

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.

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Student-teacher	Liam Fawcett	Class:	Reception
AoLE or Subject	Welsh- Observation Lesson	Date:	27/01/20
Lesson Focus:	Beth sy'n bod? -What's the matter?		
Meaningful links to Curriculum	Welsh Language Development- 2008 Oracy Range: • Talk/communicate for a variety of purposes including: • Joining in with simple rhymes and stories • Speaking, substituting words in familiar patterns Skills: • Listen and respond simply to what they hear in familiar circumstances, with growing attention and concentration • speak clearly, using simple words, greetings and expressions Foundation Phase Outcome 3 Express themselves through role play. Respond to instructions, questions and other stimuli, spoken clearly by a familiar voice. With support they repeat/memorise songs and rhymes. Welsh Language Development- 2022 Listening Progression step 1: • Recognise and follow general meaning, which is accompanied by physical gestures to support my understanding • I can understand greetings and simple information, supported by visuals or physical gestures or repeated when necessary		
Meaningful links to: Cross Curricular Responsibilities	Language Literacy and Communication skills: Oracy: • use words, phrases and simple sentences • contribute to role-play activities using relevant language • join in, repeat or memorise rhymes, songs and stories with some support • follow action words/commands • Welsh-medium statement: begin to answer questions by using the correct formats,		
Personal Targets (Linked to QTS and identified in weekly review):			

- When children are not engaging, try a different approach in discrete lessons e.g. More practical
- Improve upon the pace of sessions to ensure I cover all skills and tasks
- Manage the whole classroom environment by engaging in all areas of the room.

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

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

- Understand what the question “Beth sy’n bod?” means in English
- Respond to the question appropriately with 1 of 2 answer options
- Understand what their answers mean in English
- Be able to ask their peers ‘Beth sy’n bod’?
- Respond to their peers appropriately when asked.

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 recognise that Beth sy’n bod means “what’s the matter?” • I can answer the question with either “Mae pen tost gyda fi or Mae bola tost gyda fi” • I know that my answer means “I have a bad....” • I can correctly question my peers, and also respond when asked”	• Verbally call out that “Beth sy’n bod?” means “What’s the matter?” • When asked the question, verbally respond with Mae...tost gyda fi. • Identify that one means I have a bad head, and the other I have a bad belly. • In welsh, respond to their peers when asked a question.

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)
11:15 Opening phase (with links to prior learning)	To gain childrens attention, ask them to sit on carpet and play “touch your toes, knees, head etc” in Welsh Sing Heads Shoulders Knees and toes in Welsh to reinforce body parts.	Children to sit on carpet and respond to the command of “touch your...” by touching their correct body part. Verbally join in with the singing of Pen, ysgwyddau, coesau, traed Perform the actions in time with the song	None.
Teaching & Core Learning	Ask the children if they remember the question we have been covering? Reintroduce the question Beth sy'n bod? All-together, ask them to repeat the question after me: Beth sy'n bod? What does it mean? -What's the matter? Place the 2 picture cards in the middle Who remembers how to answer this question? All-together, ask them to repeat the answers after me: 1) Mae bola tost gyda fi	Sitting on carpet, raise their hand if they remember the question they have been covering. All-together, verbally sound out the question Raising hands, answer what they think the question means (what's the matter?) Raising hands, attempt at answering the question? Raising hands, tell the teacher what each answer means.	2 picture cards Tennis Ball

	2) Mae pen tost gyda fi I have a bad.. Head, stomach What do they mean? Play roll the ball: Person who rolls the ball to ask the question of Beth sy'n bod? Person who receives the ball will answer. Can ask children to repeat after me depending on ability. Make sure they are performing actions with answer	All-together, verbally sound out the answers Sitting in a circle, child who starts with the ball to roll it to a peer and verbally ask the question: Beth sy'n bod? Child who receives the ball to attempt at answering with: Mae... tost gyda fi? Perform actions alongside answers	
Plenary	To finish, play if you are wearing...(A colour in welsh).. you can go and wash your hands for lunch	Listen out for a colour, leave the class for lunch if they are wearing that colour.	

