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Mae'r defnydd o dechnoleg mewn addysg yn cychwyn ar ddechrau'r 80au.

Dechreuodd y pwnc gydag athrawon mentrus. Doedd addysgu'r pwnc ddim yn ofynnol (doedd dim cwricwlwm TGCh).

Pa rhaglennu oedd yr athrawon yn defnyddio? LOGO a BASIC

The use of Technology in education began at the start of the 80s.

The subject began with innovative teachers. Teaching the subject was optional (There was no ICT curriculum).

What programs did the teachers use? LOGO and BASIC

Peiriannau BBC a'r Acorn oedd y peiriant o ddewis o'r 80au tan 95 pan cyrhaeddodd Microsoft ar y farchnad addysg.

Ar ddiwedd yr 80au roedd rhaglennu yn cael ei datblygu ar gyfer addysg ac roedd y cwricwlwm yn ehangu gan wneud defnydd o raglennu prosesu geiriau, taenlennu a paint

BBC and Acorn machines were the computers of choice from the early 80s until 1995 when Microsoft made an impression in education.

At the end of the 80s software was developed to widen the ICT curriculum making use of word processing, spreadsheets and paint.

Ar ddechrau'r mileniwm newydd cafodd Prydain a Chymru cwricwlwm newydd ble roedd TGCh yn bwnc Cyfnod Allweddol 1 a 2 oedran 4-11. Beth oedd yn y Cwricwlwm 2000? Roedd 2 pennawd 1. Cyfathrebu a Thrin Gwybodaeth a 2. Modelu e-bost y rhyngrwyd prosesu geiriau cyhoeddi bwrdd gwaith taenlennu cronfa data modelu: LOGO a roamer	At the beginning of the new Millennium Britain and Wales adopted a new Curriculum. ICT was a subject in Key Stage 1 and 2 ages 4-11. What was in the 2000 curriculum? There were two key headings 1. Communicating and handling Information and 2. Modelling e-mail the Internet word processing desktop publishing spreadsheets database modelling: LOGO and roamer
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Cwricwlwm 2008, Beth sy'n newydd? Mae yna 2 pennawd newydd yn cwricwlwm Cyfnod Allweddol 2 1. Darganfod a Dadansoddi gwybodaeth a 2. Creu a Throsglwyddo Gwybodaeth technolegau symudol ac e-ddiogelwch Roedd Cyfnod Allweddol 1 a'r Addysg Blynnyddoedd Cynnar wedi trawsnewid mewn i'r Cyfnod Sylfaen. Doedd dim pwnc penodol ar gyfer TGCh yn y Cyfnod Sylfaen. Roedd TGCh wedi'i mewnosod i fewn i'r Saith Maes.	2008 Curriculum, What's new? There are two new headings in the Key Stage 2 Curriculum 1. Find and analyse information and 2. Create and communicate information Mobile technology i.e. Mobile phone Key Stage 1 and Early Years Education transformed into the Foundation Phase. There wasn't a specific ICT subject in the Foundation Phase curriculum. ICT was embedded across the seven areas of learning.
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Y Cyfnod Sylfaen a Cyfnod Allweddol 2	
Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol Sgiliau Iaith, Llythrennedd a Chyfathrebu Datblygiad Mathemategol Datblygu'r Gymraeg Gwybodaeth a Dealltwriaeth o'r Byd Datblygiad Corfforol Datblygiad Creadigol Cyfnod Allweddol 2	Personal and Social Development, Well-Being and Cultural Diversity Language, Literacy and Communication Skills Mathematical Development Welsh Language Development Knowledge and Understanding of the World Physical Development Creative Development Key Stage 2

Sgiliau ar draws y cwricwlwm / Skills across the curriculum

Datblygu TGCh
Dylai TGCh fod yn gyfannol ac yn rhan annatod o'r cwricwlwm cyfan.

Dylai sgiliau, gwybodaeth a dealltwriaeth TGCh plant gael eu datblygu drwy ystod o brofiadau sy'n cynnwys darganfod a datblygu gwybodaeth a syniadau a chreu a chyflwyno gwybodaeth a syniadau.

Developing ICT
ICT should be holistic and integral across the curriculum.

Children's ICT skills, knowledge and understanding should be developed through a range of experiences that involve them finding and developing information and ideas and creating and presenting information and ideas.

Sgiliau ar draws y cwricwlwm / Skills across the curriculum

Dylid arsylwi ar allu TGCh plant gyda dealltwriaeth o ddatblygiad plant a'r camau y bydd y plant yn mynd drwyddynt.

