



Big Question - Greetings

AOLE: : Languages, Literacy and Communication	Subject: Welsh - Introducing myself / cyflwyno fy hun	Year: 7 Autumn Term
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learner's previous knowledge
How can I effectively and confidently greet individuals and introduce myself and my family members in the Welsh language, showcasing cultural understanding and developing proficiency in communication?	<p>Students will have a good foundation in Welsh language basics.</p> <p>The purpose of the curriculum is to provide students with the necessary skills and knowledge to effectively and confidently greet individuals, introduce themselves and introduce their family members in the Welsh language.</p> <p>How do we greet others in Welsh?            How do we introduce ourselves in Welsh?            How do we give basic information about ourselves in Welsh?            How do we use basic sentence structure in Welsh sentences?            How do we talk about our family?</p>	It is hoped that all students will have a basic understanding of Welsh, but this scheme of work does not rely on this.

What does progression look like in this Big Question?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can show an open attitude towards learning about different languages and the different cultures of Wales and the world.</p> <p>Through learning about languages, I can articulate how the association between languages and culture is preparing me for Welsh and global citizenship.</p> <p>I can communicate, interact and mediate in multiple languages and identify myself as multilingual.</p> <p>I have a positive disposition towards different accents and dialects and embrace language diversity.</p>	Students can demonstrate an ability to engage in simple conversations in Welsh, using appropriate greetings, introductions, and basic sentence structures to talk about themselves and their family by <b>analysing</b> and <b>evaluating</b> their own and others' use of Welsh grammar, vocabulary, and pronunciation during conversational exchanges.
Advancing	<p>I can understand how languages can provide a sense of belonging to a local and global community.</p> <p>I can explore and analyse how languages impact upon identity and culture and understand that learning them offers enhanced opportunities in Wales and in international contexts.</p> <p>I can use my knowledge of how languages work to support further language learning.</p> <p>I can adapt and be sensitive to variety within languages and understand that variety occurs within different social, regional and linguistic groups.</p>	Students can <b>write</b> basic sentences in Welsh using correct word order and sentence structure by <b>applying</b> knowledge of Welsh grammar rules and vocabulary to create grammatically correct sentences in both spoken and written formats.



<p>Securing</p>	<p>I can understand that there are connections between language, culture and identity and that these differ within Wales and around the world.</p> <p>I can communicate in a growing range of languages.</p> <p>I can recognise and respect different accents and dialects.</p> <p>I can receive information in one language and adapt it for various purposes in another language.</p>	<p>Students can <b>interpret</b> the Welsh vocabulary related to family members and <b>paraphrase</b> specific Welsh words or phrases for family members.</p> <p>Students can read short texts or dialogues in Welsh and demonstrate comprehension by answering questions.</p> <p>Students can <b>articulate</b> effectively during class speaking tasks.</p>
<p>Beginning</p>	<p>I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.</p> <p>I can understand that people use different languages.</p> <p>I am beginning to draw on information presented in one language and convey it in my own words in another.</p> <p>I can listen to, understand and later recall what I have heard.</p> <p>I can develop my own vocabulary and pronunciation through listening and reading, and I can use these new words.</p>	<p>Students can <b>identify</b> and <b>recall</b> the appropriate greetings and introductions in Welsh. They can <b>locate</b> vocabulary from texts.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Pen pal exchange: students can participate in a pen pal exchange with other second language Welsh learners from a school in Wales.</p>	<p>Literacy: developing reading comprehension skills through reading Welsh texts, such as stories and news articles. Developing skills by composing written responses to prompts or composing letters/emails in Welsh Developing speaking and listening skills through oral presentations</p> <p>Numeracy: developing skills by incorporating numbers and counting into language activities. Developing skills by incorporating measurements, such as height/ weight.</p> <p>DCF: incorporating technology into language activities by using digital tools to research Welsh culture. Using digital literacy skills by using online Welsh language resources.</p> <p>Cross curricular connections: History - Learning about Welsh history and culture. Geography - studying the geography of Wales, learning about the different areas of the country. Art: creating Welsh language posters.</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p>Formative assessment: Quick check: quizzes on a regular basis to remind students of words and to help retain knowledge. Oral presentations: students will be asked to prepare and deliver an oral presentation in Welsh on a topic related to the vocabulary and sentence structures covered in class. Writing: students will be asked to write a short letter introducing themselves to another person. Peer reviews: students will be asked to review each others' work during presentations.</p>	<p>Summative assessment: Written: a written test will be given at the end of the unit to assess students' understanding of Welsh vocabulary and sentence structures related to the work done this term. Speaking: the students will be asked to answer questions about the work completed this term.q</p>



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Evaluation (to be completed 2024)		
Strengths	Areas for Development	Pupil Voice