Lesson Plan – Phase 1 **Evaluation of the Learning Experience** **(include references to QTS)**

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	The children were very good at this Welsh question and answer session as they had worked on it in the previous week. They knew the English translation, they could answer using different body parts, and could ask and respond to their peers.
Next Steps for Progress	Children now need to move on to the response of dim byd meaning nothing is wrong. They need to independently think and respond rather than simply copying what their previous peer has said.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	My welsh language skills were good, and I had familiarised myself with any confusions prior to the lesson (Cross curricular responsibilities- Pedagogy) I made sure all children had contact time at the question and made sure they had the chance to achieve the learning outcome, they experienced joy as a result (Learning outcomes and well-being) I managed the environment making sure nobody was shouting out (Managing the learning environment-Pedagogy)
Areas for my Development Personal Targets for Progress	Speeding up the pace of the lesson, generally moving it along quicker so that we cover all aspects of the lesson in detail (Managing the learning environment-Pedagogy)



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Student-teacher	Liam Fawcett	Class:	Reception
AoLE or Subject	Welsh	Date:	14/01/20
Lesson Focus:	Sut Wyt ti?		
Meaningful links to Curriculum	Oracy: view and listen carefully to a variety of visual and audio-visual stimuli speak clearly, using simple words, greetings and expressions listen to increasingly complex phrases and instructions and respond as appropriate speak using correct pronunciation and appropriate intonation Reading: follow stories read to them and respond as appropriate listen to a story being read by following the print read aloud their own work and other printed resources		
Meaningful links to: Cross Curricular Responsibilities	As above for Literacy		
Personal Targets (Linked to QTS and identified in weekly review):			
Continue to build rapport with the class, particularly the new Key Worker group using appropriate authority.			
Establish your high expectations for behaviour with the new group e.g. sitting and listening.			
Lead on transitions throughout the day - sending to lunch times, settling in after lunch times.			

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

- Understand and recap the question 'sut wyt ti heddiw?'
- Respond to the question by using emotion cards
- Listen and respond to 'Nos Da Arthur' and understand the term 'Nos Da'
- Join in with song 'Hwyl Fawr Ffrindiau'

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 understand the question 'sut wyt ti heddiw'? • I can respond to the question using emotion cards • I can listen and respond to the book 'Nos da Arthur' • I can join in with the song 'hwyl fawr ffrindiau'	• Listen to the question and respond that it means 'how are you today'? • Point at emotion cards in a game of splat and verbally respond to question • Listen and join in with book 'Nos Da Arthur' • Verbally join in with song 'hwyl fawr ffrindiau'

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)	Sit all children on the carpet and ask them if they remember what they covered yesterday. Ask the question 'Sut wyt ti heddiw?' Ask them what does it mean? Lay out the emotion cards on the floor Explain that they should respond with 'dw'in and then an emotion on how they are feeling.	Children to sit in a circle and respond to questions posed by teacher Point at the emotion card in which they are feeling Reply with dw'in and then the emotion	Emotion cards Splat stick
Teaching & Core Learning	Read book 'Nos Da Arthur' Discuss what 'Nos Da' means Ask important questions around the book	sit and listen to book Respond to questions and comment on incidents in the book	Nos da Arthur Book

Plenary	Sing hwyl fawr ffrindiau to conclude the lesson	All join in with ' hwyl fawr ffrindiau ' before finishing the lesson	Laptop for song.

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Evaluation of the Learning Experience

(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	All children were able to answer to the question 'sut wyt ti'. The more able could do this without any prompting and could answer in a full sentence. The lower ability could point at the emotion card and could say the answer in English. However, they could, verbally repeat the Welsh answer after the teacher. With the help of the pictures, they could verbally tell me that Nos Da means goodnight, and the lower ability fed from the more able's answers.
Next Steps for Progress	The lower ability need to be able to answer the question before the higher ability give their answer. This will show if they understand the question. Perhaps more translation work is needed to check they know what I am asking them.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I made sure all children had contact time of asking the question, and also answering. This made sure they were all happy they were given the chance at achieving the learning outcome- Positive effect on their confidence and well-being (Learning outcomes and well-being-Pedagogy) I set different expectations for the class, and accepted when I deemed they had been challenged. This caused me to regularly question and prompt children to give me an answer in Welsh that was acceptable for their level.
Areas for my Development Personal Targets for Progress	Alter the way I manage the class by asking question in a different order (managing the learning environment-pedagogy). This will allow the lower ability to be challenged and more independent rather than repeating what another child has said.

