

Dydd Iau 13eg o Chwefror



Cymraeg CASTELL

13.02.25





Faint o gastell chi'n gallu cofio o
wers ddiwethaf?

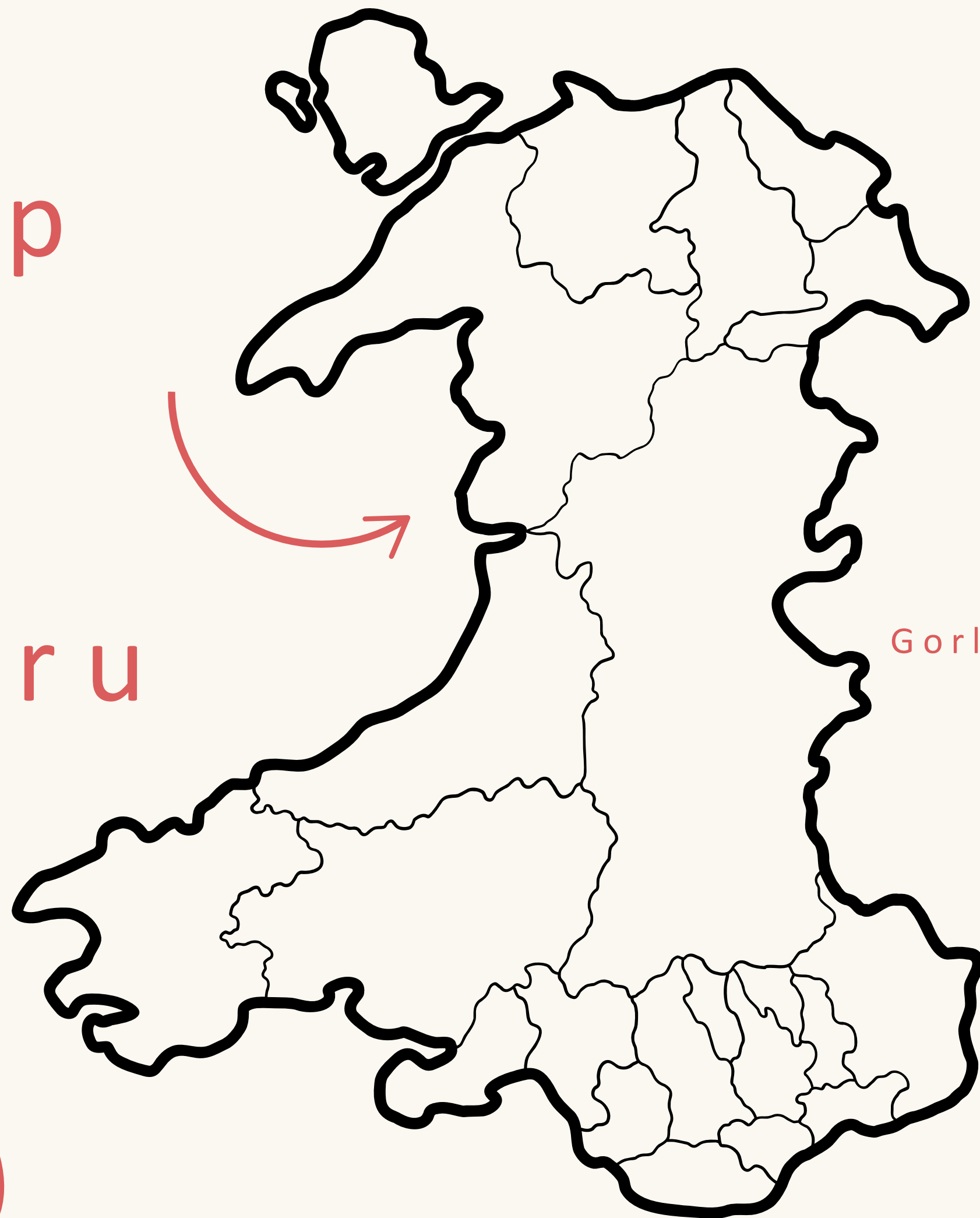
N o d y w e r s

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- To revisit and remember what castles we looked at last week.
 - To then place on the map where you think each castle is in Wales.
 - To then recognise the different regions in welsh and identify in which regions are each of our castles.
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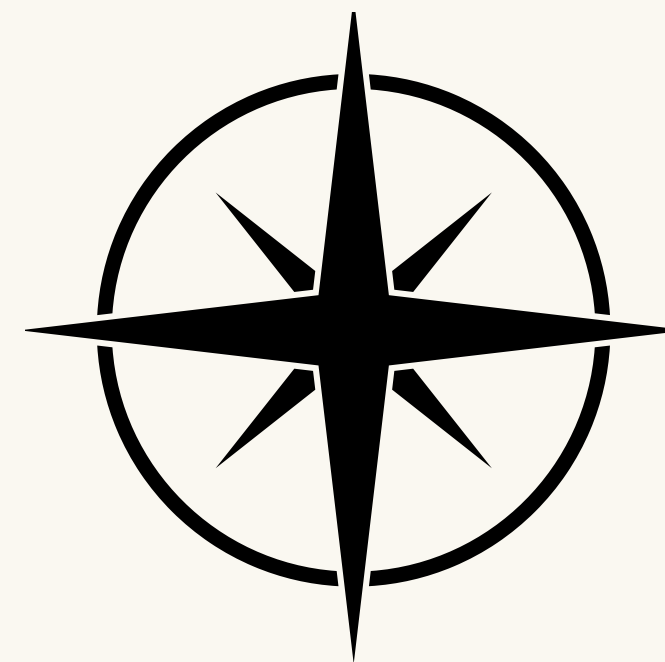
G y m r u



Gogledd

Gorllewin

Dwyrain



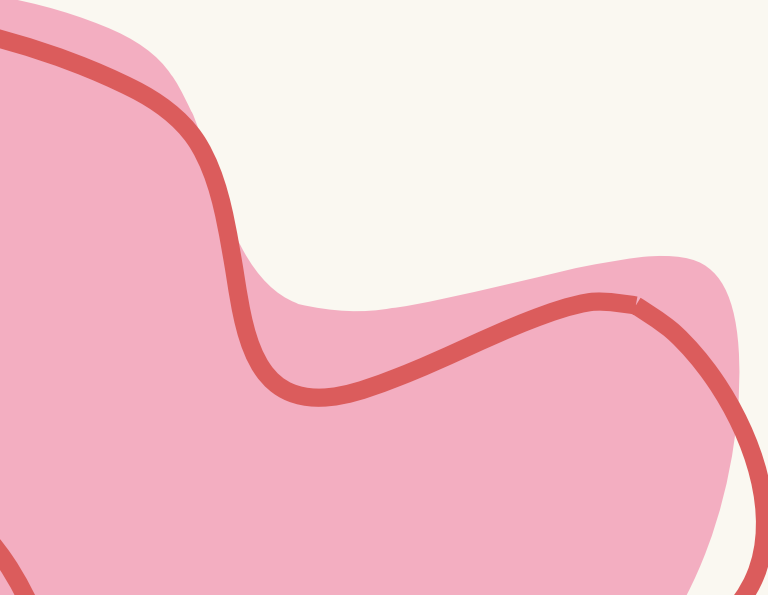
De



North - Gogledd

East-Dwyrain

South-De



West-Gorllewin

E n g h r a i f f t / E x a m p l e

M a e C a s t e l l A b e r y s t w y t h y n o r l l e w i n C y m r u .

M a e C a s t e l l P o w y s y n n w y r a i n C y m r u .

B e t h s y d d w e d i n e w i d ? / W h a t h a s c h a n g e d ?

T r e i g l o

G o r l l w e i n - O r l l e w i n

D w y r a i n - N w y r a i n

D e - N e

G o g l e d d - N g o g l e d d

A L L c h a n g e a f t e r ' y n ' E X E C P T, n g o g l e d d i s t h e

O N L Y o n e t h a t c h a n g e s a f t e r ' y n g '

Mae	Castell XXXXXX	yn yng	orllewin ngogledd nwyrain ne
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Cynllun Gwers

