



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Liam Fawcett	Class:	University Peers
AoLE or Subject	Cymraeg	Date:	Dydd Mawrth y pumed ar hugain Chwefror 25 th Feb
Lesson Focus:	PE Circuit		
Meaningful links to Curriculum	Understanding languages is key to understanding the world around us Progression Step 1: I can recognise and follow information and simple instructions about familiar topics and routines. Progression Step 3 I can understand the general meaning of what I hear and can communicate it in my language of choice. I can listen to and understand information about a variety of topics, recall it and summarise the main points in my language of choice. I can develop my vocabulary and pronunciation through listening and reading, and use new words and phrases in a variety of contexts. Expressing ourselves through languages is key to communication. Progression Step 1 I can choose to talk with my peers in Welsh. I am beginning to ask and answer questions. I am beginning to express my feelings Progression Step 3 I can use and adapt familiar language, varying vocabulary and tone to suit the audience. I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.		

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

By the end of the lesson, the pupils will learn to:

- Listen to different commands and instructions in Welsh in order to take part in a PE circuit

- Provide their own opinion on PE using 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)
• I can take part in a PE circuit • I can listen to instructions in Welsh • I can recognise the time in Welsh • I can provide my own opinion on the PE circuit saying what I liked and disliked	• Physically take part in 4 stations • Move appropriately around the circuit listening to the Welsh instructions • Move according to the countdown in Welsh • Verbally provide their own opinion on PE, expressing what they like and dislike

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)	Greet the students into the room Bore Da! Shwmae! Ask them to take a seat quietly Eisteddwch yn dawel Ask the pupils: Sut wyt ti? Give them an example of how to answer	Sit at the table in the classroom Offer a greeting in Welsh Respond to Sut wyt ti? E.g. Dwi'n Hapus lawn Dwi'n Wedi Blino	
Teaching & Core Learning	Students will take part in a PE circuit for 2 minutes Highlight that they will be working for 30 seconds each 30 eiliad Use Barod (Ready) Ewch (go) and Peidwch (stop) 1) Gorsaf Un (Star-Jumps) 2) Gorsaf Dau (Press-Ups)	Physically take part in the PE Circuit Listen to timings and instructions in Welsh and correctly take part in the circuit	4 stations Powerpoint Presentation assistance Stopwatch

	3) Gorsaf Tri (Running on Spot) 4) Gorsaf Pedwar (Sit-Ups)		
Plenary	Ask the students to express if they liked/or disliked the activity. Ask them to provide a reason why they liked/disliked it using the flashcards Beth Wyt ti'n hoffi?	Say if they liked/or disliked an activity, progress this on by providing a reason why using the flashcards e.g. Dwi'n hoffi star-jumps Dwi ddim yn hoffi running Achos mae'n Hwyl, Fendigedig, Ddiflas, ssbwriel, gwych	Flashcards containing describing words in Welsh

Self-Reflection

The aim for this lesson was for my students to engage with some incidental Welsh and answer some basic day-to-day questions. This was generally designed for the pupils to improve their Welsh Literacy Skills, mainly Oracy. This was to assist in showing how I have developed my Welsh Language Skills across my PTE and university experience, and to evidence some of the words and phrases I have become competent in using with children in school.

My peers listened to basic instructions, including timings, the PE exercise number, greetings, and questions. They were able to translate these into English for understanding, sometimes requiring some prompting or assistance. They were able to offer how they were feeling at the start of the lesson, by responding to my question. At the end of the lesson, they were able to go further, offering their opinion on which exercise they liked or disliked, and extended their answer by providing a reason for their answer. This was with the assistance of flashcards including describing words.

The Welsh Lessons I attended at university have refreshed my memory of my own Welsh Language Skills and developed them further to use in the school setting. I did not get the chance to put this into practice so often in my PTE1 Part 1, however, I have had countless experiences of engaging with the Welsh Language in PTE1 Part 2. I taught a number of Welsh topics to Reception children including, Pwy Wyt ti? Sut wyt ti? and Beth sy'n bod? This involved utilising Welsh Songs, stories, role-play and games. I have also begun to use incidental Welsh in the classroom more and more, including behaviour management strategies, greetings and counting. I experienced a great deal of success in developing the children's literacy skills in Reception which my mentor can support through my summative review.

Summative Assessment

Oral and written communication

Mr Fawcett speaks clearly to the children, using language appropriate for the children's age, he spoke at their level and modelled the correct language. Welsh- Mr Fawcett has shown a commitment to developing his own standard of the Welsh language. He prepares himself very well in advance of delivering sessions to ensure sessions are fun and engaging. Mr Fawcett has followed the Welsh scheme of work produced by the Consortium. He has been able to deliver effective sessions whereby the learners have acquired new vocabulary and simple, short phrases. Mr Fawcett has shared Welsh stories and songs with the learners with half the class in daily sessions. Way forward: Use incidental Welsh throughout the day.

