

Blwyddyn / Year: <u>Blwyddyn 3</u>	Maes Dysgu a Phrofiad / Area of Learning and Experience: Language, Literacy, and Communication Humanities	Amcan y wers / Aims of the lesson: - Understand the Five Senses in Welsh - Link Senses to Local Environment (Carmarthen) - Develop Basic Welsh Sentence Structure
Gwybodaeth flaenorol / Previous knowledge: The children likely know basic Welsh words like greetings, numbers, and colors. They may also be familiar with words for everyday things, such as bwyd (food) or coed (trees), but haven't yet linked them to the five senses. This lesson will build on that knowledge, helping them describe what they see, hear, taste, smell, and touch	Geirfa allweddol / Key vocabulary: <u>Golwg</u> – Sight <u>Clyw</u> – Hearing <u>Blasu</u> – Taste <u>Cyffwrdd</u> – Touch <u>Arogli</u> – Smell <u>Rwy'n gweld...</u> – I can see... <u>Rwy'n clyw...</u> – I can hear... <u>Rwy'n blasu...</u> – I can taste... <u>Rwy'n cyffwrdd...</u> – I can touch... <u>Rwy'n arogli...</u> – I can smell... Castell – Castle Afon – River <u>Coed</u> – Trees	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: Sensory Flashcard Drill activity, students learn the five senses in Welsh: Golwg (Sight), Clyw (Hearing), Blasu (Taste), Cyffwrdd (Touch), and Arogli (Smell). After practicing the vocabulary, the teacher shows flashcards with pictures related to each sense, such as local sights from Carmarthen, food for taste, or textures for touch. Students identify the sense and respond in Welsh. For example, "Rwy'n gweld y castell" (I can see the castle) or "Rwy'n arogli y blodau" (I can smell the flowers). This activity helps reinforce the vocabulary and connects it to real-world experiences.
Adnoddau / Resources: - Flash cards - Local caramrthen images - Welsh language resorces such as powerpoint	Ffocws iaith / Language focus: Welsh	

Welsh



Ble mae/ Ble mae'r?

What does this mean?

Ble mae means 'where is?'

Ble mae'r means 'where is the?'

When might you hear this sentence?
**pryd allech chi glywed y fra
wddeg hon?**



Let's try it out!

Question/ Cwestiwn

- Ble mae'r rwber?
- Where is the rubber?
- Ble mae'r pel?
- Where is the ball?

Answer/ Ateb

- Mae'r rwber yn y bocs.
- The rubber is in the box.
- Mae'r Pel ar y cwpwrdd.
- The ball is in the cupboard.

Another way/ Ffordd arall

- Question/ Cwestiwn
- Ydy rwber yn y bocs?
- Is the rubber in the box?
- Ydy pel yn y cwpwrdd?
- Is the ball in the cupboard?

Answer/Ateb

- Ydy, mae'r rwber yn y bocs.
- Yes, the rubber is in the box.
- Nac ydy, dydy'r rwber ddim yn y bocs.
- No, the rubber is not in the box.

Linking to Carmarthenshire

- If we are asking what's in Carmarthenshire, it's a bit different.

Question/ Cwestiwn

- **Beth sydd yn Sir Gaerfyrddin?** What is in Carmarthenshire?
- **Mae ___ yn Sir Gaerfyrddin.** There is a ___ in Carmarthenshire.
- **Does dim ___ yn Sir Gaerfyrddin.** There isn't a ___ in Carmarthenshire.



Another way! **Ffordd arall**

- Question/ Cwestiwn
- Oes ___ Yn Sir Gaerfyrddin?
- What is in Carmarthenshire?
- Answer/Ateb
- Oes, mae ___ yn Sir Gaerfyrddin.
- Yes, there is a ___ in Carmarthenshire.
- Nac oes, does dim ___ yn Sir Gaerfyrddin.
- No, there isn't a ___ in Carmarthenshire.

Task/Tasg

In pairs practice these sentence patterns together, taking it in turns to ask and answer.

Use the help sheet to refer back and create sentence!



Evaluation

The focus of this Welsh lesson was on developing pupils' ability to ask and answer questions using “Ble mae?” and “Ble mae'r...?”, with an emphasis on describing locations in Carmarthen. The objective was to improve pupils' confidence in spoken Welsh, build basic vocabulary, and support understanding of sentence structure using familiar, local references.

What Went Well

- Pupil Engagement: The class responded well to the use of visual prompts, particularly images of Carmarthen. These gave context and helped pupils understand and retain vocabulary.
- Use of Drilling: Repetition of key sentence structures throughout the lesson helped reinforce learning. Pupils became more confident and fluent with each repetition.
- Flashcard Activity: The final activity using flashcards allowed for independent and pair-based reinforcement. Pupils enjoyed this interactive element and used the cards effectively to test each other.
- Progress in Low-Level Class: Although this was a lower-level Welsh class, many pupils were able to construct full sentences by the end of the lesson. This showed that the scaffolding and repetition supported their progression well.
- Local Context: Using Carmarthen as a theme helped make the learning relevant and engaging. Pupils were more willing to participate when the content was familiar.

Evaluation

Areas for Improvement

- **Balance of Activities:** The lesson relied heavily on drilling, which worked for many pupils but may not suit all learning styles. In future, I would incorporate more interactive and kinaesthetic tasks, such as movement-based games, matching activities, or group work, to keep energy levels high and support different types of learners.
- **Differentiation:** Although the intention was to push the pupils, not enough scaffolding was in place for those who needed extra support. In future, I would prepare sentence starters, vocabulary mats, or tiered tasks to provide appropriate challenge and support across the range of ability.
- **Extended Use of Language:** While pupils practiced the target phrases, they had limited opportunities to use them in freer, creative contexts. I would add a role-play or “find someone who” task to encourage more spontaneous use of the language.

Reflection and Next Steps

- Overall, the lesson met its objectives. Pupils showed clear progress in their understanding and use of “Ble mae?” and were engaged throughout. The use of familiar context (Carmarthen) and visual aids proved effective in supporting vocabulary acquisition and confidence. Going forward, I will continue using drilling as a tool for fluency, but I will balance this with more varied and pupil-led activities to encourage deeper language use. I also plan to differentiated tasks more carefully to support the needs of all learners, especially in a lower-level class.