

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Elin Dyer	Class:	Year 2/3
AoLE or Subject	Cymraeg	Date:	18.11.2019
Lesson Focus:	Fi a Fy Ffrindiau		
Meaningful links to Curriculum	Welsh 2nd Language Oracy - view and listen carefully responding orally, in writing and non-verbally; respond by asking questions and offering comments, communicate clearly and confidently and use intelligible Welsh pronunciation and intonation; respond courteously and begin to establish a relationship when conversing Reading - look for information by using all kinds of information organising systems including ICT, e.g. the alphabet, indexes, catalogues Writing - use the characteristics of chosen forms; use and link a variety of phrases, questions and sentences accurately, reinforcing Welsh syntax and using paragraphs as appropriate; choose and use appropriate vocabulary, and use language to create effects		
Meaningful links to: Cross Curricular Responsibilities	LNF Reading – Locating, selecting and using information – Reading strategies: look for specific information in texts using contents, indexes, glossaries, dictionaries		
Personal Targets (Linked to QTS and identified in weekly review)			
To improve behaviour management of the pupils, which will improve the pace of the lesson and allow me to help children that need support. Link to QTS – Pedagogy – Managing the Learning Environment (The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.			

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

The pupils will learn to:

- Write interesting sentences in Welsh to describe how I am feeling and how others are feeling.

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 ask and answer 'sut wyt ti' or 'sut wyt ti'n teimlo?' • I can read and understand Welsh vocabulary about feelings. • I write a sentence with 2 or 3 parts. • I can use a word mat or dictionary to make my sentences interesting.	Speak with learning partner and/or teacher to ask and answer questions in Welsh. Match Welsh vocabulary with pictures. Write interesting and developed sentences.

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) 2 mins	Recall of prior learning – Teacher to ask children, how do we ask 'how are you today' in Welsh? (Sut wyt ti heddiw?) Is there another way we can someone how they are feeling? (Sut wyt ti'n teimlo?) Children to ask eachother in learning partners.	Pupils to sit in learning partners. Pupils to put hands up to give examples of how to answer. Children to ask eachother in learning partners.	
Teaching & Core Learning 5 mins explain	Ask the children to ask you. Answer, dw i'n hapus ACHOS rydw i'n mynd i'r parc gyda fy ffrind gorau heddiw. Ask pupils to translate what you just said. 3 parts to this sentence which make it interesting.	Pupils to verbally translate what the teachers says. Pupils chosen using lollipop sticks. If stuck, pupil can 'ffonio ffrind' for help.	

30 minutes on worksheet	Encourage the children to think about all of the sentence patterns we've been learning about. (Lollipop sticks) ask the children to translate the following... I am going (Dw i'n mynd i) I went (Es i) I've got a bad head (Mae pen tost gyda fi) I've got a bad leg (Mae coes dost gyda fi) I'm on top of the world (Dw i ar ben y byd) Simon is happy (Mae Seimon yn hapus) Suzie is happy (Mae Suzie yn hapus) Teacher to explain the worksheet. (Instructions on worksheet) Teacher to circulate class and provide support as needed. Teacher to engage quiet pupils by asking them 'sut wyt ti heddiw? Pam?'	Worksheet – pupils to work on their own to complete the worksheet and work in their book.	Sut wyt ti'n teimlo worksheets. Word mats English – Welsh dictionaries Scissor and glue
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Mini plenary after 15 minutes	(Lollipop sticks) Choose 2 pupils to read out one of their sentences. Ask the class for consensus to check how many parts the sentences has, and what it means.	Pupil to read out one of their sentences (stating hot or spicy). Class to listen, translate, consider how many parts their are to the sentence.	
2 mins	Game of 'Mae Seimon yn dweud' - Children to call the commands	Children to take it in turns to call out command for 'Mae Seimon yn dweud'	

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))	
Next Steps for Progress	

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	
Areas for my Development Personal Targets for Progress	

