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Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Elliot Blanche	Class:	Year 3
AoLE or Subject	Welsh	Date:	20/11/19
Lesson Focus:	Having a conversation in welsh		
Meaningful links to Curriculum	Literature fires imagination and inspires creativity. Learning about identity and culture through languages prepares us to be citizens of Wales and the world.		
Meaningful links to: Cross Curricular Responsibilities	Use of oral skills to create authentic welsh speakers. Increase of understanding of the world around them making them ambitious welsh learners.		
Personal Targets (Linked to QTS and identifed in weekly review) To create an authentic experience for the learners. Using oral skills to increase their welsh understanding			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Have a basic conversation with a partner in welsh. Understand what questions are getting asked and how to answer different questions.

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)
Students will revisit the questions they have already been taught. Reflecting on prior learning and using it to create a conversation. Complete a worksheet using their welsh oral skills to ask five other students the questions and then to note their answers.	Students will be assessed orally throughout the lesson as the tasks are practical. Formative assessment and questioning to test knowledge. Students will peer assess eachother making sure the conversation they are having makes sense.

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)	PowerPoint slide introducing six different questions in welsh. I will demonstrate how to answer each question to the class. I will also question the students on the meaning of the welsh on the board to test prior learning.	Students will observe the PowerPoint engaging through questioning. The students will then practice each question one by one orally with a partner. Formative assessment as the students ask their partner each question, illustrating their understanding without prompts on the board to answer the question.	PowerPoint presentation.
Teaching & Core Learning	I will instruct students to get into a train track seating plan: _____ _____ I will make sure everyone is speakin welsh and knows the tassk in hand. (to have a conversation relating to the qeustions reviseted in welsh). I will then breakdown a worksheet to the students so they understand what they have to ask and how many people they have to speak too.	The students will ask the questions revisited to their partners. Their partners will answer and the students will then return the questions to their partner. They will get two minutes to answer. One line will then shuffle down one person to have the same conversation with a different partner. Students will then have to have as many new conversations with students as possible where they will have to fill in a worksheet based on the answers their partners will give.	Pencil Floorspace Worksheet.

Plenary	I will then get two students to demonstrate the conversation used to test learning. I will also choose two individuals of different abilities to make sure all students understood the literature in welsh. I will also ask a few students to read out what one of their partners gave them as answers to the rest of the class.	Two of the students will have a conversation in front of the rest of the class. This is added pressure to the sentences they are learning. Students are also peer assessing eachother throughout the conversation as they want their turn to speak infront of the rest of the class.	

