

Student-teacher:	Lauren Griffiths	Class / Group:	Yr 7
AoLE or Subject:	Drama	Date <i>(please note that this may be a continuous session):</i>	April 2025
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	Links to the "Languages connect us" what matters statement.		
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>	Links to Language AoLE.		
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning) -Make a conscious effort to use Welsh in day to day lessons. -Learn names and form a relationship with the pupils.			
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)			
-Pupils learn dramatic terminology in both English and Welsh.			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>			
Pupils demonstrate a knowledge and understanding of what you find in a drama classroom and can recall them in Welsh.			
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i>			
-Use Drilling and Repetition. -Not just teach the word but provide definitions.			
Strategies to support learners' Welsh language development			
-Drilling, Repetition -Using Incidental Welsh -Making Welsh a part of the lesson.			

SEQUENCE OF TEACHING & LEARNING

(Add or remove rows below as appropriate)

Timing	Role of the teacher and support staff: e.g) Key questions , retrieval of prior learning , modelling and explanations and planned use of additional adults. Choice of pedagogical model or of the 12 pedagogical principles	Pupils learning and activities: What will the pupils be learning to do? activities/ resources to facilitate this.	Inclusive Strategies (including differentiation) Reasons for and details of scaffolding. Types of representation in tasks.	Check what pupils know, understand and can do: Key Questions , types of retrieval practices , self and peer assessment opportunities , AFL strategies , live marking planned feedback.
2 Mins	Use a mentor's laptop to take the register.	Registration- Have Class Charts open and ready once pupils have settled.		
2 Mins	What can we find in a Drama classroom? Pupils should think back to what they have already used in drama lessons. I Do, We Do, You Do. and Repetition. Ask a mentor to aid in pronunciation to ensure I am teaching the pupils correctly. Challenging learners to explore a language, Supporting social and collaborative learning, Developing learner independence.	Introduction- Discuss what things you might find in a Drama classroom. Go through the terminology in Welsh (I Do, We Do, You Do) Explain the game (spot what is missing)	Use Icons while explaining for pupils to get to know what term they represent. Terms- Curtains/Llenni, Acting/Actio, Mask/Mwgwd, Stage/Llwyfan, Lights/Goleuo and Script/Sgript.	What can we find in a Drama classroom? Encourage collaboration and allow pupils to help each other with pronunciation.
6 Mins	Ask a mentor to aid in pronunciation to ensure I am teaching the pupils correctly. Recap Welsh Pronunciation. Challenging learners to explore a language, Supporting social and collaborative learning, Developing learner independence.	Task- Play Spot What is Missing. Recap our memory of Welsh Pronunciation.	Have the Welsh terms written on the board to aid pupils memory.	Encourage collaboration and allow pupils to help each other with pronunciation and what is missing.

Link to Lesson Resource:

https://www.canva.com/design/DAGfcyhpbH4/UTylzqS4eOUkiRsNE9lakg/edit?utm_content=DAGfcyhpbH4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Lesson Evaluation-

Main Task: Spot What is Missing? game, using the Welsh translations of drama terminology.

In today's drama lesson, the class engaged in a language-rich activity which focused on developing the use of Welsh vocabulary. The lesson started with a reminder of expectations and conduct followed by taking the register. As a teacher I recognise the importance of building relationships and remembering pupils names and the pronunciation of them and this will remain a personal target of mine going forward. I used questions to engage pupils before introducing the terminology we were focusing on in this lesson. Through modeling and repetition, pupils were supported in both recognising and accurately pronouncing the words and associating them to the images on the smartboard. This was aimed to build pupils' confidence and set them up for success in the main task. Next time I will allocate more time for pupils to practice pronouncing the words individually, rather than always as a collective. By incorporating the schools 'turn and talk' strategy to strengthen their pronunciation through practical use.

The main activity, Spot what is Missing?, was well-received by pupils and sparked positive collaboration within the class. Learners were engaged as they observed, discussed and identified which item was removed each round and were keen to utilise the Welsh terms in their responses. Upon reflection I should have referred to my notes and remembered which item was removed each round. The game supported social and collaborative learning while simultaneously building vocabulary and strengthening memory skills. This would have enabled me to better support pupils and those that could benefit from a prompt or hint in order to participate confidently.

After the game, we reflected on our learning as a class by recalling our knowledge of the terminology. This reflection helped consolidate the new vocabulary and allowed students to self-assess their progress. When doing the lesson again, I will adapt this section of the lesson, opting to use the images we assigned to the terms on the smart board. I will also spend more time on this section and encourage pupils to share their favourite terms and any other words they would like to learn in Welsh. In future lessons I will refer back to the Welsh translations to deepen retention of the terminology. Overall I think this was a successful drama lesson and With small adjustments, this approach can continue to be a valuable and engaging way to reinforce Welsh vocabulary in future lessons. Doing so would offer additional scaffolding for learners and allow for a more inclusive assessment of the class's collective understanding.