Fframweithiau'r sgiliau trawsgwricwlaidd

Fframwaith Llythrennedd a Rhifedd

Fframwaith Cymhwysedd Digidol

Cross curricular skills frameworks

Literacy and Numeracy Framework

Digital Competence Framework

Amcanion

- Beth yw sgiliau trawsgwricwlaidd?
- Pam maen nhw'n bwysig?

Objectives

- What are cross curricular skills?
- Why are they important?

Sgiliau Trawsgwricwlaidd

Cross curricular skills

- Y sgiliau trawsgwricwlaidd yw:
  - Llythrennedd
  - Rhifedd
  - Cymhwysedd Digidol

- The cross curricular skills are:
  - Literacy
  - Numeracy
  - Digital Competence

Sgiliau Trawsgwricwlaidd

Cross curricular skills

Pam?
Pwy?

Why?
Who?

Llythrennedd | Literacy

Beth yw llythrennedd?

- *Llythrennedd yw'r gallu i ddarllen, ysgrifennu, siarad a gwrando mewn ffordd sy'n ein galluogi i gyfathrebu'n effeithiol a gwneud synnwyr o'r byd.*

What is literacy?

- *Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.*
- National Literacy Trust (n.d.)

National Literacy Trust (n.d.) *What is literacy?* Available at: https://literacytrust.org.uk/information/what-is-literacy/n (Accessed: 22 Aug 2022)

Fframwaith Llythrennedd

- Llythrennedd: Trawsieithu
- Llythrennedd: Gwrando
- Llythrennedd: Darllen
- Llythrennedd: Siarad
- Llythrennedd: Ysgrifennu

Literacy Framework

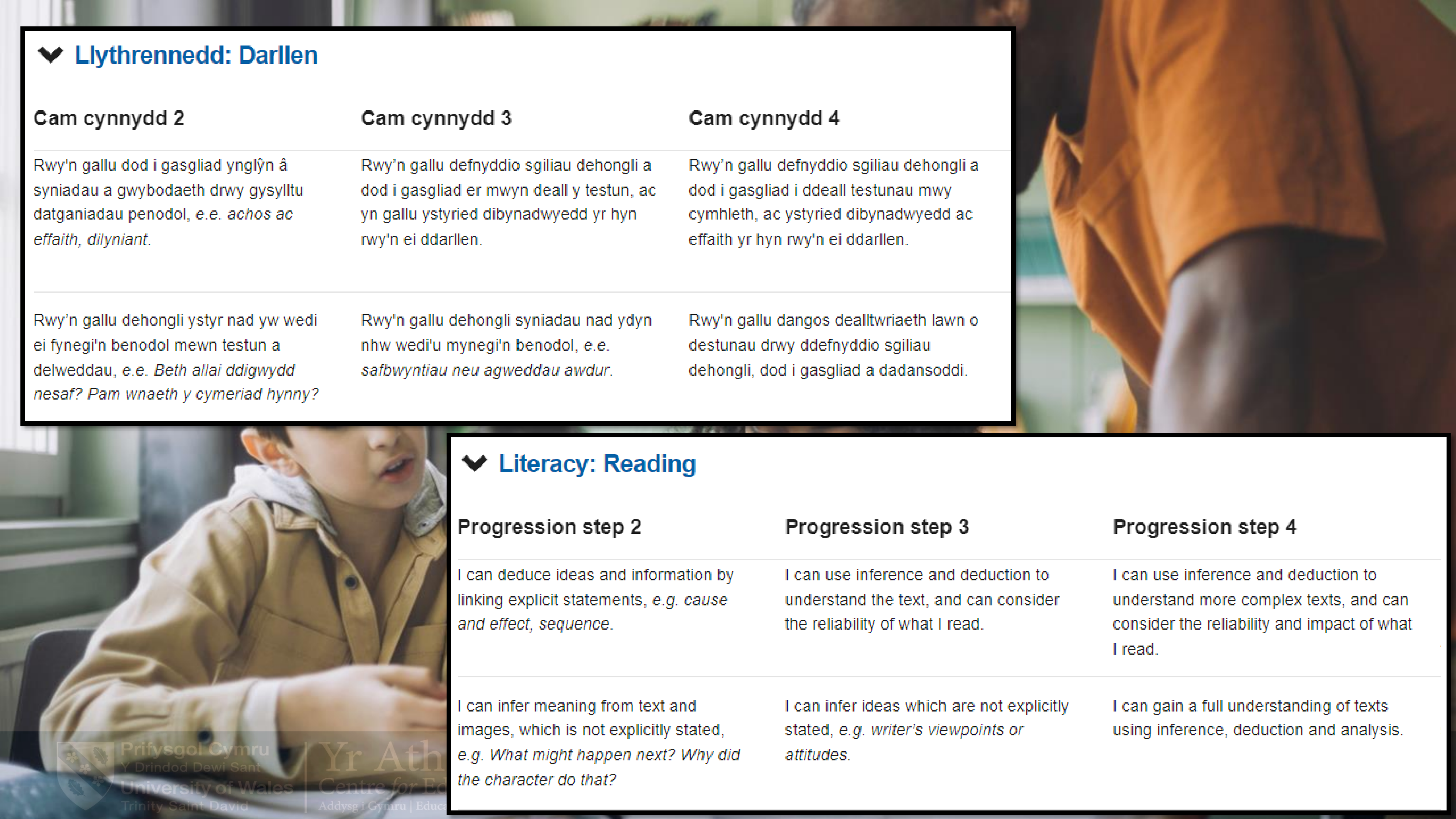
- Literacy: Translanguaging
- Literacy: Listening
- Literacy: Reading
- Literacy: Speaking
- Literacy: Writing