Lesson Plan – Phase 1

Evaluation of the Learning Experience

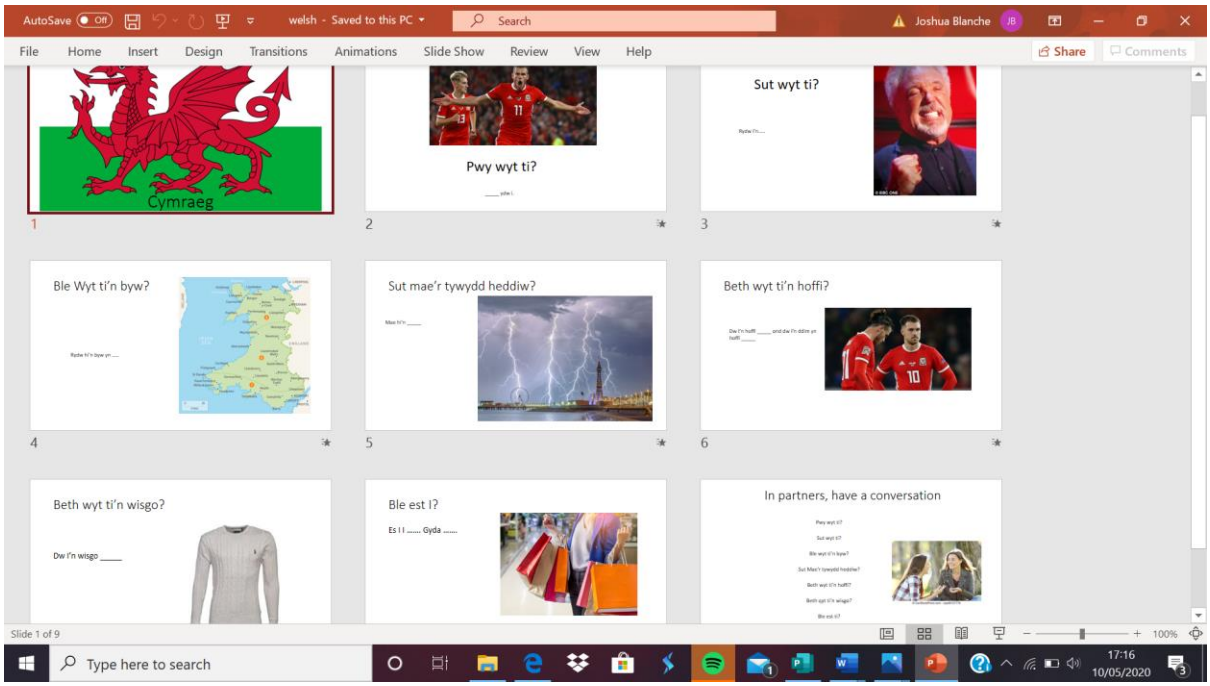
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	This will evaluate the whole class. (not usual class, the other year 3 class). This evaluation was completed through questioning and peer assessment as the whole lesson was oral based. As the lesson is based on a language the key attributes of the students that I was looking for throughout was engagement, confidence in oral skills and affective communication. I felt the communication was very effective as students understood what the questions used were as well as how to answer them. Students were gaining knowledge and understanding through their oral skills. Engagement levels were high as all studuents wanted to demonstrate their conversations to the class. Their attitude to learning continued to grow throughout the lesson. The evidence gathered shows the learning was successful and apparent as students knew the seven questions. Peer assessment had a positive influence on the lesson as their partners were also there to fall back on if the students struggled with their pronounciation.
Next Steps for Progress	To progress learning I would make turn this task into a written task. Students would ask the seven questions to another individual in the class and write down the answers recieved. This would focus on the students written skills in the language Welsh as well as their oral skills. I would differentiate the tasks so the students are challenged based on the amount of questions they have to ask.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	All students were focused on the tasks set and I made sure there wasn't much fuss when pairing up the individuals to create a convseration. This links to QTS – Assessment and Partners assisting in learning. Once students were in their pairs their oral practice began. I used a good range of practical activities to teach sentence patterns. This allowed the students to continue their engagement as I was mixing the activities up, keeping the lesson fresh. This links to QTS – Range of learning experiences. I also praised students at the correct times to boost their confidence as well as allowing others to recognise that good behaviour isn't going un-noticed. Using partners in this lesson was extremely successful as students could practice out loud without anyone judging them. All students tried extremely hard orally throughout the whole lesson. Think-pair-share was one strategy I tweaked so it had a better effect throughout the lesson, using it as the main body of the hour.

	The whole hour also enabled me to gather experience in QTS – Welsh Language Skills.
Areas for my Development Personal Targets for Progress	Ensure the welsh used is correct and in the correct tense. As I am not a fluent welsh speaker I used google translate to ask and answer some of the dialogue. Next time I will ask the teacher who is fluent instead of the internet as this will also enable me to gain more experience in Seeking advice and support and Working with in-school colleagues. When creating a PowerPoint I should use a bigger font so all of the students (those at the back) can see the writing. This would have enabled the students to progress as learners as well as allow them to help their partners if the correct pronounciation is on the board. Not being able to see the writing did effect the lesson as I noticed students trying hard to read what was on the board to help them. Paper copies would have been useful so the students wouldnt need to squint looking at the board. My personal targets this week have been to praise students for good behaviour more often as well as maintain classroom control throughout the whole lesson. I feel both of these targets have been met, a reason for this is because I am now comfortable teaching the whole class and have no trouble in raising my voice when needed.