Blwyddyn / Year: Year 5 Primary English medium	Maes Dysgu a Phrofiad / Area of Learning and Experience: Humanities – geography	Amcan y wers / Aims of the lesson: To recognise and place where all different castles in Wales are located through the use of North, east, South and West.
Gwybodaeth flaenorol / Previous knowledge: - The castles introduced in the lesson were all recognised due to a prior lesson. - Understood the terms of North, East, South and West.	Geirfa allweddol / Key vocabulary: North – Gogledd East – Dwyrain South – De West – Gorllewin 'Yn ne Cymru.' 'Yn orllewin Cymru.' Yng ngogledd Cymru.' 'Yn nwyrain Cymru.' Ffocws iaith / Language focus: Cwestiwn 'Ble mae ... ar y map?'. Cwestiwn 'Beth sydd yn newid ar ol yn?'. Mutations – when writing out where each castle is e.g., yn gogledd turns to yng ngogledd. Cwestiwn "Beth yw south yn Cymraeg?" Challenge their understanding.	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: - Implemented drilling sessions to teach the pronunciation of each term e.g., gogledd, de, gorllewin, dwyrain. - Played games such as throwing a bean bag towards the pupils – and getting them to repeat the pronunciation. This game was also used in order to check their understanding of the new terms introduced. - To further understanding each table had a laminated copy of a map of Wales – pupils then worked together as a team to stick where they thought each castle based on directions of North, east, south and West. - Pupils were also able to come up to the board to display their understanding of where they thought each direction is on the map of Wales. "Ble mae Gogledd ar y map?" 'Beth sydd yn dod Nesaf?"
Adnoddau / Resources: - The PowerPoint was used in order to help children have a visual understanding of the map of Wales. - The pupils were also given a laminated sheet of the map of Wales. - Language mat - Visual copy of a picture of a compass with Gogledd, dwyrain, de, gorllewin.		

Evaluation

This evaluation purpose is to explore the range of different teaching strategies in regard to how they are used to deliver welsh language instruction in KS2. The aim is to also examine their effectiveness linking to a video filmed by myself incorporating these strategies into a welsh lesson. Furthermore, it considers how pedagogical approaches support language acquisition, pupil engagement and cultural understanding which aligns with the Curriculum for Wales (2022). During placement, I was in a year 5 English medium class, where the pupils spoke very little welsh therefore, engagement was crucial to develop their welsh language skills. To develop the pupils independent use of welsh vocabulary, I implemented strategies such as collaborative group tasks, this is shown in the video where I go round to each group and get them to pronounce the welsh word collectively. The pupils also worked in groups when completing part of the task which was to work and figure out each location of the castles and whether they are placed in ‘Gogledd, dwyrain, de neu Gorllewin’. Moreover, there was also the use of kinaesthetic activities such as bean bag games, where I introduced a new welsh word and then tossed the bean bag randomly to a pupil to then pronounce the word correctly independently. This was also employed as a way of questioning and challenging my students on what the welsh words translate in English. The strategies used were discovered to be effective to an extent, in supporting the pupils speaking, listening, and writing skills in welsh it was clear that through the bean bag game all pupils were listening and engaging. Therefore, through this strategy it made the language much easier to recall and memorable as all the pupils were involved in the game which made their learning enjoyable. However, difficulty did arise when it came to the writing task of ‘Mae Castell Powys yn nwyrain Cymru’ as pupils struggled with the treiglo even with the scaffolded writing frames thus, in future practice I would incorporate further teaching strategies visual aids such as a treiglo poster. Regarding resources used; to extend pupils welsh language skills, I ensured to incorporate local welsh culture of castles, such as Aberystwyth and Carmarthen this allowed all pupils to recognise at least some of the castles. In addition, power point was used which is presented above, this provided visual aid for pupil to see how the welsh words were spelt and what they looked like on a compass so that they could compare to the English translations. The pupils were also presented with scaffolded writing frames to ensure when it came to the writing task that all pupils knew how to layout their work. Throughout, the lesson through use of teaching strategies for instance, games and repetition pupils were actively engaged and though confidence in pronunciation lacked at times, by the end of the lesson the pupil's confidence had grown. To conclude, the importance of employing effective pedagogy and a variety of teaching strategies is evident in promoting bilingualism and welsh identity within learners. In linking back to the video, I was able to see this first hand as through using strategies and pedagogical approaches pupils, were able to develop their understanding of the welsh language and apply it to their task. Moreover, through the use of multiple language acquisition for example, gwaith grwp, drilio, ymarfer yn unigol a task ysgrifennu pupils can apply their knowledge and work collaboratively or independently to transform into ambitious, capable learners who are ready to learn through their lives. My aim regarding teaching and improving pupils welsh language ability, was by helping them to recognise their linguistic ability and encourage them to move forward in their ability as best as they can. This was clear throughout my lesson as there was constantly praise and encouragement to ensure that all pupils understand and can progress in their welsh language abilities. Through, these acts the pupils of Wales can establish themselves as confident and fluent welsh speakers which contributes to the goal of the Welsh government in achieving a million welsh speakers by 2050 (Education Wales, 2019).