

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Hayley Gubb	Class:	Nursery
AoLE or Subject	Welsh	Date:	25.2.20
Lesson Focus:	Clothes		
Meaningful links to Curriculum	• Talk/communicate for a variety of purposes including: -Joining in with simple rhymes and stories • Participate as individuals, pairs and in differently sized groups • Experience a range of stimuli including: -Stories, both read and imagined • Be involved in spontaneous and active learning activities, including dialogue and role-playing activities.		
Meaningful links to: Cross Curricular Responsibilities	LLC- Oracy (listening): listen and join in with songs, rhymes and stories		
Personal Targets (Linked to QTS and identified in weekly review)			
To develop Welsh language skills.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Gain a familiarity of the clothes in Welsh Identify patterns in the story

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)
Pupils to engage with story and reply to questions throughout the story To link colours in different contexts	To have the confidence to participate in questions throughout the session

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Teacher to welcome pupils into the class using Welsh phrases Take the register Questions/instructions: Sawl plentyn sydd absenol heddiw? Heddiw rydy'n ni'n mynd i ddysgu am dillad Tedi Twt	Pupils to answer the register 'dyma ____' Answer the ' Sawl plentyn sydd absenol heddiw?' question in Welsh. Support pupils if needed.	Register
Teaching & Core Learning	To introduce the story to the pupils- Mae hi'n amser stori Ask what they think the story is about and invite the pupils to read the title together. Start to read the story, asking questions throughout: Pa liw yw hwn? Pa liw crys-t Tedi Twt? Pa liw het Tedi Twt?	Pupils to answer in Welsh if possible To join in with story and be supported in Welsh when needed	Whiteboard PDF of story
Plenary	Edrychwch drwy'r ffenest. Ydy hi'n heulog /oer /bwrw glaw ...? Ydy. Nac ydy. Diolch am wrando pawb!	Pupils to recap the daily weather in different context	



Evaluation of the Learning Experience (include references to QTS)

Reflection and evaluation

During this year, I have found the Welsh lessons to be very useful. Having been out of a class for a while I lost confidence in using Welsh in the classroom. These lessons gave me some confidence back and I could see a difference during the second part of my PTE1. I felt pressure during the first part of PTE1 as my class mentor was Welsh coordinator for the school.

During the first part of PTE1 I had the opportunity to teach Welsh to the Year 5 class. This was very new wracking for me as my confidence was low and this was the first school placement and the first time for me teach a Year 5 class. I do not feel I researched the topic enough and this would have helped my confidence. When the next lesson came, I felt a little more confident, however I still felt as though I could have done better. My class mentor noticed my confidence growing by the second lesson.

During the second part of PTE1 I was in a Year 2 class and I had previously worked in the Foundation Phase for 8 years. During this time, I felt much more confident with the level of Welsh used in the class. In the Year 2 class, Welsh was heavily used each morning during registration time and as this was only a daily basis, I felt very confident.

When I found out that I had to record a Welsh lesson, at first I felt confident due to the many presentations I undertook during my BA, although on the day I felt I did not do as well as expected. I knew the vocabulary well but checked my notes too much. This could have been down to it being an artificial environment. I feel I am much more confident in a classroom, than I was presenting to my peers.

However, the experience was enjoyable and I enjoyed watching my colleagues teach.



1

Dillad Tedi Twt

2

"Mae hi'n bwrw glaw.
Beth wyt i'n wisgo, Tedi Twt?"

"Dw i'n gwisgo cot law a wellis."

3

"Mae hi'n heulog.
Beth wyt i'n wisgo, Tedi Twt?"

"Dw i'n gwisgo cap, sbectol haul, crys-t, siorts a sandalau."

4

"Mae hi'n braf.
Beth wyt i'n wisgo, Tedi Twt?"

"Dw i'n gwisgo freiniys, crys-t a jins."

5

"Mae hi'n wynlog.
Beth wyt i'n wisgo, Tedi Twt?"

"Dw i'n gwisgo sgarff, slempet, jins ac esgidiau."

6

"Mae hi'n gymrylog.
Beth wyt i'n wisgo, Tedi Twt?"

"Dw i'n gwisgo freiniys, slempet a jins."

7

"Mae hi'n oer.
Beth wyt i'n wisgo, Tedi Twt?"

"Dw i'n gwisgo cot, menig ac esgidiau."