‘Darllenwch e, Siaradwch e, Ysgrifennwch e’

‘Read It, Talk It, Write It’

Ffocws Pwnc	Cyd-destun	Bachyn	Ffurf a Chanlyniad	Cynulleidfa
Ha	Yr Ail Ryfel Byd – Faciwîs	Wrth glirio’r atig mae cês o gyfnod yr Ail Ryfel Byd yn dod i’r golwg	Adroddiad person 1af – ysgrifennu i ailadrodd stori	Y sawl sy’n dod o hyd i’r cês
Daear	Astudiaeth o’r Ardal Leol	Ymwelydd – mae angen help ar Werthwr Eiddo lleol i farchnata tŷ	Taflen gwerthu tŷ – ysgrifennu i berswadio	Prynwyr tai
Gwydd/DT	Ynni/Grymoedd	Cystadleuaeth i ddylunio dyfais newydd i’r dyfodol	Briff dylunio – ysgrifennu i esbonio	Trefnwyr cystadleuaeth *Gadget Show Live*

Subject Focus	Context	Hook	Form and Outcome	Audience
History	A period in the 19th century	discovery of time capsule on school premises.	Assembly presentation – writing to retell events	Community, parents, pupils
Geography	Local area study	Visitor – local estate agent needs help in marketing house	House sales brochure – writing to persuade	House buyers
Science/DT	Energy/forces	Competition to design a new gadget for the future	Design brief – writing to explain	Gadget Show Live – competition organisers



Llythrennedd: Darllen

Cam cynnydd 2	Cam cynnydd 3	Cam cynnydd 4
Rwy'n gallu dod i gasgliad ynglŷn â syniadau a gwybodaeth drwy gysylltu datganiadau penodol, e.e. *achos ac effaith, dilyniant*.	Rwy'n gallu defnyddio sgiliau dehongli a dod i gasgliad er mwyn deall y testun, ac yn gallu ystyried dibynadwyedd yr hyn rwy'n ei ddarllen.	Rwy'n gallu defnyddio sgiliau dehongli a dod i gasgliad i ddeall testunau mwy cymhleth, ac ystyried dibynadwyedd ac effaith yr hyn rwy'n ei ddarllen.
Rwy'n gallu dehongli ystyr nad yw wedi ei fynegi'n benodol mewn testun a delweddau, e.e. *Beth allai ddigwydd nesaf? Pam wnaeth y cymeriad hynny?*	Rwy'n gallu dehongli syniadau nad ydyn nhw wedi'u mynegi'n benodol, e.e. *safbwyntiau neu agweddau awdur*.	Rwy'n gallu dangos dealltwriaeth lawn o destunau drwy ddefnyddio sgiliau dehongli, dod i gasgliad a dadansoddi.

Literacy: Reading

Progression step 2	Progression step 3	Progression step 4
I can deduce ideas and information by linking explicit statements, *e.g. cause and effect, sequence*.	I can use inference and deduction to understand the text, and can consider the reliability of what I read.	I can use inference and deduction to understand more complex texts, and can consider the reliability and impact of what I read.
I can infer meaning from text and images, which is not explicitly stated, *e.g. What might happen next? Why did the character do that?*	I can infer ideas which are not explicitly stated, *e.g. writer's viewpoints or attitudes*.	I can gain a full understanding of texts using inference, deduction and analysis.

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Rhifedd | Numeracy

Beth yw rhifedd?

What is numeracy?

- *Mae rhifedd yn golygu deall sut mae mathemateg yn cael ei defnyddio yn y byd go iawn ac yn gallu ei defnyddio i wneud y penderfyniadau gorau posibl.*

- *Numeracy means understanding how maths is used in the real world and being able to apply it to make the best possible decisions.*

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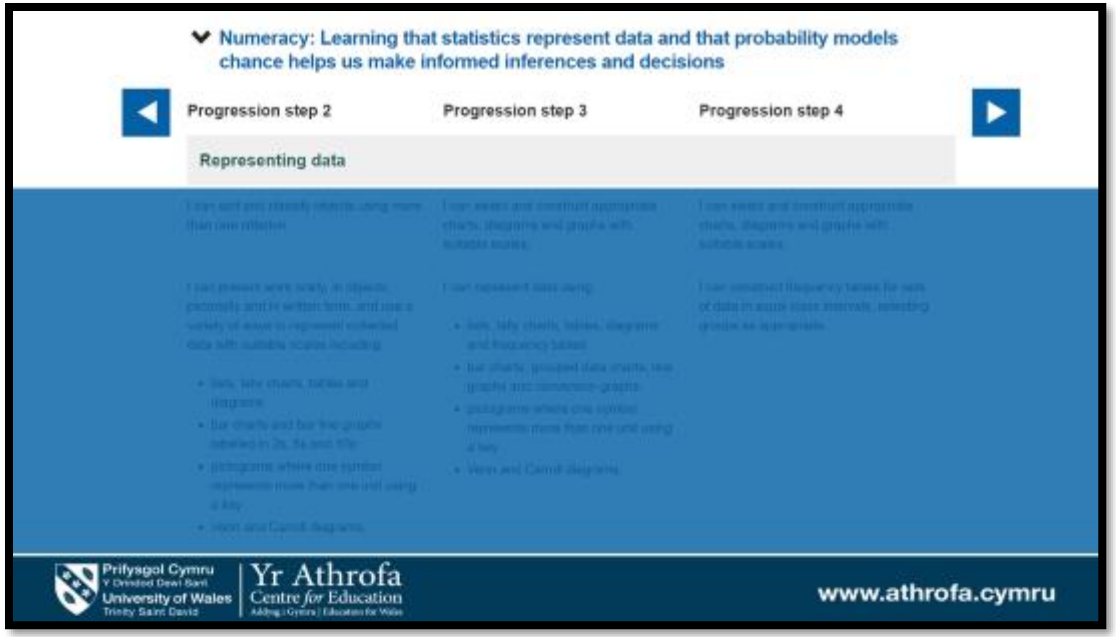
Cam cynnydd 2	Cam cynnydd 3	Cam cynnydd 4
Rwy'n gallu defnyddio cyfuniadau gwahanol o arian i dalu am eitemau hyd at o leiaf £2 a chyfrifo'r newid.	Rwy'n gallu adio a thynnu cyfansymiau llai na £100 gan ddefnyddio nodiant cywir, *e.e. £28.18* + *£33.45*.	Rwy'n gallu cyfrifo gan ddefnyddio arian tramor a chyfraddau cyfnewid.