Dylid rhoi cyfleoedd i blant ddatblygu eu sgiliau gan ddefnyddio ystod eang o offer a meddalwedd

Children's progression in ICT capability should be observed with an understanding of child development and the stages children move through.

Children should be given opportunities to develop their skills using a wide range of equipment and software.



chwarae • dysgu • tyfu
play • learn • grow
cyfnod sylfaen 3–7 foundation phase

Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol

★ arbrofi â chyfleoedd dysgu newydd, gan gynnwys TGCh

Personal and Social Development, Well-Being and Cultural Diversity

★ experiment with new learning opportunities, including ICT

Sgiliau Iaith, Llythrennedd a Chyfathrebu chwaras • dysgu • tyfu Dylid eu hannog i wrando ar eraill ac ymateb iddynt, ynghyd ag ymateb i'r amrywiaeth o brofiadau bywyd y mae eu cyfoedion yn eu cyfrannu i'r amgylchedd dysgu, ac i ystod o ysgogiadau gan gynnwys deunyddiau clyweledol a meddalwedd rhyngweithiol TGCh.	Language, Literacy and Communication Skills They should be encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including audio-visual material and ICT interactive software.
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Sgiliau Iaith, Llythrennedd a Chyfathrebu chwaras • dysgu • tyfu Llafaredd, Darllen, Ysgrifennu: Dylai plant gael cyfleoedd i ddatblygu eu sgiliau, eu gwybodaeth a'u dealltwriaeth drwy: gwahanol adnoddau, gan gynnwys TGCh profi pob math o gyfryngau ac ysgogiadau gan gynnwys technolegau datblygol	Language, Literacy and Communication Skills Oracy, Reading, Writing: Children should be given opportunities to develop their skills, knowledge and understanding through: different resources, including ICT experience and use a range of media and stimuli including emerging technologies
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Datblygiad Mathemategol Byddant yn defnyddio amrywiaeth o adnoddau TGCh fel dulliau archwilio rhif, cael data bywyd go iawn a chywyno eu casgliadau. Dylai plant gael cyfleoedd i ddatblygu eu sgiliau, eu gwybodaeth a'u dealltwriaeth drwy: gwahanol adnoddau, gan gynnwys TGCh profi pob math o gyfryngau ac ysgogiadau gan gynnwys technolegau datblygol	Mathematical Development They use a variety of ICT resources as tools for exploring number, for obtaining real-life data and for presenting their findings. Children should be given opportunities to develop their skills, knowledge and understanding through: different resources, including ICT experience and use a range of media and stimuli including emerging technologies
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Datblygu ymresymu rhifyddol

Adnabod prosesau a chysylltiadau • grow
dewis cyfarpar ac adnoddau priodol

Cynrychioli a chyfathrebu
cyflwyno'u gwaith ar lafar, ar ffurf llun ac yn ysgrifenedig, a defnyddio amrywiaeth o ffyrdd i gyflwyno data a gasglwyd

Adolygu
dehongli gwybodaeth a gyflwynir ar ffurf siartiau a diagramau a dod i gasgliadau priodol

Developing numerical reasoning

Identifying processes and connections
select appropriate equipment and resources

Represent and communicate
present work orally, pictorially and in written form, and use a variety of ways to represent collected data

Review
interpret information presented in charts and diagrams and draw appropriate conclusions



Defnyddio sgiliau mesur

Ongl a safle • ysgu • tyfu
M: dilyn cyfarwyddiadau dau gam i wneud symudiadau syml mewn gemau a gweithgareddau chwarae
DD: symud i gyfeiriadau penodol
B1: gwneud troeon cy awn a hanner tro
B2: adnabod hanner a chwarter tro yn glocwedd a gwrthglocwedd

adnabod bod chwarter tro yn gyfystyr ag ongl sgwâr

Using measuring skills

Angle and position
N: follow two-step instructions for simple movements within games and play activities
R: move in given directions
Y1: make whole turns and half turns
Y2: recognise half and quarter turns, clockwise and anti-clockwise

recognise that a quarter turn is a right angle



Datblygu'r Gymraeg

Dylent wrando ar ystod o ysgogiadau, gan gynnwys deunydd clyweledol a meddalwedd rhyngweithiol TGCh yn Gymraeg.

Welsh Language Development

They should listen to a range of stimuli, including audio-visual material and ICT interactive software in Welsh.