8

"Mae hi'n bwrw eila.
Beth wyt i'n wisgo, Tedi Twt?"

"Dw i'n gwisgo hat, sgarff, cot, menig a wellis. Hweli! Dw i'n hollti eila!"

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This is a copy of the PowerPoint used in the above lesson.

Lesson 1 (Year 5)

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Hayley Gubb	Class:	Year 5 - 31 pupils
AoLE or Subject	Welsh	Date:	14/11/19
Lesson Focus:	To make a plan of daily routines in Welsh using time, day, activities, people and first/third person.		
Meaningful links to Curriculum	Welsh Development- • Use language appropriate to writing, including standard forms of Welsh • Use appropriate vocabulary, including subject-specific words and phrases • Use techniques in planning writing, e.g. mindmapping, sequencing, placemat activities • Mutate correctly, especially after most prepositions and pronouns, e.g. am funud, dy fam		
Meaningful links to: Cross Curricular Responsibilities	Curriculum Cymreig- • Using the Welsh language with access for all. • Recognising that there are many different levels of fluency in Welsh. Oracy- • increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other language		
Personal Targets (Linked to QTS and identified in weekly review)			
My mentor and I have agreed that my main target for this week is to develop my understanding of what levels of work to expect from the children in this class. From this I will be able to set high standards of work for each child. This is linked to Pedagogy: Influencing, under the challenge and expectations section.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Lower ability- By the end of the lesson, children will create a plan for our daily routines in Welsh, including day, time and activity. Middle ability- By the end of the lesson, children will create a plan for our daily routines in Welsh, including day, time, activity and who with. Higher ability- By the end of the lesson, children will create a plan for daily routines in first and third person in Welsh, including day, time, activity and who with.

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. To go over simple sentence patterns in Welsh. 2. To include a range of features in the sentence using pre-set plan.	1. To understand that Welsh language can be mixed. 2. LA- Date, time, activity. MA- Date, time, activity, who with. HA- Date, time, activity, who with, first and third person.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	- Welsh Drillio- go over key words for activity. E.g. Days, time (o'clock), activities. - Explain where children can find Welsh vocabulary if needed- dictionaries, Welsh vocabulary sheet. - Introduce plan. - Give example of what vocabulary is required for each box e.g. activity box- pel droed.	Welsh Drillio- to recall previous information about using welsh for daily routines	- Welsh dictionaries - Welsh Vocabulary Sheet
Teaching & Core Learning	- Sit children in their ability groups. This way they are all working on the same sheets together. This is beneficial for them to help each other if needed and also for teacher to know the LO for each table to ensure all information is included. - Explain to children this is a plan and is important for the next lesson. - Ensure all children complete plan to their own LO's.	- Lower ability- to write in first person. To include information about their daily routine including day, time (O'gloch/ hanner awr wedi only) and activity. - Middle ability- to write in first person. To include information about their daily routine including day, time (including all four times), activity and who with. - Higher ability- to write in first person and third person. To include information about their daily routine including day,	- Welsh Dictionaries - Planning sheet- Lower, middle and higher. - Welsh Vocabulary Sheet.



		time (including all four times), activity and who with.	
Plenary	- Ask children to read out what they do on one of the days. - See if they are able to read the plan in the full sentence structure.	- Volunteer to read out one of their daily routine days/Listen to volunteers. - Try to work out what they do on the day through the plans.	Finished Plans.



Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Hayley Gubb	Class:	Year 5 (30 Pupils)
AoLE or Subject	Welsh	Date:	14/11/19
Lesson Focus:	To write about their daily routine using time, day, activities, people and first/third person.		
Meaningful links to Curriculum	Welsh Development: • Use language appropriate to writing, including standard forms of Welsh • Use appropriate vocabulary, including subject-specific words and phrases • mutate correctly, especially after most prepositions and pronouns, e.g. am funud, dy fam		
Meaningful links to: Cross Curricular Responsibilities	Curriculum Cymreig- • Using the Welsh language with access for all. • Recognising that there are many different levels of fluency in Welsh. Oracy- • increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other language		
Personal Targets (Linked to QTS and identified in weekly review)			
My mentor and I have agreed that my main target for this week is to develop my understanding of what levels of work to expect from the children in this class. From this I will be able to set high standards of work for each child. This is linked to Pedagogy: Influencing, under the challenge and expectations section.			