Powerpoint used for lesson



Lesson Plan 2

Student-teacher	Elliot Blanche	Class:	3GH
AoLE or Subject	Welsh	Date:	04/12/2019
Lesson Focus:	Christmas (What do you like about Christmas? What do you want for Christmas?)		
Meaningful links to Curriculum	• view and listen carefully responding orally, in writing and non-verbally • use and link a variety of phrases, questions and sentences accurately, reinforcing Welsh syntax and using paragraphs as appropriate • respond appropriately and courteously, establishing and developing a relationship when conversing		
Meaningful links to: Cross Curricular Responsibilities	Literacy : • speak clearly varying expression to help listeners • listen carefully and make connections between what they are learning and what they already know • explain information and ideas using relevant vocabulary • organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation • contribute to group discussion, sharing ideas and information • read short information texts independently with concentration • **develop their ability to read continuous and non-continuous texts with fluency and accuracy; enjoy responding to them orally and in writing** v • use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning DCF: • use an online collaborative platform to create or edit a file, e.g. word processing, presenting tools, spreadsheets. • develop strategies for finding information using different keywords and techniques, e.g. follow a step-by-step set of instructions on how to search effectively for information relevant to a task and select an appropriate website from skimming through a small number of sources.		
Personal Targets (Linked to QTS and identifed in weekly review) To introduce more incidental welsh to my lessons.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Ask in welsh : “What do you like about Christmas?” Answer: what they like about Christmas Ask: “What do you want for Christmas? Answer: “I want _____ for Christmas.

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 will talk with my partner about what I like for Christmas and what I want for Christmas. I will ask them what they like/want for Christmas and listen to their answer.	Take part in a conversation with their talking partner.
I will write a letter in welsh to Santa asking him for a list of things that I want for Christmas. I will use google translate on my chromebook to translate words I want to put on my list.	Produce a letter to Santa.
I will complete a welsh colour by numbers sheet. I will have to use my welsh skills to understand what colour and number I have to choose.	Complete the work sheet.

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)	I will ask pupils a variety of questions in Welsh to recap their learning. I will ask the pupils "ydych chi'n hoffi nadolig?" and see what their answer is. If they understand and reply "ydw", I will then ask them what would they like for Christmas : "Beth ydych chi'n hoffi am nadolig?" I will ask them if they want to have a go at guessing what I just asked them. I will ask pupils what other questions could we ask at Christmas in Welsh. I will ask if anyone wants to have a go at asking "what do you want for Christmas?" I will guide the pupils to produce the correct sentence and write it on the board. I will ask pupils "what is toy in Cymraeg? Etc" and write each item on the board. I will then ask the pupils what their answers would be and whether they know the welsh translation for it. I will write the pupils answers on the board in order for them to refer to for each of their activities.	Pupils to sit on the carpet and discuss with myself what they think the question could be in Welsh and discuss and translate their answers together.	

	I will also write on the board the questions and sentences I want the pupils to ask/answer in order for them to refer to throughout the lesson. I will explain the different activities to the pupils and tell them that each group will have a turn on each activity.		
Teaching & Core Learning	Group 1: Have a conversation with their talking partner about what they want for Christmas and what they like about Christmas (in welsh). (15 mins) Group 2: Write a letter to Santa listing what they want for Christmas. Use chrome books to translate what they want on google translate. (15 mins) Group 3: Welsh colour by numbers. (15mins)	Pupils to spend 15 minutes on each task before they rotate onto the next activity. Pupils to practice their sentences and answers with their partners. Produce a letter in welsh to Santa. Use their chrome books to translate what they want and add to their list. Complete worksheet.	Chromebooks Christmas letter template by Twinkl Whiteboard Colour by numbers sheet from Twinkl

Plenary	Ask two pupils from each group to perform their questions and answers and read their letter to Santa. Sing some welsh Christmas songs (if we have enough time).		

