Huw Brace – 1704547

Welsh Framework Evidence

<u>Video – Uploaded separately by Welsh tutor</u>

Lesson plan

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

APLP
PDPA

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Huw Brace	Class:	Welsh Language framework
AoLE or Subject	Mathamateg	Date:	25/2/20
Lesson Focus:	Newid ffracsiwn i canrannau		
Meaningful links to Curriculum	Mathameteg a rhifedd		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identifed in weekly review) Gwneud mwy cymraeg yn fy wers.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Newid ffracsiwn i canlanau

Time	**Activities/Methodology/Key Concepts** (Teacher's Role – including key teaching points, differentiation strategies and key questions)
Opening phase	cwestiynau o'r wers ddiwethaf
Teaching & Core Learning	Dysgu disgyblion sut i newid ffracsiynau i ganrannau
Plenary	Cwestiynau amlddewis ynglŷn â newid ffracsiynau i ganrannau

Self Reflection

In my lesson, I challenged myself to do the whole lesson in welsh. This required me to learn a lot of specific terminology in order to teach it.

Having been learning welsh for just over a year now I am familiar with enough sentence patterns that allow me to discuss a wide variety of topics once I learn the appropriate vocabulary.
In this instance I had to learn the word for “Multiply”- Lluosi and “Divide” Rhannu.

As I plan to teach maths there will be plenty more subject specific vocabulary I will need to practice to effectively integrate welsh into my lessons.
I felt confident in delivering my lesson in welsh, using practiced phrases, but there were instances when questions were asked of me and I had to think of the correct response in welsh.

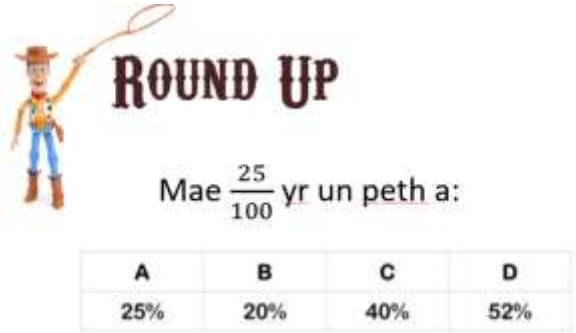
I hope to bring this confidence of the welsh language into my lessons during my NQT year so as to encourage the learners to use it also.

PTE1 Evidence

During my PTE1 I was able to use incidental welsh in a majority of my lessons to welcome the class and for basic commands. However due to the already multi-lingual nature of the inner-city school. It was not practical for me to put a huge emphasis on the welsh language.

In my lessons I made several attempts to use the welsh language to challenge students in answering questions. One such example saw me presenting pupils with a multiple choice question.
While pupils were not able to understand the question, by relating it back to the topic taught in the lesson prior, pupils were able to figure out what the question was asking and therefore able to translate the question successfully

“Which option is another way of writing 2.25?”



“25/100 is the same as:”

By giving the pupils the opportunity to practice welsh in a familiar setting, the class appeared more open to using welsh in lessons.

Throughout my PTE1, my mentors have praised my welsh of use in lessons in my feedback journal.

Cross curriculum responsibilities

Welsh Lanaguage

Huw is able to use very good Welsh language within all lessons and respond to pupils successfully. He has great communication within Welsh and gives pupils instructions.

Huw is very good at implementing the Welsh language within all lessons. He starts all lessons by greeting pupils with welsh phrases and asks them to complete work in Welsh, there is also lots of praise used also.

Cymraeg I bawb sessions

Whilst I mainly learnt how to speak welsh before starting the PGCE course, I was able to successfully develop my reading and writing during th cymraeg I bawb sessions offered by Yr Athrofa.
These sessions helped me develop classroom specific phrases which I would be able to use during my time in schools.
I was also given support to develop my knowledge of welsh grammar and mutations.

Say something in welsh

Almost all of my current welsh understanding has come from making use of lessons offered by say something in welsh. This app has improved my verbal communication with welsh immeasurably during my time in the PGCE.
By focussing on speaking rather than reading and writing, I was able to hold basic conversations and understand what was being said around me. This has allowed me to use welsh in the classroom very organically, rather than sounding like I am repeating something from a phrasebook. I have since sought to improve my reading and writing skills so as to equalise my command over the welsh language.