



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives



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2024-2025
ECAD4017C

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Arfer Dysgu Blynyddoedd Cynnar a Sylfaen Early Years and Foundation Learning Practice





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Amcanion y sesiwn

Aims for this session

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Deall y berthynas rhwng damcaniaeth ac arfer

To understand the relationship between theory and practice

Trafod y ddarpariaeth ar gyfer addysg plant 3-7 oed

To discuss the provision for education of 3-7 year olds

Dysgu sut mae'r cwricwlwm yn cefnogi ein dysgwyr ieuengaf

To learn how the curriculum supports our youngest learners

Cymryd golwg gyntaf ar y cwricwlwm ar gyfer plant 3-7 oed yng Nghymru

To take first look at the curricular for 3-7 year olds in Wales



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Gwyliwch y fideo - Please watch the video



<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjiure04IT6AhWZi1wKHXEaCaIQtwJ6BAgZEAI&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DDM5XxudAA3q0&usg=AOvVaw0UKo4mbPY09vhZhZSpe69T>

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Gweithgaredd / Activity



Meddyliwch yn ôl mewn amser...

- Meddyliwch am y ffyrdd yr oeddech chi'n chwarae fel plentyn.
- Ble oeddech chi'n arfer chwarae? Pam yn y lleoedd hyn?
- Pryd oeddech chi'n chwarae? Pam ar yr adegau hyn?
- Pa mor aml oeddech chi'n chwarae? Pam?
- Gyda phwy oeddech chi'n chwarae? Pam?
- Pa fathau o bethau oeddech chi'n eu gwneud pan oeddech chi'n chwarae?
- Ydych chi'n dal i chwarae? Pam?
- Sut ydych chi'n chwarae?
- Ydych chi'n credu bod plant yn chwarae cymaint nawr ag yr oeddech chi fel plentyn? Pam y gallai fod gwahaniaeth?
- **Beth yw chwarae?**

Think back in time...

- Think about the ways you played as a child.
- Where did you used to play? Why in these places?
- When did you play? Why at these times?
- How often did you play? Why?
- Who did you play with? Why?
- What sorts of things did you do when you played?
- Do you still play? Why?
- How do you play?
- Do you think children play as much now as you did as a child? Why might there be a difference?
- **What is play?**

Mae Chwarae yn hanfodol

- Ffordd sylfaenol o ddysgu
- Mynegi emosiynau
- Datblygiad gwybyddol
- Sgiliau cymdeithasol
- Datblygiad emosiynol
- Datblygiad corfforol
- Dychymyg a chreadigrwydd
- Cefnogi iechyd meddwl

