled to introduce more describing words in welsh other than flasus and ofnadwy. I will allow the children to do a recall and answer amongst each other so that they are getting more pactice of asking the question and answering. This will work on what they have done but extend if further. For the other groups i will introduce the word achos with two describing words so they can develop their writing further.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I think i displayed a blend of approaches as i sat amongst the children during the input and we sat in a circle with the box. The children were very eager and egaged during this activity. This physical resource worked very well as the children all wanted a turn of the box so most were listening extra carefully. When one of the children were misbehaving i set a clear expectation that if he was to carry on disrupting the lesson then i would put the box away. The pupil however didnt listen so i moved him near to me to which he started to listen and become engaged within the lesson. I think my weekly target of pace was worked on well as i timed the input well as i allowed myself plenty of time to work with the groups individually but alowed enough time to work with the entire class. I used 2 straegies of AFL as suggested by David Dunn peer assessment, effecting questioning and think pair share.
Areas for my Development Personal Targets for Progress	When working with the entire class with the boundaries i will esnure to create clear rules and boundaries before the task begins as this will handle the excitment of the task slightly better as they will know if they dont follow these rules then there will be a consequence. Also as suggested by my class mentor i will ensure that when the children are writing in their books to keep a close eye on their writing as when i was working with another child i missed that the pupil didnt do finger spaces. At that point i could do a pitstop and ask the children “who has used finger spaces?” this will allow the children to see what they need to do to improve their work.



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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Kelsie Dewar	Class:	4SH
AoLE or Subject	LLC, Numeracy, Welsh	Date:	31-1-20
Lesson Focus:			
Meaningful links to Curriculum	LLC- Oracy - Explain information and ideas using supportive resources, contribute to group discussion and help everyone take part. Adapt talk showing understanding of the difference between informal talk with friends and more extended talk with a wider group (purpose of audience). Numeracy: use < > to describe whether a number is less than or greater than another Welsh: consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation		

Meaningful links to: Cross Curricular Responsibilities	DCF: LLC table to use apps (chatterpix, pic college, puppet Edu) to display their findings. Four purposes: 1. Enterprising, creative contributors (connect and apply their knowledge and skills to create ideas and products). 2. Ambitious capable learners who can communicate effectively in different form and settings, using both welsh and English.
Personal Targets (Linked to QTS and identified in weekly review) <i>Managing the learning environment: The student-teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.</i>	

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: 1. Consider audience, purpose pace and expression 2. Use the symbols for greater than, less than correctly 3. Understand and respond to questions 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)
LLC: 1. Think about the audience – who is it for? Is it for foundation phase, key stage 2 or adults? 2. 6-10 facts	• Children will use the iPad to research their animal and present the information on the apps using the success criteria • Children will work in pairs and research animals' height

3. Think about expression, language and use of pitch. 4. Subheadings 5. Background, pictures and colours all matching the theme. Upload to seesaw telling me who the intended audience is and explain your answer). 6. Use apps on the iPad to present findings of animals Numeracy: 1. Research blue whale, rhino and elephant 2. Research height, weight and life span and enter in the table 3. Children to use number sentences to show their findings. Cymraeg: 1. Create a mind map on blue whale, black rhino or an elephant. 2. Include sentences in welsh using key phrases. 3. Draw a picture in the centre.	weight and life span using the mathematical symbols < > • Children will research using the iPad to answer the question about the animals and translate in welsh using sentence starters.

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) 9:00-9:10	Place Children into groups from previous lesson (Groups of 10). Re-cap on previous learning what we focused on last, ask children to tell me what to do in their activity. Beth yw eich anifail- what is your animal? Grwp Tri Gyda Mrs Sullivan Grwp Dau Gyda fi a mathmateg Grwp Un yn technloeg.	Children are to sit on the tables in their groups. Ensure all children are sat listening to recap of previous learning. Thumbs up/down/middle if they are hapus to proceed and understand what is expected of them.	