Progression step 2	Progression step 3	Progression step 4
I can use different combinations of money to pay for items up to at least £2 and calculate the change.	I can add and subtract totals less than £100 using correct notation, *e.g. £28.18* + *£33.45*.	I can calculate using foreign money and exchange rates.

Yn Gymraeg



In English

Rhifedd: Mae dysgu bod ystadegau yn cynrychioli data a bod tebygolrwydd yn modelu siawns yn ein helpu i wneud casgliadau a phenderfyniadau ar sail gwybodaeth

Cam cynnydd 2	Cam cynnydd 3	Cam cynnydd 4
Rwy'n gallu didoli a dosbarthu gwrthrychau gan ddefnyddio mwy nag un maen prawf.	Rwy'n gallu dewis a llunio siartiau, diagramau a graffiau priodol sydd â graddfeydd addas.	Rwy'n gallu dewis a llunio siartiau, diagramau a graffiau priodol sydd â graddfeydd addas.
Rwy'n gallu cyflwyno gwaith ar lafar, mewn gwrthrychau, yn ddarluniadol ac yn ysgrifenedig, a defnyddio amrywiaeth o ffyrdd i gynrychioli'r data a gasglwyd sydd â graddfeydd addas gan gynnwys: • rhestrau, siartiau cyfrif, tablau a diagramau • siartiau bar a graffiau llinell bar wedi'u labelu fesul 2, 5 a 10 • pictogramau lle mae un symbol yn cynrychioli mwy nag un uned gan ddefnyddio allwedd • diagramau Venn a Carroll.	Rwy'n gallu cynrychioli data gan ddefnyddio: • rhestrau, siartiau cyfrif, tablau, diagramau a thablau amlder • siartiau bar, siartiau data wedi'u grwpio, graffiau llinell a graffiau trawsnewid • pictogramau lle mae un symbol yn cynrychioli mwy nag un uned gan ddefnyddio allwedd • diagramau Venn a Carroll.	Rwy'n gallu creu tablau amlder ar gyfer setiau o ddata mewn cyfyngau dosbarth hafal, gan ddewis grwpiau fel y bo'n briodol.

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Cam cynnydd 2

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- rhestrau, siartiau cyfrif, tablau a diagramau
- siartiau bar a graffiau llinell bar wedi'u labelu fesul 2, 5 a 10
- pictogramau lle mae un symbol yn cynrychioli mwy nag un uned gan ddefnyddio allwedd
- diagramau Venn a Carroll.

Cam cynnydd 3

Rwy'n gallu dewis a llunio siartiau, diagramau a graffiau priodol sydd â graddfeydd addas.

Rwy'n gallu cynrychioli data gan ddefnyddio:

- rhestrau, siartiau cyfrif, tablau, diagramau a thablau amlder
- siartiau bar, siartiau data wedi'u grwpio, graffiau llinell a graffiau trawsnewid
- pictogramau lle mae un symbol yn cynrychioli mwy nag un uned gan ddefnyddio allwedd
- diagramau Venn a Carroll.

Cam cynnydd 4

Rwy'n gallu dewis a llunio siartiau, diagramau a graffiau priodol sydd â graddfeydd addas.

Rwy'n gallu creu tablau amlder ar gyfer setiau o ddata mewn cyfyngau dosbarth hafal, gan ddewis grwpiau fel y bo'n briodol.

Rhifedd: Mae dysgu bod ystadegau yn cynrychioli data a bod tebygolrwydd yn modelu siawns yn ein helpu i wneud casgliadau a phenderfyniadau ar sail gwybodaeth

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Numeracy: Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions

Progression step 2	Progression step 3	Progression step 4
Representing data		
I can sort and classify objects using more than one criterion.	I can select and construct appropriate charts, diagrams and graphs with suitable scales.	I can select and construct appropriate charts, diagrams and graphs with suitable scales.
I can present work orally, in objects, pictorially and in written form, and use a variety of ways to represent collected data with suitable scales including: • lists, tally charts, tables and diagrams • bar charts and bar line graphs labelled in 2s, 5s and 10s • pictograms where one symbol represents more than one unit using a key • Venn and Carroll diagrams.	I can represent data using: • lists, tally charts, tables, diagrams and frequency tables • bar charts, grouped data charts, line graphs and conversion graphs • pictograms where one symbol represents more than one unit using a key • Venn and Carroll diagrams.	I can construct frequency tables for sets of data in equal class intervals, selecting groups as appropriate.