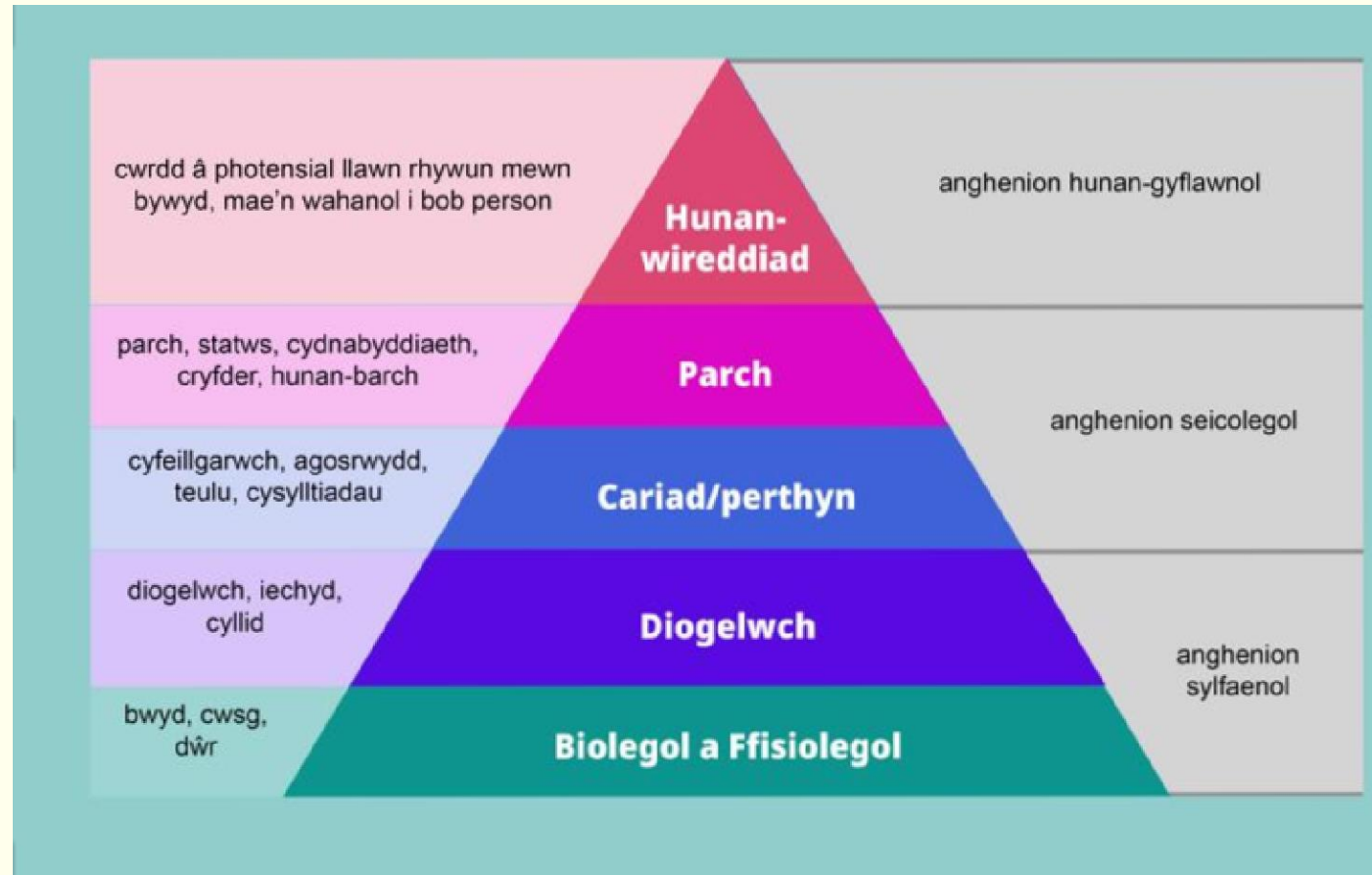
**Erthygl 31 yn y Confensiwn -
Mae chwarae'n hanfodol i bob plentyn.
(Unicef, 2024)**

Play is essential

- A fundamental way to learn
- Express emotions
- Cognitive development
- Social skills
- Emotional development
- Physical development
- Imagination and creativity
- Supports mental health

Article 31 in the UNCRC-
Play is an essential need for every child.
(Unicef, 2024)

Hierarchaeth Anghenion Maslow



Hierarchaeth Anghenion Maslow

5. Anghenion hunan-wreiddiad: Mae chwarae'n caniatáu i unigolion archwilio eu doniau a'u diddordebau, gan feithrin creadigrwydd a thwf. Mae chwarae anstrwythuredig yn darparu rhyddid, cefnogi archwilio a hunanfynegiant.