 Datblygu'r Gymraeg Dylent wrando ar ystod o ysgogiadau, gan gynnwys deunydd clyweledol a meddalwedd rhyngweithiol TGCh yn Gymraeg. Llafaredd edrych a gwrandu'n ofalus ar amrywiaeth o ysgogiadau gweledol a chlyweledol	Welsh Language Development They should listen to a range of stimuli, including audio-visual material and ICT interactive software in Welsh. Oracy view and listen carefully to a variety of visual and audio-visual stimuli
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 Ysgrifennu trefnu a chyflwyno gwaith ysgrifenedig dychmygus a ffeithiol mewn gwahanol ffyrdd, e.e. <i>patrwm cronnus mewn cerdd, rhestr o gynhwysion ar gyfer teisen</i>, sy'n ddefnyddiol i'r diben, y dasg a'r darlennydd, gan ddefnyddio TGCh fel y bo'n briodol sillafu geiriau syml yn gywir a gwirio eu sillafu drwy ddefnyddio geirfaedd neu TGCh	Writing organise and present imaginative and factual writing in different ways, e.g. <i>a cumulative pattern in a poem, a list of ingredients for a cake</i>, helpful to the purpose, task and reader, using ICT as appropriate spell simple words correctly and check their spelling by using vocabularies or ICT
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 Gwybodaeth a Dealltwriaeth o'r Byd Dylid datblygu sgiliau'r plant ar draws yr holl Feysydd Dysgu drwy sicrhau eu bod yn cymryd rhan mewn gweithgareddau dysgu drwy brofiadau a thrwy ddefnyddio ffynonellau megis storïau, ffotograffau, mapiau, modelau a TGCh. Amser a phobl edrych ar wahanol bortreadau a dehongliadau o'r gorffennol, e.e. <i>gwahanol lyfrau/luniau/ffynonellau TGCh sy'n ymwneud a'r un person neu'r un digwyddiad</i>. Sgiliau didoli a grwpio gwybodaeth gan ddefnyddio TGCh ar brydiau	Knowledge and Understanding of the World The children's skills should be developed across all Areas of Learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT. Time and People Look at different representations and interpretations of the past, e.g. <i>different books/pictures/ICT sources about the same person or event</i>. Skills sorting and grouping information using ICT on some occasions
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Datblygiad Corfforol

datblygu eu sgiliau echddygol bras a manwl drwy eu gweithgareddau ymarferol a defnyddio offer a chyfarpar amrywiol, gan gynnwys TGCh

Physical Development

developing their gross and fine motor skills through their practical activities and use of varied tools, equipment and apparatus, including ICT

Datblygiad Creadigol

TGCh yn cael ei ddefnyddio er mwyn hwyluso gweithgareddau, heb ei nodi'n glir yn y cwricwlwm ond mae yna gyfleoedd i wneud defnydd o amlygyfrwng neu gychwyn cofnodi neu gyfleu syniadau

Creative Development

ICT is used to facilitate activities. It is not explicitly mentioned in the curriculum but there are opportunities to make use of multimedia to record and present ideas.

Cyfnod Allweddol 2

Darganfod a dadansoddi gwybodaeth

Dylid rhoi cyfleoedd i'r disgyblion:

1. drafod diben eu tasgau, eu cynulleidfaoedd arfaethedig a'r adnoddau sydd eu hangen
2. darganfod gwybodaeth o amrywiaeth o ffynonellau ar gyfer diben a ddiffinnir
3. dewis gwybodaeth addas a llunio barn syml am ffynonellau gwybodaeth
4. cynhyrchu a defnyddio cronfeydd data i ofyn ac ateb cwestiynau, e.e. *chwilio, didoli a graffio*

Pupils should be given opportunities to:

1. discuss the purpose of their tasks, the intended audiences and the resources needed
2. find information from a variety of sources for a defined purpose
3. select suitable information and make simple judgements about sources of information
4. produce and use databases to ask and answer questions, e.g. search, sort and graph.

4. J2E, Purplemash.

Cyfnod Allweddol 2

Darganfod a dadansoddi gwybodaeth

5. cynhyrchu a defnyddio modelau a/neu efelychiadau i ofyn ac ateb cwestiynau, e.e. *defnyddio taenlen i gyfrifo a graffio gwerthiant mewn siop*
6. ymchwilio i effaith newid y newidynnau mewn modelau a/neu efelychiadau er mwyn gofyn ac ateb cwestiynau 'Beth pebai...?'