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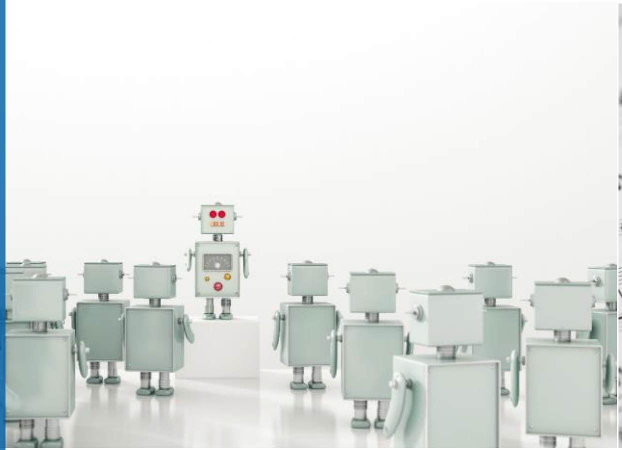
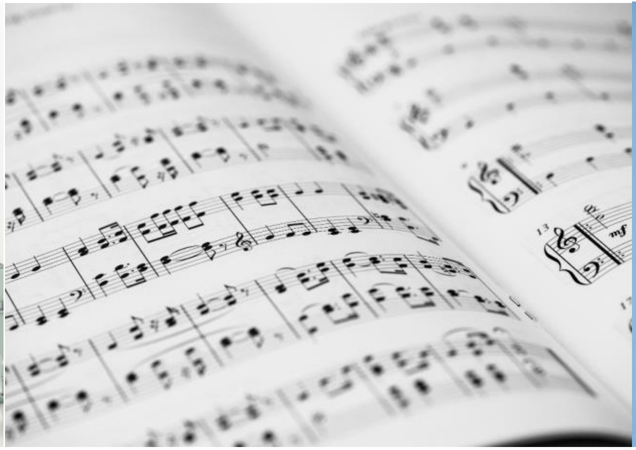
Cymhwysedd Digidol
Digital Competence



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Beth yw cymhwysedd digidol?

- Dinasyddiaeth
- Rhyngweithio a chydweithio
- Cynhyrchu
- Data a meddwl cyfrifiadurol

What is digital competence?

- Citizenship
- Interacting and collaborating
- Producing
- Data and computational thinking

Beth yw cymhwysedd digidol?

- **Dinasyddiaeth**
- Hunaniaeth, delwedd ac enw da
- Iechyd a lles
- Hawliau digidol, trwyddedu a pherchenogaeth
- Ymddygiad ar-lein a bwlio ar-lein

What is digital competence?

- **Citizenship**
- Identity, image and reputation
- Health and well-being
- Digital rights, licensing and ownership
- Online behaviour and online bullying

Beth yw cymhwysedd digidol?

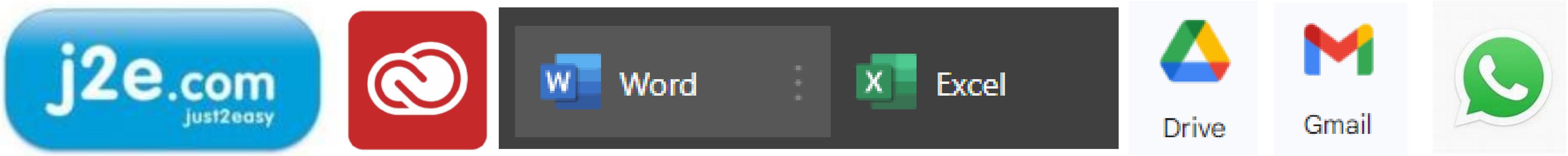
- **Rhyngweithio a chydweithio**

- Cyfathrebu
- Cydweithredu
- Cyfnewid a rhannu gwybodaeth

What is digital competence?

- **Interacting and collaborating**

- Communication
- Collaboration
- Storing and sharing

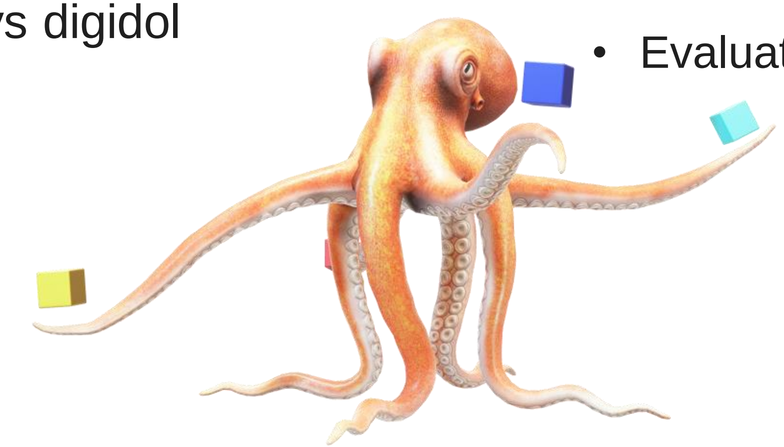


Beth yw cymhwysedd digidol?

What is digital competence?

- **Cynhyrchu**
- Cyrchu, chwilio a chynllunio cynnwys digidol
- Creu cynnwys digidol
- Gwerthuso a gwella cynnwys digidol

- **Producing**
- Sourcing, searching and planning digital content
- Creating digital content
- Evaluating and improving digital content



Beth yw cymhwysedd digidol?