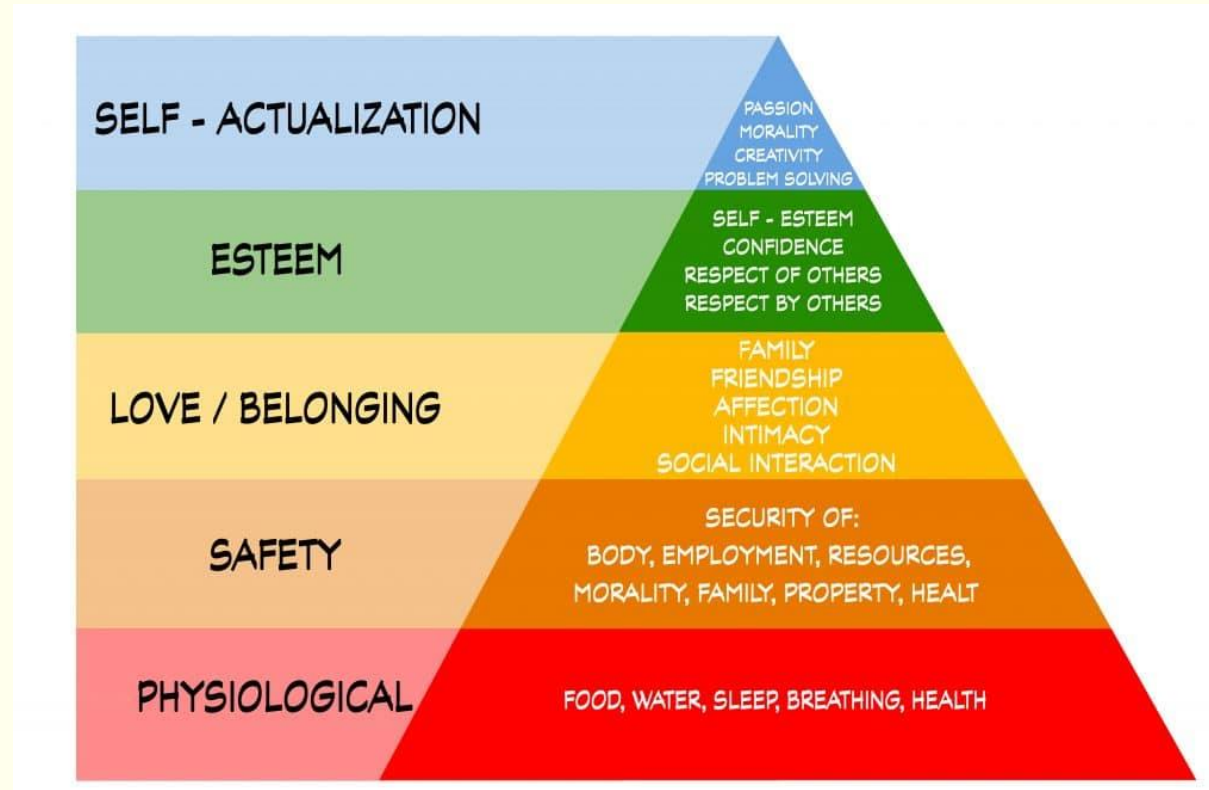
4. Parch: Mae chwarae'n hyrwyddo hunanhyder. Trwy chwarae creadigol, gall plant fynegi eu hunain ac yn cynyddu eu hymdeimlad o werth.

3. Cariad/Perthyn: Mae chwarae cymdeithasol yn meithrin cysylltiadau ag eraill ac adeiladu perthnasoedd. Mae gweithgareddau grŵp yn annog rhannu ac adeiladu empathi, sy'n hanfodol ar gyfer ffurfio perthnasoedd ystyrlon

2. Diogelwch: Mae chwarae'n darparu cyfleoedd i blant archwilio eu hamgylcheddau yn ddiogel a lleoliadau dan reolaeth, gan eu dysgu i asesu risg a magu hyder. Chwarae strwythuredig Mae amgylcheddau hefyd yn helpu i greu ymdeimlad o ddiogelwch a threfn sy'n hanfodol ar gyfer sefydlogrwydd emosiynol.

1. Ffisiolegol: Mae chwarae corfforol yn hyrwyddo ymarfer corff gan sicrhau corff iach.

Maslow's Hierarchy of Needs



(Shutterstock, 2024)

Maslow's Hierarchy of Needs

5. Self-actualization: Play allows individuals to explore their talents and interests, fostering creativity and growth. Unstructured play provides freedom, supporting exploration and self-expression.

