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ECAD6008 _P
Cyflwyniad i Chwarae Introduction to Play



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Amcanion

- Ymchwilio i arwyddocâd chwarae allanol ar gyfer datblygiad plant a'u lles.
- Dadlau y goblygiadau o sialens a risg, fforddiant a darnau rhydd o fewn cyd destun chwarae allanol.
- Ystyried y cyfleoedd a'r rhwystrau mae chwarae allanol yn darparu o fewn cyd destun lleoliadau blynyddoedd cynnar.

Aims

- Explore the significance of outdoor play for young children's development and well-being.
- Debate the implications of challenge and risk, affordance and loose parts in the context of outdoor play.
- Consider the opportunities and barriers outdoor play provides in the context of early years settings.

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Mynd yn ôl mewn amser

Ystyriwch sut roeddech chi'n chwarae ac yn defnyddio'r awyr agored pan yn blentyn.

- Pryd a sut wnaethoch chi ddefnyddio'r awyr agored?
- Beth wnaethoch chi yn yr awyr agored?
- Pa mor aml oeddech chi yn yr awyr agored? Pam?
- Beth oedd y buddion i chi?
- Pa sgiliau wnaethoch chi eu dysgu?
- Sut mae'r sgiliau hyn wedi bod yn ddefnyddiol?

Think back in time

Consider how you played and used the outdoors as a child.

- When and how did you use the outdoors?
- What did you do in the outdoors?
- How often were you outdoors? Why?
- What were the benefits to you?
- What skills did you learn?
- How have these skills been useful?



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Darllenwch yr astudiaeth achos Chwarae Allanol

Ystyriwch

- Pam tybiwch chi mae'r meithrinfa wedi buddsoddi amser ac adnoddau i ddatblygu'r coetir ar gyfer chwarae plant?
- Beth mae'r cyfle ar gyfer chwarae allanol yn ei gynnig yn nhermau datblygiad plant a dysgu?

Read the Outdoor Play case study

Consider

- Why might the nursery have invested time and resources in developing woodland area for children's play?
- What does this opportunity for outdoor play offer in terms of children's development and learning?



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Outdoor play can include any play that takes place outdoors, be that on a playgorund, park, beach, street and so on. However, the properties and features of the specific outdoor environment define opportunities for play, understood here to be ‘spontaneous, enjoyable, and self-directed activity with no external goal’ (Smith, 2010 cited in Carson, 2019, p.1).

Pa adnoddau oedd ar gael i’r plant
yn yr amgylchedd allanol
darparwyd?

What resources were available for
the children in the environment
provided?

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Cynigodd Piaget (dyfynnwyd yn Frey, 2018) fod plant yn ‘little scientists’ sydd yn datblygu eu dealltwriaeth o’u byd corfforol drwy ymchwilio ac arbrofi yn eu amgylchedd.

Gwagle a symud

Mae gwagle y galluogi symudiad. Mae sgiliau echddygol bras yn cael eu datblygu pan mae plant yn gallu rheoli symudiadau mawr neu gorff cyfan sy’n cynnwys y grwpiau cyhyrau sydd galluogi sefydlogrwydd craidd a safiad, a chyhyrau mawr y breichiau a’r coesau.

Mae sgiliau echddygol manwl yn cynnwys cyhyrau bach y dwylo. Mae sgiliau echddygol manwl yn gwella pan mae sgiliau echddygol mawr wedi cael eu datblygu’n dda ac mae sgiliau echddygol bras yn datblygu ym mhlant cyn sgiliau echddygol manwl.

Pa symudiadau oedd y senario yn y coetir yn eu cynnig?

Piaget (cited in Frey, 2018) suggested children are ‘little scientists’ who develop an understanding of their physical world through exploring and experimenting in their environment

Space and movement

Space allows for movement. Gross motor skills are developed when children can control large or whole-body movements involving the muscle groups involved in core stability and posture, and the large muscles of the arms and legs.