5. produce and use models and/or simulations to ask and answer questions, e.g. use a spreadsheet to calculate and graph sales in a shop
6. investigate the effect of changing variables in models and/or simulations to ask and answer 'what if...?' type questions.

5. Numbers, Excel, Purplemash, Google spreadsheets

6. Scratch, J2E, BlueBot, ProBot

Darganfod a dadansoddi gwybodaeth

Dylid rhoi cyfleoedd i'r disgyblion:

- ddefnyddio offer TGCh a ffynonellau gwybodaeth addas yn ddiogel ac yn gyfreithlon, yn unol â chanllawiau'r AALI/yr ysgol
- defnyddio ystod o adnoddau a chyfarpar TGCh yn annibynnol ac ar y cyd, e.e. *camerâu, sganiwyr, chwaraewyr CD/DVD, chwaraewyr MP3, ffonau symudol, dyfeisiau PDA (Personal Digital Assistant)*
- defnyddio ffynonellau gwybodaeth TGCh a ffynonellau gwybodaeth nad ydynt yn rhai TGCh

Pupils should be given opportunities to:

- use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines
- use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs
- use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT
- use ICT to analyse and interpret data and produce new information on which to draw conclusions

Meddalwedd: Word, Pages, Comic life, PowerPoint, Textease, Keynote, iMovie, iAnimate,

Caledwedd: Camera digidol, sganiwr, Camera fideo, recorder MP3, iPad

Darganfod a dadansoddi gwybodaeth

- defnyddio TGCh i wella eu dealltwriaeth o wybodaeth y maent wedi'i hadalw a'i phrosesu
- defnyddio TGCh i archwilio a datrys problemau yng nghyd-destun gwaith ar draws amrywiaeth o bynciau
- manteisio ar eu profiadau o ddefnyddio TGCh i lunio barn am werth TGCh o safbwynt cefnogi eu gwaith
- storio ac adalw gwybodaeth y maent wedi ei darganfod neu'i chreu
- gwerthuso'u gwaith a'u dysgu
- trafod datblygiadau newydd mewn TGCh a'r defnydd a wneir o TGCh yn y byd ehangach.

- use their knowledge and understanding of ICT to design information systems and evaluate existing systems suggesting improvements
- use ICT to explore and to solve problems in the context of work across a variety of subjects
- draw upon their experiences of using ICT to form judgements about its value in supporting their work
- manage their workspace
- reflect on their work, evaluating outcomes and learning
- become aware of new developments in ICT and consider the social, economic, ethical and moral issues raised by the impact and use of ICT.

Creu a throsglwyddo gwybodaeth

Dylid rhoi cyfleoedd i'r disgyblion:

1. greu a throsglwyddo gwybodaeth ar ffurf testun, delweddau a sain, gan ddefnyddio ystod o galedwedd a meddalwedd TGCh
2. creu ystod o gyflwyniadau gan gyfuno amrywiaeth o wybodaeth a chyfryngau, e.e. poster sy'n cyfuno testun a graffeg, cyflwyniad amlgyfrwng
3. rhannu a chyfnwio gwybodaeth yn ddiogel drwy ddulliau electronig, e.e. defnyddio e-bost, amgylcheddau dysgu rhithwir (VLE – Moodle).

Pupils should be given opportunities to:

1. create and communicate information in the form of text, images and sound, using a range of ICT hardware and software
2. create and develop a range of presentations, combining a variety of information and media, for specific purposes and audiences, e.g. use higher order functions in a presentation package
3. share and exchange information safely through electronic means, e.g. collaborative use of e-mail with attachments, virtual learning environments.

1. Caledwedd: Recorder MP3, Meicraffon, Easi-speak

1. Meddalwedd: Audacity, GarageBand.

2. PwerBwynt, Prezi, Nearpod, Flipchart ActivInspire.

Creu a throsglwyddo gwybodaeth

Iechyd, diogelwch ac amddiffyn plant

Dylid addysgu'r disgyblion sut i ddefnyddio TGCh yn gyfforddus, yn ddiogel ac yn gyfrifol, ac ystyried y peryglon a'r risgiau yn eu gweithgareddau, e.e. pwysigrwydd peidio â datgelu manylion personol i bobl ddieithr. Dylent allu dilyn cyfarwyddiadau i leihau'r risg iddynt hwy eu hunain ac eraill.

Health, safety and child protection

Pupils should be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities. They should be able to follow instructions to minimise risk to themselves and others and understand that disclosing personal details can put themselves and others at risk.