4. Esteem: Play promotes self-confidence. Through creative play children can express themselves and boost their sense of worth.

3. Love/Belonging: Social play fosters connections with others and building relationships. Group activities encourage sharing and building empathy, critical for forming meaningful relationships

2. Safety: Play provides opportunities for children to explore their environments in safe and controlled settings, teaching them to assess risk and build confidence. Structured play environments also help to create a sense of security and routine which is vital for emotional stability.

1. Physiological: Physical play promotes exercise ensuring a healthy body



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Beth allaf ei wneud?





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What can I do?





Pam mae chwarae'n bwysig ar gyfer creadigrwydd?

- Annog archwilio
- Lleihau'r ofn o fethu
- Yn ysgogi dychymyg
- Hyrwyddo datrys problemau
- Yn cefnogi lles emosiynol
- Mae plant yn dysgu o'u profiadau, y cyfoethog a'r mwyaf creadigol yw'r profiad mwyaf y dysgu.
- Mae profiadau sy'n cynnig risg, her ac ymdeimlad o gyflawniad yn datblygu lles plentyn yn gadarnhaol.
- Mae dull cyfannol yn dangos y bydd pob profiad neu weithgaredd y mae plentyn yn ymgysylltu ag ef yn dylanwadu ar ei ddatblygiad.

Chwarae a chreadigrwydd mewn arfer

- Pryd oedd y tro diwethaf i ti deimlo'n greadigol?
- Pa brofiadau sydd wedi ysgogi creadigrwydd i chi?



(Jones, 2024)

Why is **Play** important for **Creativity**?

- Encourages exploration
- Reduces fear of failure
- Stimulates imagination
- Promotes problem solving
- Supports emotional well-being
- Children learn from their experiences, the richer and more creative the experience the greater the learning.
- Experiences that offer risk, challenge and a sense of achievement positively develop a child's wellbeing.
- A holistic approach illustrates that every experience or activity that a child engages in will influence their development.

Play and Creativity in practice

- When was the last time you felt creative?
- What experiences have sparked creativity for you?



(Jones, 2024)



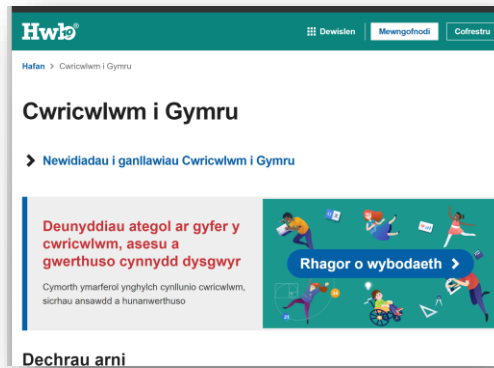
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Cyfnod/cam/dysgu Sylfaen



[fframwaith-y-cyfnod-sylfaen.pdf \(gov.wales\)](https://gov.wales/fframwaith-y-cyfnod-sylfaen.pdf)



[Cwricwlwm i Gymru - Hwb \(gov.wales\)](https://gov.wales/cwricwlwm-i-gymru)



[Cwricwlwm ar gyfer lleoliadau meithrin a ariennir nas cynhelir - Hwb \(gov.wales\)](https://gov.wales/cwricwlwm-ar-gyfer-leoliadau-meithrin-a-ariennir-nas-cynhelir)

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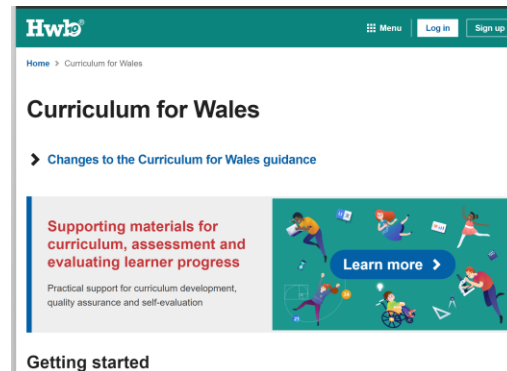
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Foundation phase/stage/learning