Fine motor skills involve the use of smaller muscles of the hands. Fine motor skills are improved where gross motor skills have been developed well and gross motor skills develop in children before fine motor skills.

What movements did the woodland scenario offer?



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Amser

Mae angen digon o amser ar blant i fod yn chwilfrydig, yn ogystal ag amser i ail ymweld â syniadau yn rheolaidd a chyfnerthu yr hyn mae nhw wedi eu ddysgu o un diwrnod i'r nesaf.

Faint o amser ydych chi'n meddwl dylai plant dreulio tu allan?

Pam?

Time

Children need plenty of time to be curious, as well as time to revisit ideas regularly and consolidate what they have learnt from one day to the next.

How much time do you think children should spend outside?

Why?



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Datblygiad Gyfannol a Dysgu Trawsgwricwlaidd

Gwybyddol

Iaith

Cymdeithasol

Corfforol

Emosiynol

Holistic Development and Cross- Curricular Learning

Cognitive

Language

Social

Physical

Emotional



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‘When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits. No child will learn about risk if they are wrapped in cotton wool’

(Health and Safety Executive. 2012, p.1)

Risg/Sialens/Her

Yn y senario efallai eich bod wedi ystyried fod rhai o’r profiadau chwarae yn beryglus. Er hynny, gallech chi ddadlau bod y coetir yn cynnig her gwerthfawr a phan bydd y plant yn dysgu unrhyw sgil newydd fe fydd yna elfen o risg. Ni fyddai plant yn gallu adeiladu cuddfan na chwarae archarwyr os na fydden nhw’n agored i risg o faglu neu gwymmp.

Risk/Challenge

In the scenario you may have considered that some of the play experiences might be dangerous. However, you could also argue that the woodland area is offering valuable challenge and that when children learn any new skill there is an element of risk. Children would not be able to build a den or play superheroes if they were not exposed to the risk of a small trip or fall.

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Cwis iechyd a diogelwch

Rhowch gynnig ar y cwis iechyd a diogelwch yn yr atodiad isod.
Unwaith eich bod wedi cwblhau'r cwis, gallech chi wirio eich ymatebion yn erbyn yr atebion yn yr atodiad isod.

[View - Hwb \(gov.wales\)](#)

Health and safety quiz

Try the health and safety quiz in the attachment below.
Once you have completed the quiz, you can check your responses against the answers in the attachment below.

[View - Hwb \(gov.wales\)](#)



Mae [Y Llun Hwn](#) gan Awdur Anhysbys wedi'i drwyddedu dan [CC BY](#)



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Deuddeg egwyddor addysgegol

Nodir yng Nghwricwlwm i Gymru fod addysgu a dysgu da yn:

- canolbwyntio'n gyson ar ddibenion cyffredinol y cwricwlwm
- rhoi her i'r holl ddysgwyr drwy eu hannog i gydnabod pwysigrwydd ymdrechu'n barhaus i gwrdd â disgwyliadau sy'n uchel, ond o fewn eu cyrraedd
- defnyddio cymysgedd o ddulliau sy'n cynnwys addysgu uniongyrchol**
- defnyddio cymysgedd o ddulliau gan gynnwys y rheini sy'n hybu sgiliau datrys problemau, sgiliau creadigol a'r gallu i feddwl mewn modd beirniadol
- golygu gosod tasgau a dewis adnoddau sy'n adeiladu ar wybodaeth a phrofiad blaenorol ac yn ennyn diddordeb
- creu cyd-destunau dilys ar gyfer dysgu**
- dilyn egwyddorion asesu ar gyfer dysgu**
- ymestyn oddi mewn ac ar draws y meysydd dysgu a phrofiad
- atgyfnerthu'r sgiliau trawsgwricwlaidd yn rheolaidd, sef llythrennedd, rhifedd a chymhwysedd digidol, ac yn darparu cyfleoedd i'w hymarfer**
- annog dysgwyr i gymryd cyfrifoldeb cynyddol am eu dysgu eu hunain
- hybu datblygiad cymdeithasol ac emosiynol a chydberthnasau cadarnhaol
- hybu cydweithio

