



Big Question- Ysgol

AoLE: Languages, Literacy and Communication	Subject: Welsh - Ysgol/ School	Year: 7 Spring Term
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How do I talk about school and my subjects?	Students will have a good foundation in Welsh language basics. They will be able to communicate with others about their school day and discuss their preferences when it comes to school subjects. They will be able to understand basic classroom words and instructions. They will learn how to respond to the following questions: What's in the classroom? What's in your pencil case? How do we talk about school subjects? How do we respond to basic classroom instructions? How do we talk about our school? What do you like to do in school?	It is hoped that all students will have a basic understanding of Welsh but this scheme of work does not rely on this. Students will have previously worked on introducing themselves in the Autumn Term and will have a basic comprehension of Welsh.

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> <p>I can listen and read to consolidate and develop my own vocabulary and sentence structures and use these accurately in my own communication across a wide range of contexts.</p>	Students can demonstrate an ability to engage in simple conversations in Welsh, using appropriate greetings, introductions, and basic sentence structures to talk about their school day and their preferences in school by analysing and evaluating 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 use a dictionary/the Internet to develop topic vocabulary further; construct more complex sentences with prepositions, e.g. 'Dwi'n hoffi canu yn yr ystafell gerdd' (I like to sing in the music room); express and ask for opinions about likes and dislikes.



	I can read a range of texts, choosing strategies to understand them, and to improve my own expression and communication.	
Securing	<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>	Students can ask and answer questions using the topic vocabulary; discuss nouns which are singular and plural; express opinions with accurate use of 'dwi'n hoffi'/'dwi ddim yn hoffi'.
Beginning	<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 has been heard.</p> <p>I can develop my own vocabulary and pronunciation through listening and reading, and can use these new words.</p>	Students can: listen and respond to topic vocabulary; demonstrate understanding with actions; identify when to use singular and plural names; answer questions using the topic vocabulary; express simple opinions.

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Pen pal exchange: students can now discuss their preferences in school with their pen pal</p> <p>Students can discuss the differences between primary and secondary schools to develop cultural understanding. Students can research what school life was like and still is like in Wales, e.g. language use, geography, connection to the community.</p>	<p>Literacy: developing reading comprehension skills through reading Welsh texts, that focus on school Developing skills by composing written responses to prompts and writing about school day Developing speaking and listening skills through oral presentations</p> <p>Numeracy: developing skills by incorporating numbers and counting into language activities.</p> <p>DCF: incorporating technology into language activities by using digital tools to research what school life was like and still is in Wales and how it differs from other countries.</p> <p>Using digital literacy skills by using online Welsh language resources.</p> <p>Cross curricular connections: History - learning about Welsh history and culture. Science - discussing weather</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p>Formative assessment:</p> <p>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.</p>	<p>Summative assessment:</p> <p>Written: an assessment will be on a perfect school day. Speaking: the students will develop their perfect school day as a play or video.</p>



<p>Writing: students will be asked to write a diary entry about their school day and their preferences in school. Peer reviews: students will be asked to review each others' work during presentations.</p>	
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Evaluation (to be completed 2024)

Strengths	Areas for Development	Pupil Voice