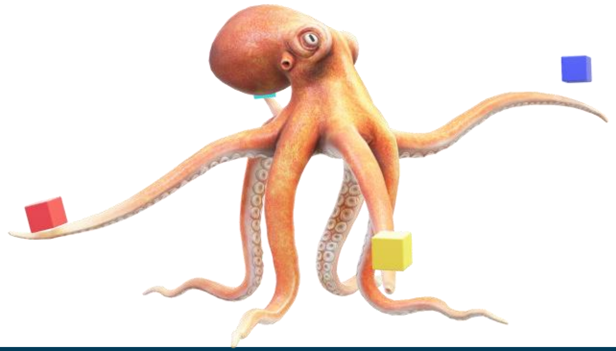
- **Data a meddwl cyfrifiadurol**

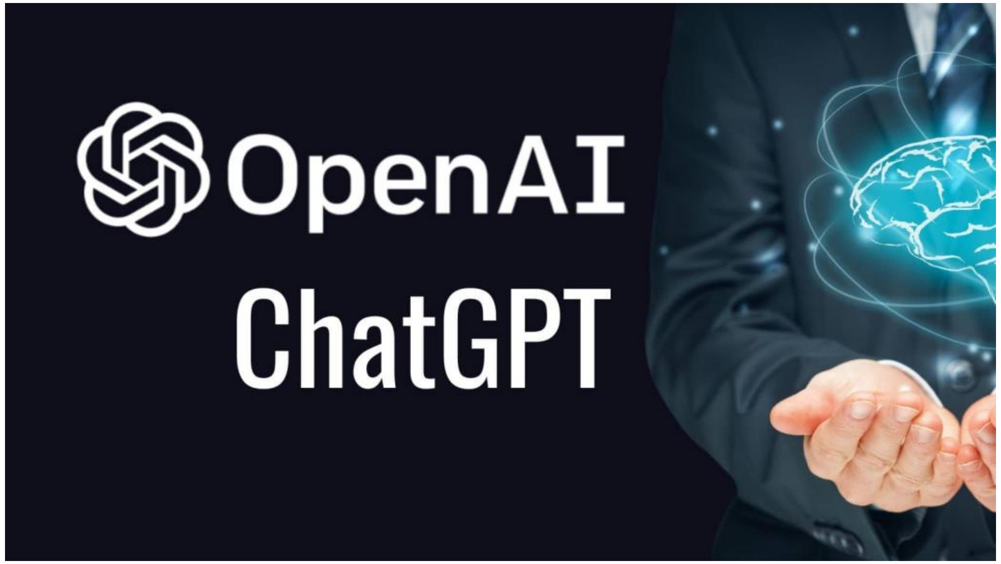
- Datrys problemau a modelu
- Llythrennedd gwybodaeth a data

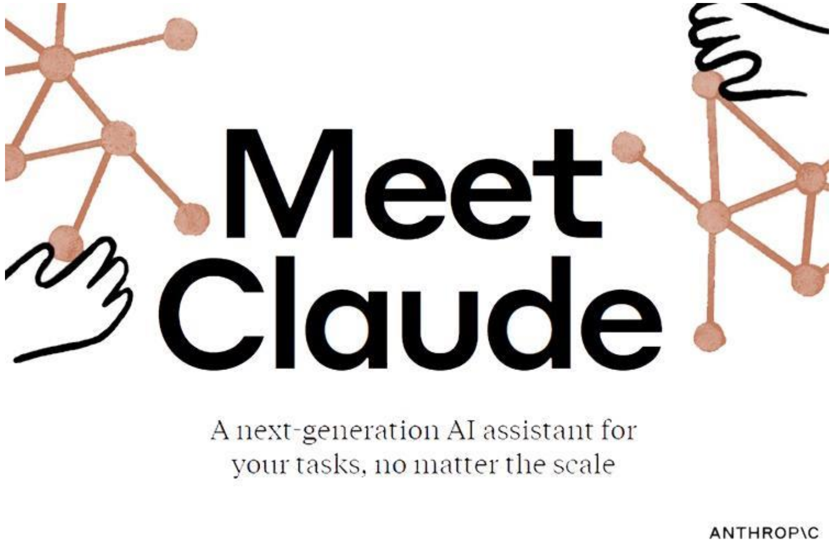
What is digital competence?

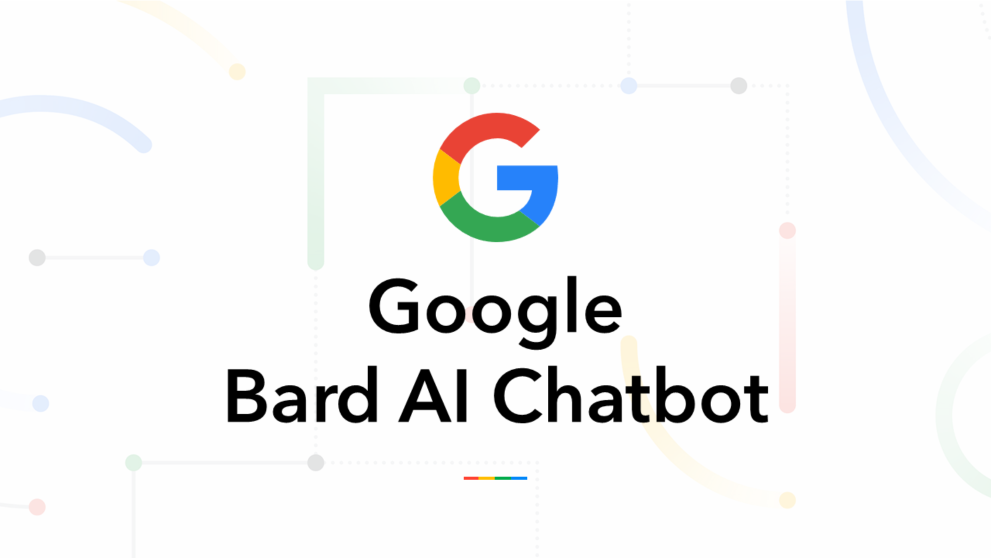
- **Data and computational thinking**

- Problem-solving and modelling
- Data and information literacy









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https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/