Twelve pedagogical principles

Curriculum for Wales states that good teaching and learning:

- maintains a consistent focus on the overall purposes of the curriculum
- challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- means employing a blend of approaches including direct teaching**
- means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
- sets tasks and selects resources that build on previous knowledge and experience and engage interest
- creates authentic contexts for learning**
- means employing assessment for learning principles**
- ranges within and across areas of learning and experience
- regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them**
- encourages learners to take increasing responsibility for their own learning
- supports social and emotional development and positive relationships
- encourages collaboration



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Consider the pedagogical principles on the previous slide.

- Which of these principles are best suited to outdoor learning?
- Why do you think this?
- Which principles do you use in outdoor learning?
- Which principles could you use more frequently to improve children's experiences of outdoor learning?

Ystyriwch yr egwyddorion addysgegol ar y sleid flaenorol.

- Pa rai o'r egwyddorion hyn sydd fwyaf addas ar gyfer dysgu yn yr awyr agored?
- Pam ydych chi'n meddwl hyn?
- Pa egwyddorion ydych chi'n eu defnyddio mewn dysgu yn yr awyr agored?
- Pa egwyddorion allech chi eu defnyddio'n amlach i wella profiadau plant o ddysgu yn yr awyr agored?





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Ystyriwch yr esiamplau

[Cyfoeth Naturiol Cymru / Wythnos Dysgu yn yr Awyr Agored Cymru - 24 i 30 Ebrill 2023 \(naturalresources.wales\)](#)

[Activities | Wildlife Watch](#)

Nawr meddyliwch am bum sesiwn/gweithgaredd newydd y gallech chi eu gwneud yn eich lleoliad. Sut gallai pob sesiwn/gweithgaredd gael effaith gadarnhaol ar les a dysgu plant?

Consider the examples

[Natural Resources Wales / Wales Outdoor Learning Week - 24 to 30 April 2023](#)

[Activities | Wildlife Watch](#)

Now think of five new sessions/activities you could do in your setting. How might each session/activity have a positive impact on children's wellbeing and learning?



Arsylwi ar ddysgu yn yr awyr agored

Pan mae plant yn cymryd rhan mewn profiadau yn yr awyr agored, efallai y byddwch chi'n arsylwi arnyn nhw'n:

- defnyddio sgiliau
- dysgu sgiliau newydd
- datrys problemau
- gwneud cynnydd datblygiadol
- rhyngweithio â chyfoedion ac oedolion
- rhyngweithio â'r amgylchedd (gan gynnwys eu cyflawniadau)
- defnyddio'r amgylchedd dysgu ac adnoddau (i ganfod pa mor llwyddiannus ydyn nhw)

Saib i feddwl... Beth arall allech chi arsylwi arno? Pam ydych chi'n meddwl hynny?

[View - Hwb \(gov.wales\)](https://gov.wales)

Observing outdoor learning

When children are engaged in outdoor experiences, you might observe them:

- using skills
- learning new skills
- solving problems
- making developmental progress
- interacting with peers and adults
- interacting with the environment (including their achievements)
- using the learning environment and resources (to establish their success)

Pause for thought... What else might you observe? Why do you think that?