Hanes / History

Adroddiad grŵp Iliwio TGCh / ICT steering group report

Adroddiad Donaldson / Donaldson Report

Ysgolion Arloesi ac Arbenigwyr / Pioneer Schools and experts

Fframwaith Cymhwysedd Digidol / Digital Competence Framework

2013

2015

2015

Medi / September 2016

Meddylwch / Think

Ydy Cymhwysedd Digidol yn TGCh?

Ydy Cymhwysedd Digidol yn statudol o Fedi 2016?

Ydy Cymhwysedd Digidol yn pwnc craidd?

Is Digital Competence ICT?

Is Digital Competence Statutory from September 2016?

Is Digital Competence a Core subject?



Y Fframwaith / The Framework

Dinasyddiaeth.

Rhyngweithio a chydweithio.

Cynhyrchu.

Data a meddwl cyfriadurol.

Citizenship.

Interacting and collaborating.

Producing.

Data and computational thinking.

Dinasyddiaeth Citizenship	Rhyngweithio a chydweithio Interacting and collaborating	Cynhyrchu Producing	Data a meddwl cyfri adurol Data and computational thinking
1) Hunaniaeth, delwedd ac enw da / Identity, image and reputation 2) Iechyd a lles / Health and well-being 3) Hawliau digidol, trwyddedu a pherchnogaeth / Digital rights licensing and ownership 4) Ymddygiad ar-lein a Seiberfwio / Online behaviour and cyberbullying	1) Cyfathrebu / Communication 2) Cydweithio / Collaboration 3) Storio a rhannu / Storing and sharing	1) Cynllunio, cyrchu a chwilio / Planning, sourcing and searching 2) Creu / Creating 3) Gwerthuso a gwella / Evaluating and improving	1) Datrys problemau a modelu / Problem solving and modelling 2) Llythrennedd gwybodaeth a data / Data and information literacy

Fideos / Videos



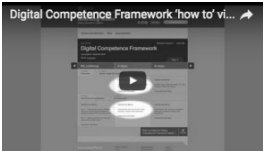
Curriculum Newydd i Gymru



A new curriculum for Wales



Fideo am y Fframwaith Cymhwysedd Digi...



Digital Competence Framework 'how to' vi...

Sut i YMGORFFORI TGCh i mewn i gynllunio trawsgwricwlaidd

How to INCORPORATE ICT into curriculum planning

Yn dechrau nawr mae angen i chi gynllunio cyfleoedd i ymgorffori TGCh mewn prosiect trawsgwricwlaidd. Bydd angen i chi sicrhau cyfleoedd i'r plant modelu TGCh ac iaith ragorol. Gwnewch ddefnydd effeithiol o'r pynciau all-graidd i sbarduno cynnwys ardderchog sy'n gwneud gorau o Gwricwlwm Cymreig.

Starting from now you need to plan opportunities for incorporating ICT in cross-curricular project. You will need to ensure opportunities for the children to model excellent Language ICT skills. Make effective use of the non-core subjects to trigger excellent content that makes the best of the CC.

Dinasyddiaeth Citizenship	Rhyngweithio a chydweithio Interacting and collaborating	Cynhyrchu Producing	Data a meddwl cyfri adurol Data and computational thinking
1) Hunaniaeth, delwedd ac enw da / Identity, image and reputation 2) Iechyd a lles / Health and well-being 3) Hawliau digidol, trwyddedu a pherchnogaeth / Digital rights licensing and ownership 4) Ymddygiad ar-lein a Seiberfwio / Online behaviour and cyberbullying	1) Cyfathrebu / Communication 2) Cydweithio / Collaboration 3) Storio a rhannu / Storing and sharing	1) Cynllunio, cyrchu a chwilio / Planning, sourcing and searching 2) Creu / Creating 3) Gwerthuso a gwella / Evaluating and improving	1) Datrys problemau a modelu / Problem solving and modelling 2) Llythrennedd gwybodaeth a data / Data and information literacy

Animeiddiad

Grŵp: _____ Bwrdd stori - _____ Dyddiad: ____/____/____

Scenlynw	Ffyn	Scenlynw	Ffyn	Scenlynw	Ffyn



Polyglot Cymru
Welsh Language
University of Wales
Prifysgol Cymru

Animation

Group: _____ Storyboard - _____ Date: ____/____/____

Scene	Duration	Scene	Duration	Scene	Duration



Polyglot Cymru
Welsh Language
University of Wales
Prifysgol Cymru

Animation



Blue The Magical piece of clay



Yr aderyn yn y sicymorwyddn