Fframwaith

- ❑ **Llinyn**
- ❑ Elfen
- ❑ Camau Cynnydd

RHIFEDD: DATBLYGU HYFEDREDD MATHEMATEGOL

- ☐ Dealltwriaeth gysyniadol
- ☐ Rhesymu rhesymegol
- ☐ Rhuglder
- ☐ Cymhwysedd strategol
- ☐ Cyfathrebu â symbolau

RHIFEDD: MAE DEALL Y SYSTEM RIF YN EIN HELPU I GYNRYCHIOLI A CHYMHARU'R PERTHNASOEDD RHWNG RHIFAU A MEINTIAU

- ☐ Y system rif
- ☐ Perthnasoedd yn y system rif
- ☐ Cyfrifiad
- ☐ Llythrennedd ariannol

RHIFEDD: MAE DYSGU AM GEOMETREG YN EIN HELPU I DDEALL SIAPIAU, GOFOD A SAFLE, AC MAE DYSGU AM FESUR YN EIN HELPU I FEINTIOLI YN Y BYD GO IAWN

- ☐ Mesur
- ☐ Siâp a gofod
- ☐ Safle
- ☐ Ongl

RHIFEDD: MAE DYSGU BOD YSTADEGAU YN CYNRYCHIOLI DATA A BOD TEBYGOLRWYDD YN MODELU SIAWNS YN EIN HELPU I WNEUD CASGLIADAU A PHENDERFYNIADAU AR SAIL GWYBODAETH

- ☐ Casglu data
- ☐ Cynrychioli data
- ☐ Dehongli data

Framework

- ❑ **Strand**
- ❑ Element
- ❑ Progression Steps

NUMERACY: DEVELOPING MATHEMATICAL PROFICIENCY

- ☐ Conceptual understanding
- ☐ Logical reasoning
- ☐ Fluency
- ☐ Strategic competence
- ☐ Communicating with symbols

NUMERACY: UNDERSTANDING THE NUMBER SYSTEM HELPS US TO REPRESENT AND COMPARE RELATIONSHIPS BETWEEN NUMBERS AND QUANTITIES

- ☐ The number system
- ☐ Relationships within the number system
- ☐ Calculation
- ☐ Financial literacy

NUMERACY: LEARNING ABOUT GEOMETRY HELPS US UNDERSTAND SHAPE, SPACE AND POSITION, AND LEARNING ABOUT MEASUREMENT HELPS US QUANTIFY IN THE REAL WORLD

- ☐ Measurement
- ☐ Shape and space
- ☐ Position
- ☐ Angle

NUMERACY: LEARNING THAT STATISTICS REPRESENT DATA AND THAT PROBABILITY MODELS CHANCE HELPS US MAKE INFORMED INFERENCES AND DECISIONS

- ☐ Collecting data
- ☐ Representing data
- ☐ Interpreting data

Amcanion

- Beth yw sgiliau trawsgwricwlaidd?
- **Pam maen nhw'n bwysig?**

Objectives

- What are cross curricular skills?
- **Why are they important?**

Argymhellion

Recommendations

Argymhellion

6. Dylai dysgu gan blant a phobl ifanc gael ei ddatblygu ar draws y cwricwlwm drwy dri Chyfrifoldeb Trawsgwricwlaidd a ddylai fod yn gyfrifoldeb i'r holl athrawon: llythrennedd; rhifedd; a chymhwysedd digidol.
7. Dylai fframwaith cymhwysedd digidol, ynghyd â dogfen 'Ar Drywydd Dysgu Cymhwysedd Digidol', gael eu datblygu a'u cynnwys fel Cyfrifoldeb Trawsgwricwlaidd.

Recommendations

6. Children and young people should have their learning developed across the curriculum through three Cross-curriculum Responsibilities that should be the responsibility of all teachers: literacy; numeracy; and digital competence.
7. A digital competence framework and an accompanying 'Routes to Learning Digital Competence' should be developed and be included as a Cross-curriculum Responsibility.

Argymhelliad

8. Dylai'r disgwyliadau ar gyfer y tri Chyfrifoldeb Trawsgwricwlaidd a sgiliau ehangach gael eu cynnwys yn y Meysydd Dysgu a Phrofiad.

Recommendation

8. The expectations for the three Cross-curriculum Responsibilities and wider skills should be embedded within the Areas of Learning and Experience.

https://llyw.cymru/sites/default/files/publications/2018-03/dyfodol-llwyddiannus.pdf t39-43

https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf p39-43

Cenhadaeth ein cenedl

Mae angen unigolion tosturiol a chyflawn ar ein cenedl, unigolion sydd nid yn unig yn meddu ar ddealltwriaeth dda o lythrennedd, rhifedd a chymhwysedd digidol, ond hefyd y sgiliau meddwl beirniadol, y dychymyg a'r cydnerthedd i ragori yn swyddi newydd y dyfodol, a chreu'r swyddi hynny hefyd. Rhaid i ni sicrhau bod pob llais yn cael ei glywed ac nad yw'r un plentyn yn cael ei adael ar ôl.

Our National Mission

Our nation needs compassionate and well-rounded individuals who not only have a strong grasp of literacy, numeracy and digital competency, but also the critical thinking skills, imagination and resilience to excel in – and create – the new jobs of tomorrow. We must ensure that every voice is heard and no child is left behind.