[View - Hwb \(gov.wales\)](https://gov.wales)



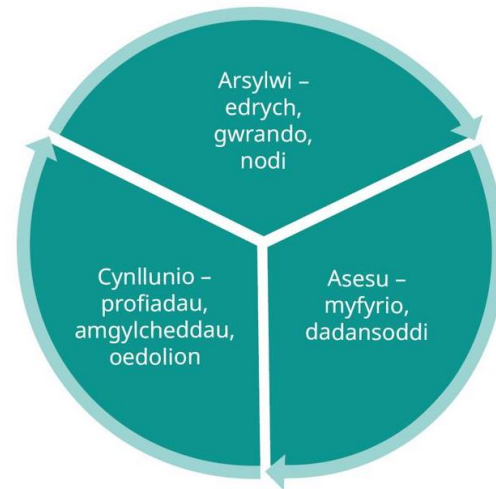
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Dylai eich arsylwadau arwain at gynllunio i blant wneud cynnydd tuag at eu camau nesaf ar gyfer dysgu yn yr awyr agored.

Mae *Cwricwlwm i Gymru: Cefnogi cynnydd dysgwyr: canllawiau asesu* (Llywodraeth Cymru, 2020) yn datgan y dylai asesu ganolbwyntio ar adnabod cryfderau, cyflawniadau, meysydd i'w gwella ar gyfer pob dysgwr unigol ac, os yw'n berthnasol, unrhyw bethau sy'n eu rhwystro rhag dysgu.

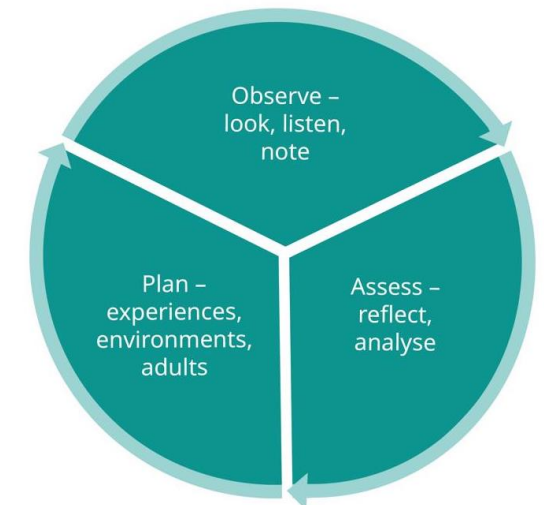
Dylai'r ymarferydd drafod y rhain gyda'r dysgwr, i bennu'r camau nesaf sydd eu hangen i symud y dysgu yn ei flaen, gan gynnwys unrhyw her a chefnogaeth ychwanegol sy'n ofynnol.



Your observations should lead to planning for children to progress to their next steps for outdoor learning.

The *Curriculum for Wales: Supporting learner progression: Assessment guidance* (Welsh Government, 2020) states that assessment should focus on identifying each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning.

The practitioner should discuss these with the learner, to ascertain the next steps required to move learning forward, including any additional challenge and support required.



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I grynhoi

"Mae'r amgylchedd dysgu yn ysgogwr allweddol ar gyfer y cwricwlwm. Dylai:

- annog dysgwyr i fod yn annibynnol, i fynegi e u barn am eu dysgu eu hunain ac i gymryd mwy o gyfrifoldeb amdano*
- gynnwys pob dysgwr*
- roi cyfleoedd dysgu dilys i ddysgwyr o bob oed, a hynny dan do ac yn yr awyr agored*
- alluogi dysgwyr i gymhwyso, defnyddio, cyfn erthu ac ymestyn sgiliau*
- fod yn gyson ac yn ddiogel."*

Cwricwlwm i Gymru: Ystyriaethau gweithredu ac ymarferol (Llywodraeth Cymru, 2020)

To conclude

"The learning environment is a key enabler for the curriculum. It should:

- encourage learners to be independent, to have a say in their own learning and to take increasing responsibility for it*
- include all learners*
- allow learners of all ages to experience authentic learning opportunities both indoors and outdoors*
- enable learners to apply, use, consolidate and extend skills*
- be secure and safe."*

Curriculum for Wales: Implementation and practical considerations (Welsh Government, 2020)

