

Lesson Evaluation:

This lesson aligns with the 'Languages connect us: the ability to use Welsh' What Matters statement and also supports cross-curricular skills, in particular, literacy and writing development. Within this lesson, it was aimed for all learners to work within progression step 2, which states they can use familiar punctuation, including capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for omission (Welsh government, 2025.) It also fits under the QTS standard of planning for progression (Welsh Government, 2015.) I planned learning that builds upon prior knowledge through use of drilling and 'question of the day' and ensured progression for all learners using a range of differentiation within the lesson.

The learning objective for this lesson is to be able to describe planets in Welsh. This lesson was particularly engaging for the learners, as it aligned with their current topic of space, in which they had been exploring through recent research tasks on planets. In order to support learners to achieve this learning objective a range of strategies were used. One strategy used was the use of language mats. All learners were offered language mats for the planet names and emotions as they consisted of new and unfamiliar language. However, the lower ability learners were also provided language mats containing Welsh colours and scaffolded sentences to further support them. This was a strength, as I provided differentiated support options to ensure the lesson was inclusive for all learners. However, a potential limitation of using language mats was that they may have prevented more able and talented (MAT) learners from reaching their full potential, as they may have become overly reliant on them. This limitation could be overcome by allowing learners to attempt the task without and only then using one if needed.

An additional strategy implemented was the 'Question of the Day,' which I used to begin each Welsh lesson. A key strength of this approach was its ability to engage all learners and prepare them for the main task, while also supporting the recall of prior knowledge (Marmin, 2021.) However, a limitation of this strategy was the time constraint; although learners discussed their responses with a partner, I was not always able to hear every answer to ensure all learners were on the right track. In future, the learners could write down their responses for the class teacher to then collect in and assess.

To allow the learners to further recap on prior knowledge, I used drilling techniques to recall their colours, days of the week and months of the year. This worked as a good warm up activity to activate the learners' thinking and prepare them ready for the lesson. A recommendation for the future would be to possibly incorporate further drilling techniques such as songs, chants and memory game to further increase learner engagement (Tian, 2024.)

The plenary activity was inspired by the game 'true or false' where all learners were given two cards with 'cytuno' or 'anghytuno' written on them. The learners enjoyed this engaging whole class game. This activity allowed for new phrases to be introduced to the learners, where the learners got to practice reading them and saying them. A strength of this activity is it is a form of Assessment for Learning. This allowed me to observe the knowledge and confidence the learners had gained in describing planets in Welsh throughout the session. MAT learners were stretched further to correct the incorrect sentences. However, if I were to use this type of plenary activity in the future, I believe all learners could successfully correct the inaccurate sentences shown with appropriate support, such as scaffolded sentence structures or working with a partner.

Reference list:

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Tian, G. (2024). The Effectiveness of Gamified Applications in Teaching Music to Children. *Membrane Technology*, pp.216–221. doi:<https://doi.org/10.52710/mt.160>.

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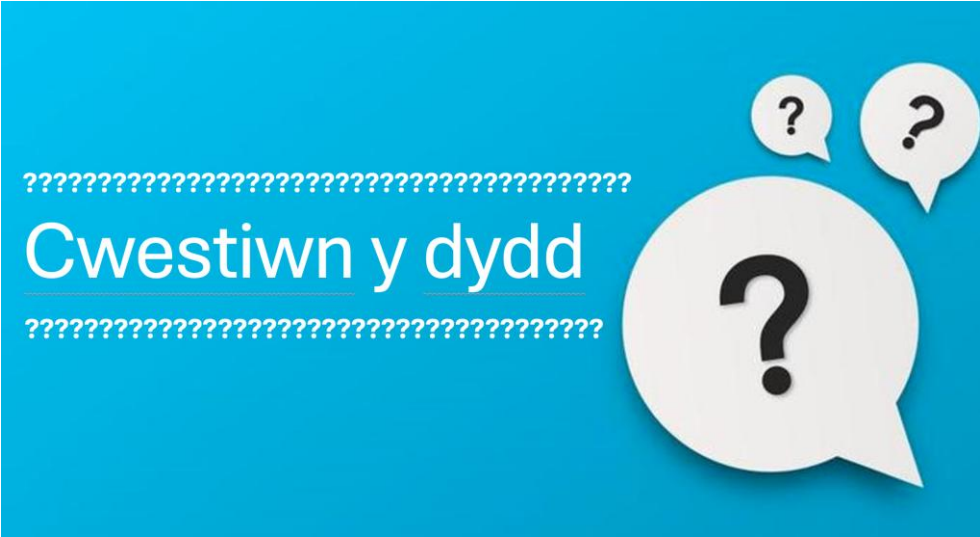
Cynllun gwers / lesson plan