Cenhadaeth ein cenedl

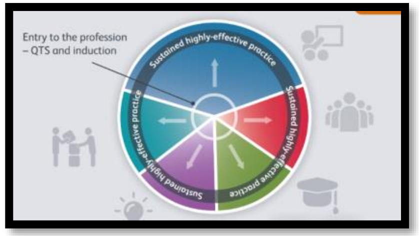
Our National Mission:

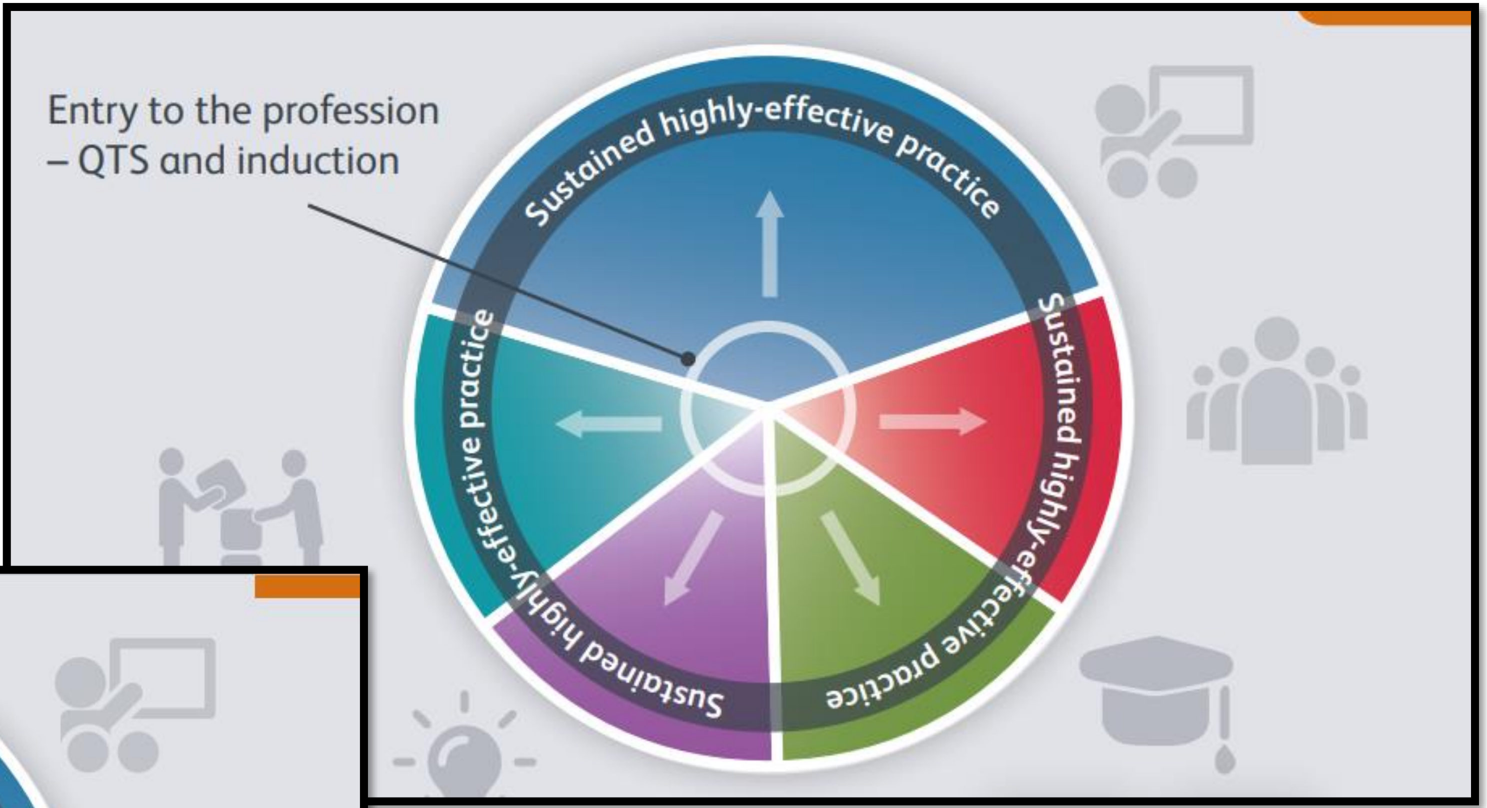
Wedi'i lywio gan argymhellion yr OECD mae wedi arwain at y canlynol:

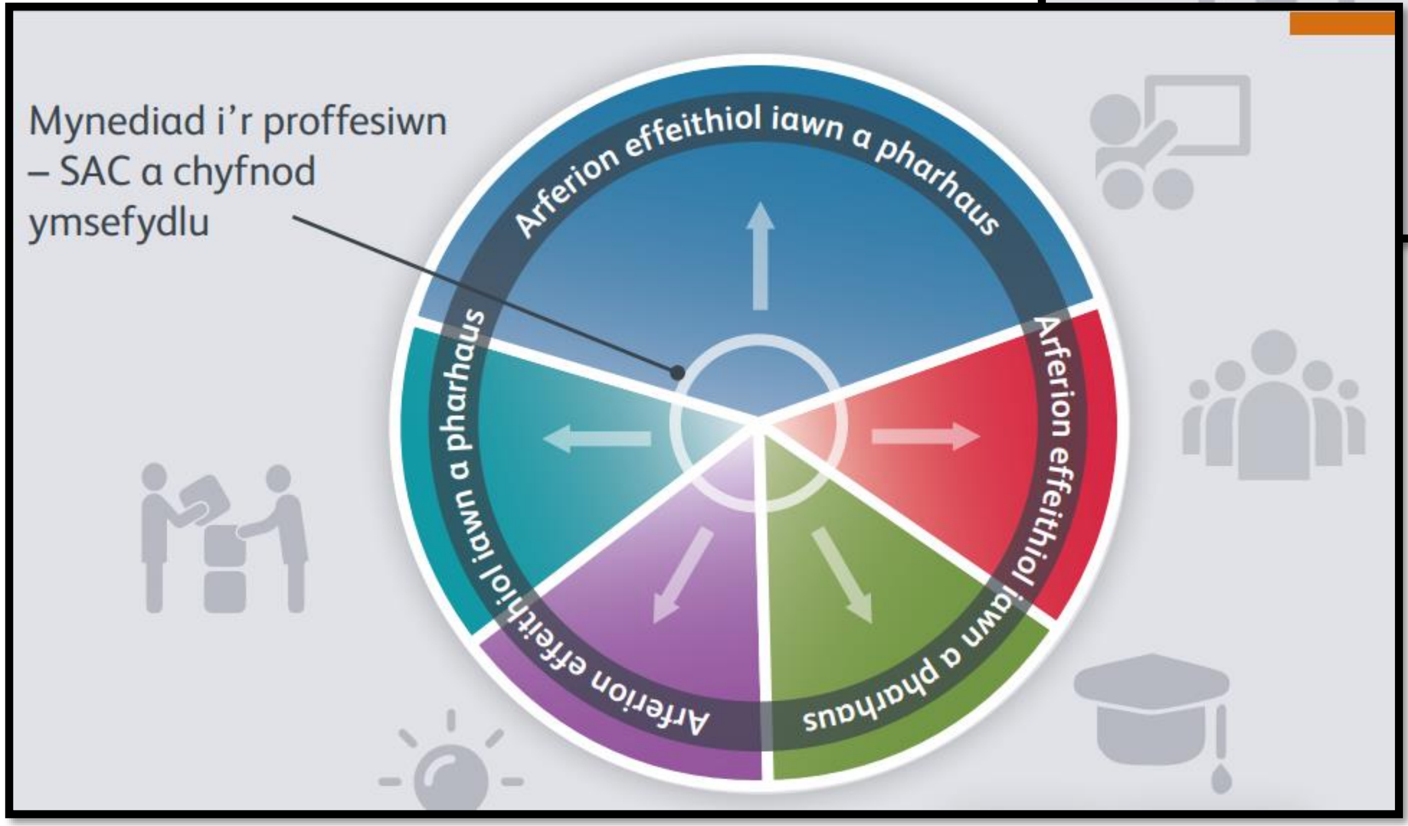
- Addysg Athrawon Ddiwygiedig
- Safonau proffesiynol wedi'u hadolygu

Driven by OECD recommendations it has has led to:

- Reformed Teacher Education
- Reviewed professional standards




Entry to the profession
– QTS and induction
Sustained highly-effective practice
Sustained highly-effective practice
Sustained highly-effective practice
Sustained highly-effective practice


Mynediad i'r proffesiwn
– SAC a chyfnod
ymsefydlu
Arferion effeithiol iawn a pharhaus
Arferion effeithiol iawn a pharhaus
Arferion effeithiol iawn a pharhaus
Arferion effeithiol iawn a pharhaus

Addysgeg: Hyrwyddo Dysgu

Themâu trawsgwricwlaidd:

- Mae'r athro'n gwybod am yr egwyddorion sydd ynghlwm wrth ddylunio'r cwricwlwm ac arloesi, ac mae'n eu deall ac yn ymwneud â nhw. Mae hefyd yn datblygu themâu trawsgwricwlaidd sy'n berthnasol i feysydd dysgu ac mae'n gallu cyfiawnhau ei benderfyniadau.

Ymelwa ar ddisgyblaethau pynciol mewn meysydd dysgu:

- Mae'r athro'n arddangos gwybodaeth am addysgeg a disgyblaethau perthnasol o fewn, ac ar draws, cynnwys pynciau, meysydd dysgu, a themâu trawsgwricwlaidd; mae hefyd yn arddangos dealltwriaeth o hyn ac yn cynllunio'n briodol yn ôl hynny.

Pedagogy: Advancing

Cross-curricular themes:

- The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions.

Exploiting subject disciplines in areas of learning:

- The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.

Mae addysgeg yn hollbwysig.
Innovation moves pedagogy forward.
Professional learning takes pedagogy deeper.

[Asesiadau darllen a rhifedd]

- Asesiadau personol ar-lein
- Mae'r wybodaeth ar gyfer
  - Rhieni
  - Athrawon
  - Disgyblion
- Sut gall y data hwn eich helpu chi'n athro pwnc?

[Reading and numeracy assessments]

- Online personalised assessments
- The information is for
  - Parents
  - Teachers
  - Pupils
- How can this data help you as a subject teacher?

Prifysgol Cymru Y Drindod Dewi Sant
University of Wales Trinity Saint David
Yr Athrofa Centre for Education
Addysg i Gymru | Education for Wales

Progression step 3 | Progression step 4 | Progression step 5

Cynnydd

- Ble mae'r disgyblion arni?
- Sut gallwn ni eu helpu i symud ymlaen?
- Beth yw'r cam nesaf?

Er mwyn gwneud hynny RHAID i chi fod yn gyfarwydd â'r fframweithiau trawsgwricwlaidd.

Dysgwch sut i wneud hynny yn eich meysydd pwnc.

Progress

- Where are the pupils at?
- How can we help them progress?
- What is the next step?

In order to do that you MUST be familiar with the cross curricular frameworks.

Find out how to do that in your subject areas.

I can listen to and respond to | I can listen to and respond to | I can respond with confidence

Amcanion

Objectives

- Beth yw sgiliau trawsgwricwlaidd?
- Pam maen nhw'n bwysig?

- What are cross curricular skills?
- Why are they important?

Delivered by Lilian Martin
Developed by Jessica Roberts & Dr. Julia Holloway

Sources:

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