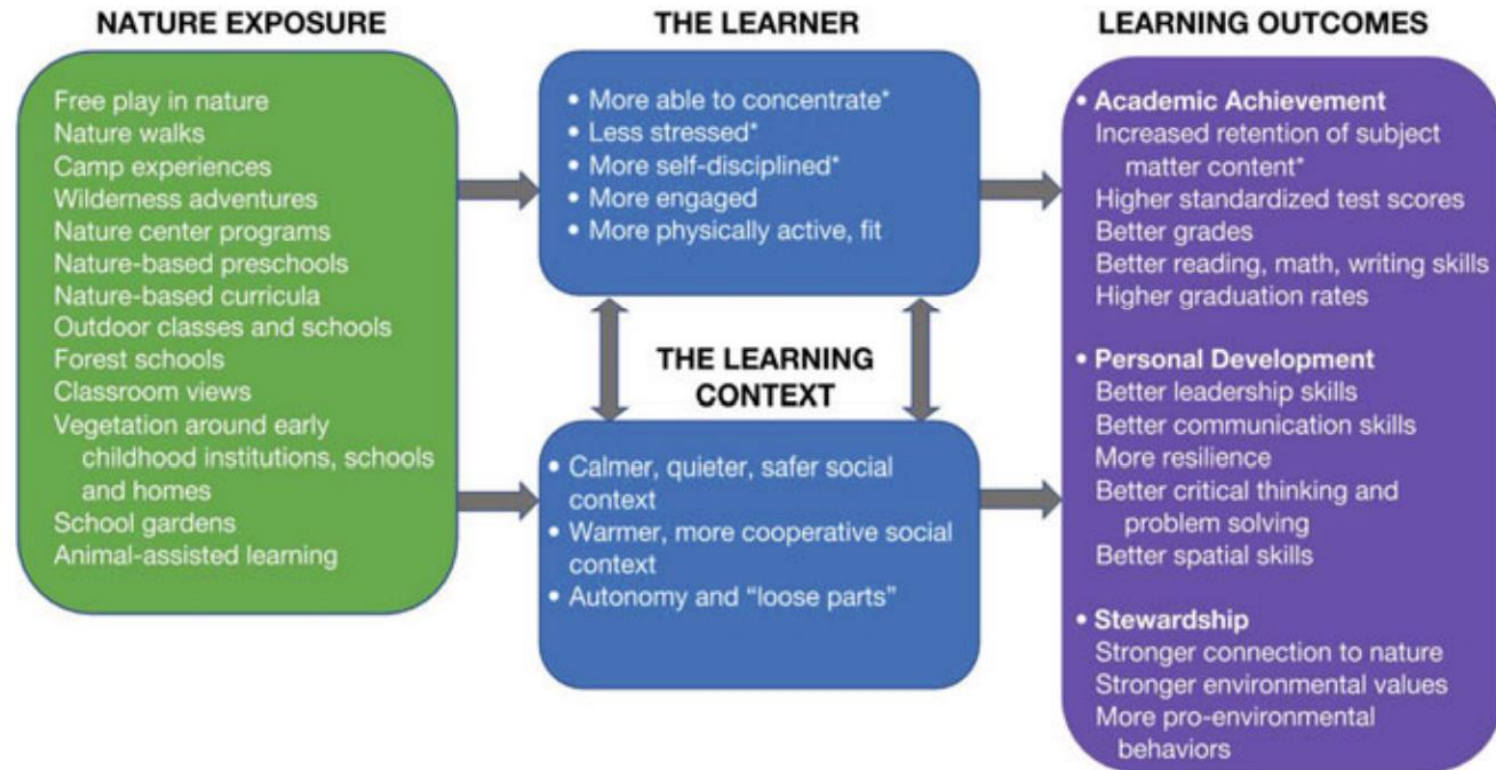


Fig. 2 Nature-based learning: exposures, probable mechanisms, and outcomes
(from: Kuo, Barnes and Jordan, https://doi.org/10.1007/978-3-031-04108-2_3)



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