Teaching & Core Learning 9:10-9:50	<u>Group 1 (independent task) – Pupil Choice</u> • Pupil choice (Previously hosen animal to research). • Split the group in to two groups of three and a group of four. • Each group to have the book on their chosen animal and a general one of endangered species. • Teacher to check on the pupils throughout the lesson to ensure they remain on task and If they need any assistance (pitstop/mini plenaries throughout). • Remind children to use the success criteria to think about audience and purpose. • Expression/use of voice only concerns shadow puppet and chatterpix.	• Children are to use 1 iPad and 2 books to assist them in creating their DCF animation/poster. • Gather 6-10 facts differentiated by outcome ability groups. • Present facts using chatterpix, puppet Edu or pic collage • Focus points/Success Criteria: - Audience (FP,KS2, Adults) - <u>Shadow puppet and chatterpix</u> Expression - Language during the video - Use of pitch Children to upload their final piece of work and upload to Seesaw telling us who their intended audience is. Children will need to explain what they have done to demonstrate this in their work. Tag their group members and upload to Literacy/DCF folders.	X3 iPads Success Criteria on table Books: Elephant book Black Rhino Blue Whale Don't let them disappear Endangered animals dictionary Endangered planet Ensure children have no drinks near iPad No swinging on chairs
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	Group Two- Kelsie Dewar Pupil voice – chosen their animal <u>More than, less than game.</u> Teacher to draw on the board a symbol on the board for more than or less than. Teacher In welsh ask questions about the children to get them thinking about what we mean by more than and less than. Children then stand on the side of the board they believe the answer is. Mae [redacted] yn bwyta un deg chewch cacen. Once the input session for that rotation has been done, I will then explain for the task for the lesson. Each group X3, X3 and X4 will research an animal weight, height and life span. Teacher to give the two tables an A3 sheet with a table on it including the animals and the weight, height and lifespan and explain to the children what they have to do to complete the task	Children to write the date in their maths book and the learning objective in their books. Children will then listen to the instructions of the game and participate in the game, differentiation on the difficulty of the questions asked. Children will find answers from research and write it on the A3 paper located in the middle of the table collaboratively. Once the table is complete children will then complete number sentences with writing and with the symbols E.g. An elephant weighs more than a giraffe. 500g > 150g	X3 iPads A3 sheet for each table Maths books No swinging on chairs No running during the more than, less than game.
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	which is to research their animal they have chosen and input the data in to the table. They then have to write a number sentence as well as using more than and less than symbols. Model a number sentence on the board. Teacher to pitstop when needed for any misconception.	The children can do this for the three animals they have all researched. Differentiated by outcome, Ability groups.	
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	<u>Group 3: Cymraeg Mrs Sullivan (LSO)</u> Teacher to allocate book monitors for their group, children to write the date in welsh in their book and the learning objective. Dydd Gwener 31 , Ionawr 2020 (children can contribute to this). Teacher to explain to the children that we are going to carry on with the rotations and focus on the animal that they have researched in previous lesson. Focus on: 1. Ble wyt ti'n byw? Where do you live 2. Ble mae Panda yn byw? <i>Where do Pandas live?</i> 3. Beth mae Panda yn eisiau? What do pandas eat? Teacher to show the example of another animal as an expectation.	During the intro children are to show engagement throughout the lesson by answering questions about where they live and what they want (food). Children to then create a mind map on the animal they are researching just like the activities using the example. Mae <u>elephant</u> yn byw yn <u>Africa</u>. Mae <u>elephant</u> yn bwyta <u>leaves</u> Dw I'n hoffi <u>elephants</u> achos mae'n <u>strong</u>. Mae elephant <u>yn grac/trist</u> achos maen <u>danger of extinction</u>. Pam? Achos their <u>homes are being destroyed</u>. Elephants live in Africa Elephants want to eat leaves. I like elephants because they are strong. Elephants are angry because they are a danger of extinction. Why? Because their homes are being destroyed.	Blank A4 paper iPad x3 Sentence starters Example of a completed one on a different animal. Ensure children have no drinks near iPad No swinging on chairs
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		Once the children have written their mind map, they can draw the animal in the centre. Oracy- Children to read aloud what facts they have found. LSO questioning to see who has listened. Children to stick mind map in their books.	
Plenary 9:50 To 10:00	Teacher to stop the children 15 minutes before assembly to allow enough time for a plenary. Instruct the children to create a pile of books/sheets/iPad in the centre of the table. Allow one group at a time display their work to the other partners in their focus group.	Group 1: Children to upload to seesaw and explain how their work suits their chosen audience. Swap work with another pair. what worked well what could they improve? Group 2: Children to read out one number sentence that was greater than, one that was less than and one group to read a sentence of choice if they do not have an equal to sentence. Did any of the children find the same thing? Group 3: Children to present their mind maps to the other groups, one fact they liked and one fact they want to find out.	Seesaw log in.

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))	During this lesson I was observing the attitude to learning within focus groups. During the individual hours I worked with children based in ability groups which allowed me to really concentrate on the learning. I did this through observations within the lesson and marking the children's work to see if they understood the lesson objective that was set during this lesson. The groups that were doing the maths worked very well during the lesson and showed me their learning through answering the questions correctly. We played a game using more than and less than symbols on the board so I could check if they fully understood the symbols and if they could apply it in different contexts.
Next Steps for Progress	Next step for progress would be to answer lengthier mathematical questions where the children need to calculate more than and less than symbols and not just finding two figures and compare them.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Throughout the lesson I ensured that I had resources set out ready so that the lesson could start smoothly and without a fuss. During the input of the lesson, the children listened well and got involved with the game. By using this game as a fun way of learning about this maths terminology however it allowed me to check the learning at the start of the lesson before they proceeded with the main task of the lesson. The children on the independent table worked well as they had a success-criteria for all the apps in front of them so they could work by themselves and use these for help if they needed too. I checked that the children were okay throughout the lesson and ensured they were engaged throughout. My timing was much better throughout this lesson and it allowed me enough time to organise the classroom and we had enough time for a plenary which was very meaningful, each rotation group had the chance to share what they had found during the lesson. I ensured that I

	used the LSO effectively and prepped a lesson plan for her highlighting the key points that she needed to focus on during the lesson.
Areas for my Development Personal Targets for Progress	When asking the children questions throughout the lesson, I could use student sticks to encourage the children who don't normally answer the questions to participate in the classroom discussion.