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))	I was teaching this lesson to the whole class and I was evaluating their learning by the use of questioning, scaffolding, observation and marking their work. I feel scaffolding was very effective as the students were writing in a different language it was very beneficial giving them pointers so they could extend their learning.
Next Steps for Progress	To spend more time modelling the conversations as they needed extra support (the use of mini whiteboards) to remember their questions/answers (for LA pupils in particular).

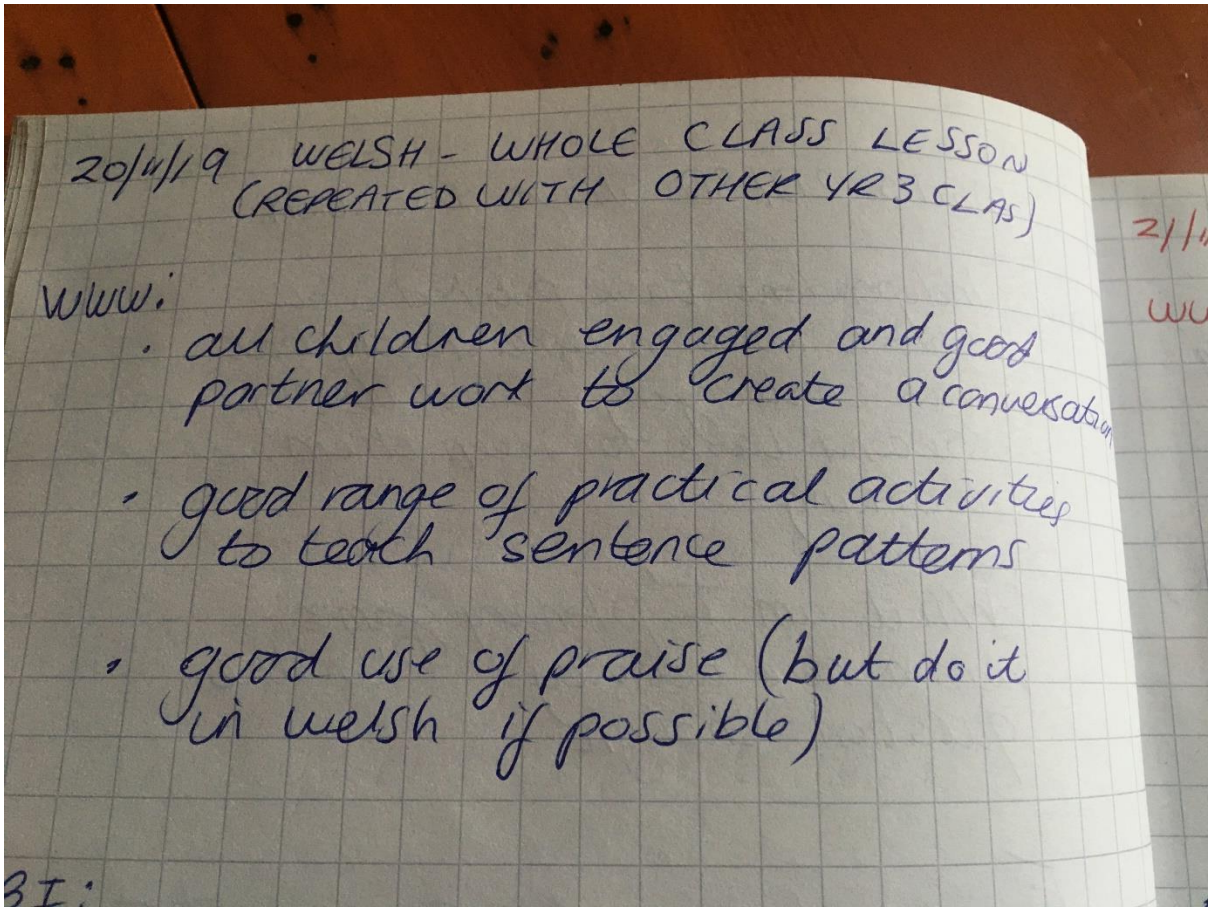
Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	All students were engaged in the sentence structure through three different strategies. Covering different aspects of Literacy. Writing and speaking are both very beneficial to learning Welsh and this was demonstrated well. I used a WAGOLL to the class so the rest of the class can see the expectations of their work and conversations. This was very beneficial as all students were trying very hard to show their knowledge and experience in saying 'Dw I'n eisiau' in the correct format. Good use of demonstrating good practice through the Plenary. Students demonstrated understanding through speech.
Areas for my Development Personal Targets for Progress	Focus on incidental welsh to help aid the students welsh throughout their school life. The more incidental welsh I use the more I am helping the students as they grow up. As welsh is a weekly target I feel I have improved my understanding and experiences of implementing welsh into the lesson. This lesson allowed me to teach the whole class in the medium of welsh and gave me a lot of confidence in using welsh incidentally in future lessons.

Welsh Year 2 10 minute lesson touching previous questions

[redacted]

Pwy wyt ti?	//
Sut wyt ti?	/
Beth sy'n bod?	Mae
Sut mae'r tywydd heddiw?	//
Ydy hi'n bwrw glaw?	-
ils were able to ask stions...	o
Faint ydy dy oed di?	O Dw i
Ble wyt ti'n byw?	O Dw
Pa liw ydy hwn?	/
Pa siâp ydy hwn?	sqwar / cyle
Sawl ... sy' yma?	/ [confident co
Wyt ti'n hoffi ...?	/
Beth wyt ti eisiau?	
Wyt ti eisiau ...?	/
Beth wyt ti'n wisgo?	O
Wyt ti'n gwisgo ...?	
Beth mae ... yn wisgo?	
Oes ... gyda ti?	O Mae
Oes ... gyda Sam?	
Beth wyt ti'n hoffi fwyta?	-
Sawl un sy' eisiau cinio?	
Pupils were able to ask questions ...	O
Do you know any Welsh songs/poems?	Pwy wyt t

[redacted]



20/4/19 WELSH - WHOLE CLASS LESSON (REPEATED WITH OTHER YR 3 CLAS)

WWW:

- all children engaged and good partner work to create a conversation
- good range of practical activities to teach sentence patterns
- good use of praise (but do it in welsh if possible)

BT:

Going Forward

I have learnt how to have a basic conversation with someone else in Welsh. I have also learnt how to take control of a class in Welsh. This is relevant to my future practices as I will be able to drop incidental welsh in throughout lessons. This will improve the students' understanding of different welsh words and they will naturally learn the commands as they will be used in every day lessons. This has a big impact on my development as I know I need to improve my welsh skills as much as possible. Through lessons and this reflective lesson I have definitely improved my Welsh skills. The lesson meets the intended outcomes as I practiced all of the welsh language that I know to the first students. I have learnt that I need to use this as much as possible so it becomes the norm. The implication to this would be the amount of people I have available to speak welsh too as neither of my parents are welsh speakers. This suggests that I will only be practising the language orally in the school setting. I will share what I have learnt through lessons by making the language as familiar as possible to the students.

I will implement this knowledge in lessons so students have as good of an understanding to welsh as possible ready for the next year of their life. I will make sure when I am in similar circumstances that I scaffold the learning as a language is difficult to process. Implementing all of the welsh I know may be too heavy so scaffolding the learning will make it easier for the students to remember the work. For further learning I will use the Duolingo app to continue to improve my welsh. I have given myself a target of becoming a fluent welsh speaker by 2025.