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

The pupils will learn to:

Lower ability- By the end of the lesson, children will be able to talk about my weekly routine in Welsh including time, day and activity.

Middle ability- By the end of the lesson, children will be able to talk about my weekly routine in Welsh including time, day, activity and who with.

Higher ability- By the end of the lesson, children will be able to talk about my weekly routine and somebody else's in Welsh including time, day, activity and who with.

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)

3. To go over simple sentence patterns in Welsh. 4. To use previous plan to create full sentences in Welsh.	1. To understand that Welsh language can be mixed. 2. LA- Date, time, activity. MA- Date, time, activity, who with. HA- Date, time, activity, who with, first and third person. All abilities to include connecting words e.g. at, on, with.
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	- Greet Children in Welsh and register. E.g. Bore Da and Helpwr Heddiw. - Welsh Drillio- go over key words for activity. E.g. Days, time (O'clock), activities. - Explain where children can find Welsh vocabulary if needed- dictionaries, Welsh vocabulary sheet. - Go through sentence pattern e.g. Ar Dydd Llun, Mae Jack yn mynd I nofio am chwarter wedi saith gyda Bill.	- Answer register in Welsh - Welsh Drillio- to recall previous information about using welsh for daily routines. - Translate Welsh example sentence to show an understanding of welsh structure and connecting words.	- Welsh dictionaries - Welsh Vocabulary Sheet - Register.
Teaching & Core Learning	- Sit children in their ability groups. This way they are all working on the same sheets together. This is beneficial for them to help each other if needed and also for teacher to know the LO for each table to ensure all information is included. - Ensure all children complete worksheet to their own LO's. - Ensure children all use their previous plans.	- Lower ability- to write in first person. To include information about their daily routine including day, time (O'gloch/ hanner awr wedi only) and activity. Full sentences using plan. - Middle ability- to write in first person. To include information about their daily routine including day, time (including all four times), activity and who with. Full sentences using plan.	- Welsh dictionaries - Welsh Vocabulary Sheet - Worksheet- HA, MA, LA.

		Higher ability- to write in first person and third person. To include information about their daily routine including day, time (including all four times), activity and who with. Full sentences using plan.	
Plenary	(Throughout task) Give positive reinforcement throughout in Welsh- Da lawn, Gwaith Da. - Ask children to read out what they do on one of the days.	- Volunteer to read out one of their daily routine days/Listen to volunteers. - Try to work out what they do on the day through full sentences including connecting words.	Finished work.

Welsh Language Standard

On track

- **Comments and Evidence**
- **Targets for improvement and suggested ways forward**

Hayley has shown an improvement with the amount of Welsh that she uses during this placement, especially with regards to her incidental use of the language. As previously mentioned, Hayley has highlighted that she feels that she lacks confidence, especially teaching at this level. However, She has shown that her knowledge of the subject is good and she demonstrated a commitment to increase her understanding in order for the children to progress. Targets: To make it a focus to use Welsh throughout the school day and in time it will become more natural for her to use.

Thursday 14th November

AM-
Welsh lesson - started well.
Introduction too short. felt it
should have been explained
a little more. Most children
finished - some with support from
me / teacher.

Not very confident at
delivering Welsh lessons, need
to develop my own confidence!
Level of work produced, mostly
to a high standard.
Input from both teacher and
myself.

PM- Children finishing off
practical work, then continuing
with their Children in Need
preparation for tomorrow.

All the children were on task
and they all completed the
timetable. Some were unsure what
to do when completing the task -

Sentences in their books) and
perhaps if you modelled what you
wanted on the board it may have
helped. I think a follow-up lesson
will be a good idea for the children
to edit their work and to include
more extended phrases and 'wow'
words. Thinking about it, perhaps
break the lesson down into steps
rather than explaining everything at
the beginning.

But having all the children
completing the activity to their
ability is fantastic and you should
be very happy with the management
and engagement.

Tuesday 26th November

Welsh - still not confident.
Felt better than the first
session, felt more prepared. Still
not where I want to be though.
Don't feel as though I make
myself clear enough on what
I expect is.

Shown Wacrow and children
had a go at reading as well
as comprehension questions and
translation. Activity was well
organised with lots of help sheets.

dictionaries provided and the children
were encouraged to use these to
improve work.

I agree that the less able children
needed more structure and to help
them complete the task that reflects
their ability.

Wednesday 27th November