Blwyddyn / Year: 4/5	Maes Dysgu a Phrofiad / Area of Learning and Experience: Languages, literacy and communication	Amcan y wers / Aims of the lesson: To describe planets in Welsh To use full sentences To follow sentence patterns To be able to recognise correct or incorrect sentences about planets
Gwybodaeth flaenorol / Previous knowledge: - Learners have been investigating facts about each planet. - Colours in Welsh. Adnoddau / Resources: Language mats (emotions, planet names and colours) Scaffolded sentence patterns (for lower ability) Agree/disagree cards (Dw i'n cytuno/ dw l'n anghytuno) A powerpoint containing sentences about the planets.	Geirfa allweddol / Key vocabulary: Dw l'n cytuno/ anghytuno Colours in Welsh Cwestiwn y dydd. Wyt ti'n dyall? Edrych ar y bwrdd. Ydych chi'n cytuno? Ffocws iaith / Language focus: Describing planets in Welsh using full sentences.	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: - Starter activity: question y dydd – Sut wyt ti? (Lower ability will have emotions language mats) - Drilling activity: focusing on prior knowledge (Months of the year, colours, days of the week.) - Whole class introduction: go through planet names, colours and sentence patterns. - Learners will complete the task, lower ability will have scaffolded sentences and colour language mats. All learners will be provided with planet name language mats. - Live marking whilst learners are completing the task. - Plenary activity: sentences describing the planets will be on the board (a mixture of correct and incorrect) and the learners will hold up their cards whether they agree or disagree. MAT learners will also correct the sentence if needed to the correct sentence.

Slide 1:



Slide 2:



Slide 3:



Slide 4:



Slide 5:



Slide 6:

Misoedd y flwyddyn

Ionawr	Mai	Medi
Chwefror	Mehefin	Hydref
Mawrth	Gorffennaf	Tachwedd
Ebrill	Awst	Rhagfyr

Slide 7:



Slide 8:



Slide 9:



Slide 10:



Slide 11:



Slide 12:



Slide 13:



Slide 14:



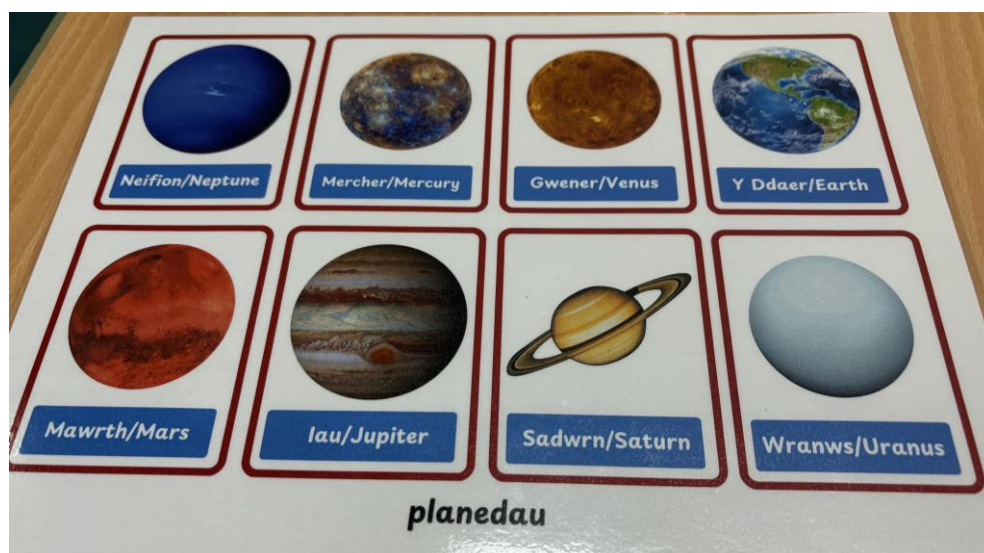
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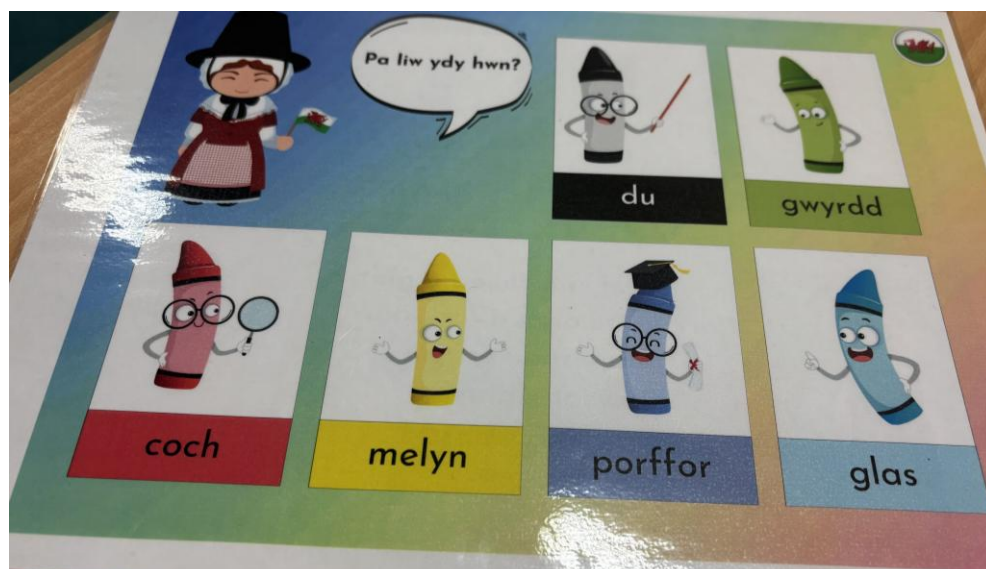
Resource 1:



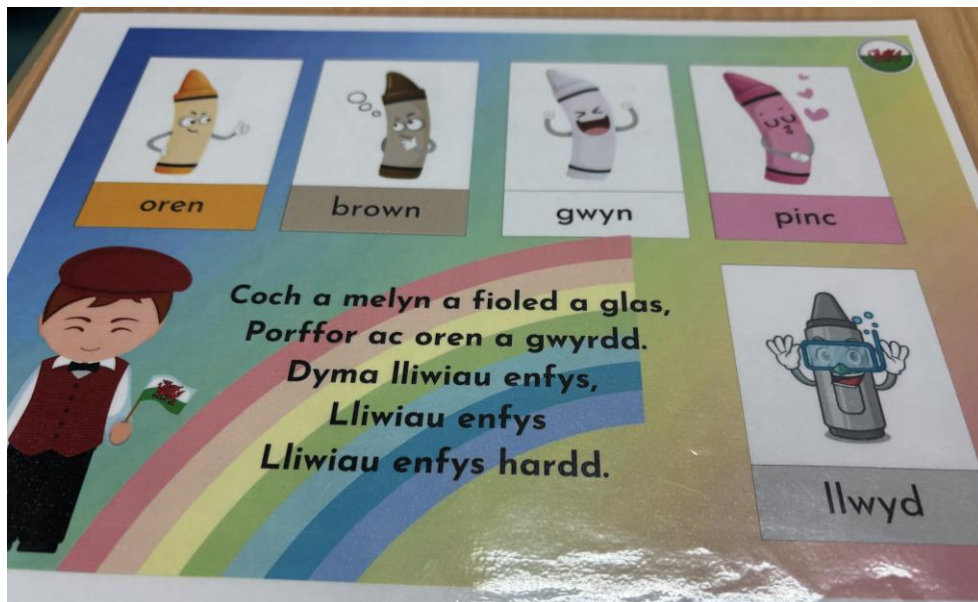
Resource 2:



Resource 3:



Resource 4:



Resource 5:

