

ECAD5019

Name: Nell Evans

Student number: 2305397

Assessment component 2: 1000 words

- Lesson plan
- Lesson resources: PowerPoint and help sheet
- A short lesson evaluation

Cynllun gwers / lesson plan

Blwyddyn / Year: Year 4	Maes Dysgu a Phrofiad / Area of Learning and Experience: Languages, literacy and communication	Amcan y wers / Aims of the lesson: To learn the names of different animals in welsh by listening to clues in a sentence and quessing which animal is being described. Success criteria: I can listen carefully to sentences in Welsh. I can use the clues to help me guess the animal. I can say or point to the correct animal name in Welsh.
Gwybodaeth flaenorol / Previous knowledge: The children take part in Welsh lessons every week and are becoming familiar with basic vocabulary and sentence structures. However, this is the first time learning the names of animals in Welsh, so the lesson will introduce new vocabulary through listening and speaking activities.	Geirfa allweddol / Key vocabulary: Llew, Adar, Cadno, Eliffant, Neidr, Crocodeil, sentences describing an animal (see on powerpoint) Ffocws iaith / Language focus: Listening and speaking in Welsh, with a focus on Animals: - Animal names - Simple adjectives that describe the animals (fawr, fach, cyflym) - Sentence patterns: Mae e'n felyn) - Langugae skill: Describing animals using sentence patters and adjectives.	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: The lesson will begin with a repetition activity to introduce and familiarise the children with the names of different animals in Welsh. The teacher will say each animal name clearly, and the children will repeat them together, focusing on pronunciation and recognising the sounds of the words. This will help build their confidence before moving on to the main task. The teacher will hand out the help sheets and show the powerpoint, then explain that the class will play a listening and guessing game. in this activity, the children will hear sentences in Welsh that describe an animal for example, detail about what it looks like, where it lives or the sounds it makes. They will write their answers on their whiteboards, after each animal the teacher will ask the children for their answer to see if they get it right. Once all the animals have been guessed, the teacher will move on to the speaking and sentence building part of the lesson. the teacher will go around the class, asking each child to choose one of the animals. the teacher will display a sentence that describes the chosen animal and model how to say it. the child will then repeat the sentence aloud, practising their speaking and pronunciation.
Adnoddau / Resources: Guess the animal powerpoint Guess the animal help sheet		

Dyfalu'r anifail!
(Guess the animal)



Llew (Lion)



Adar (Bird)



Cadno (Fox)



Eliffant (Elephant)



Neidr (Snake)



Crocodeil (crocodile)

- Mae e'n felyn. (It is yellow)

- Mae pen mawr gyda fe. (It has a big head)

- Mae'r anifail yn byw yn yr anialwch
(The animal life's in the desert)

- Mae e'n hoffi bwyta cig (It likes to eat meat)

Llew (lion)!



- Mae e'n gwyrdd. (It is green)

- Mae corff hir gyda fe. (It has a long body)

- Mae'r anifail yn byw wrth ochor y dŵr
(The animal life's by the water)

- Mae e'n gallu nofio yn dda (It can swim well)

Crocodeil (crocodile)!



- Mae e'n Oren. (It is orange)

Mae ffwr Oren gyda fe. (It has orange
fur)

Mae'r anifail yn byw mewn goedwig
(The animal life's in the forest)

Mae e'n gallu arogli yn dda (It can smell well)

Cadno (fox)!



- Mae e'n frown a goch. (It is brown and red)

Mae corff bach gyda fe. (It has a small body)

Mae'r anifail yn byw mewn gardd (The animal life's in the garden)

Mae e'n hoffi bwyta mwydod (It likes
to eat worms)

Adar (bird)!



- Mae e'n llwyd. (It is grey)

Mae corff mawr gyda fe. (It has a big body)

Mae'r anifail yn byw mewn lle poeth.
(The animal life's in somewhere hot)

Dyde e ddim yn gallu nofio (It can't swim)

Eliffant (elephant)!



- Mae e'n lliwgar. (It is colorful)

Mae corff smotiog gyda fe. (It has a spotted body)

Mae'r anifail yn byw mewn goedwig.
(The animal life's in the forest)

Dydy e ddim yn gallu rhedeg (It can't
run)

Neidr (snake)!





Llew (Lion)



Adar (Bird)



Cadno (Fox)



Eliffant (Elephant)



Neidr (Snake)



Crocodeil (crocodile)

Lesson evaluation

Overall, the lesson on learning animal names in Welsh was successful and engaging for the learners. The aim was to help the children recognise and use Welsh vocabulary related to animals through listening and speaking activities. The lesson was delivered through repetition and a guessing game, which kept the children involved and made the learning process enjoyable.

One of the most successful aspects of the lesson was the pronunciation of individual animal names. Because the children were encouraged to repeat each word multiple times at the start of the lesson, they became more confident with the new vocabulary. This repetition helped most learners say the animal names correctly. However, some learners did find certain Welsh sounds, such as 'Ll' more difficult to pronounce. In future lessons, I will provide more practice focusing on these pronunciations perhaps using more repetition games.

The guessing game was enjoyed. Framing the activity as a game motivated the children and made them eager to participate. They listened carefully to the descriptive sentences and used their help sheets effectively to guess which animal was being described. Many children were excited to write their guesses on their whiteboards, and the classroom atmosphere was positive and focused. This suggests that using games is an effective strategy and will be used again in future lessons.

When it came to the sentence repetition activity, the children did find full sentence pronunciation more challenging. They often stumbled over longer phrases or unfamiliar word combinations. However, when I broke the sentences down into smaller chunks, their confidence and accuracy improved noticeably. This shows that with more scaffolding and modelling, learners could succeed in speaking more complex Welsh sentences. Going forward, I will ensure that sentence repetition activities are supported with clear breakdowns and visual aids to help with understanding.

One point to consider is that, while most learners were appropriately challenged, a small number found the lesson too easy. These learners guessed the animals quickly and could pronounce most words with little difficulty. To address this, I plan to include extension activities in future lessons. For example, higher ability learners could be asked to create their own sentences for others to guess, which would provide an additional challenge.

In conclusion, the lesson was well received by the class and met its aims of introducing Welsh animal vocabulary through an interactive task. Pronunciation practice was mostly effective, though more focus is needed on tricky sounds like 'Ll'. The game-based format created a positive learning environment, and future lessons will continue to build on this approach. Differentiation will be improved to challenge more able learners, and continued speaking practice will be embedded to develop fluency and confidence.