[foundation-phase-framework.pdf \(gov.wales\)](https://gov.wales/foundation-phase-framework.pdf)



[Curriculum for Wales - Hwb \(gov.wales\)](https://gov.wales/curriculum-for-wales-hwb)



[Curriculum for funded non-maintained nursery settings - Hwb \(gov.wales\)](https://gov.wales/curriculum-for-funded-non-maintained-nursery-settings-hwb)



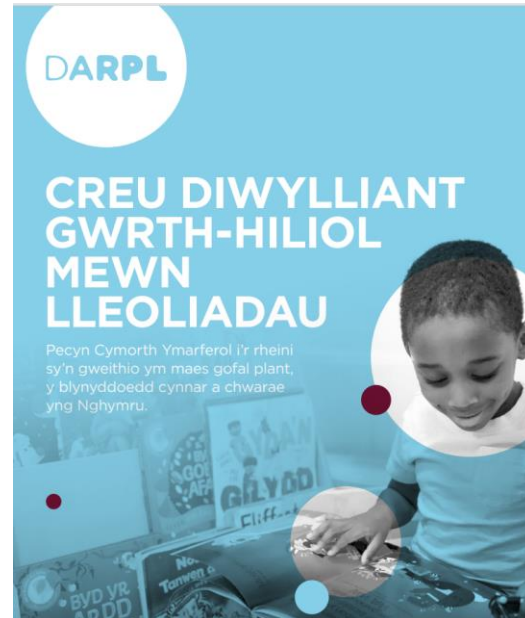
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Dysgu Proffesiynol Amrywiaeth a Gwrth Hiliol Diversity and Anti-Racism Professional Learning

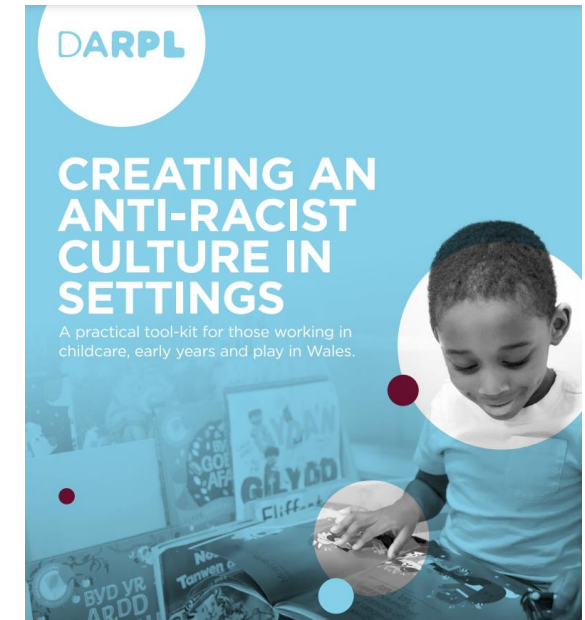
- DARPL CYMRU

[DARPL-Early-Years-Toolkit CYMRU.pdf](#)



- DARPL WALES:

[DARPL Early Years Toolkit ENGLISH.pdf](#)



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Fframwaith Y Cyfnod Sylfaen

The Foundation Phase Framework



Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol

Personal and Social development, Wellbeing and Cultural Diversity

Sgiliau Iaith, Llythrennedd a Chyfathrebu
Language, Literacy & Communication Skills

Datblygiad Mathemategol

Mathematical Development

Gwybodaeth a Dealltwriaeth o'r Byd

Knowledge & Understanding of the World

Datblygu'r Gymraeg

Welsh Language Development

Datblygiad Corfforol

Physical Development

Datblygiad Creadigol

Creative Development

+ **Addysg Grefyddol**

+ Religious Education

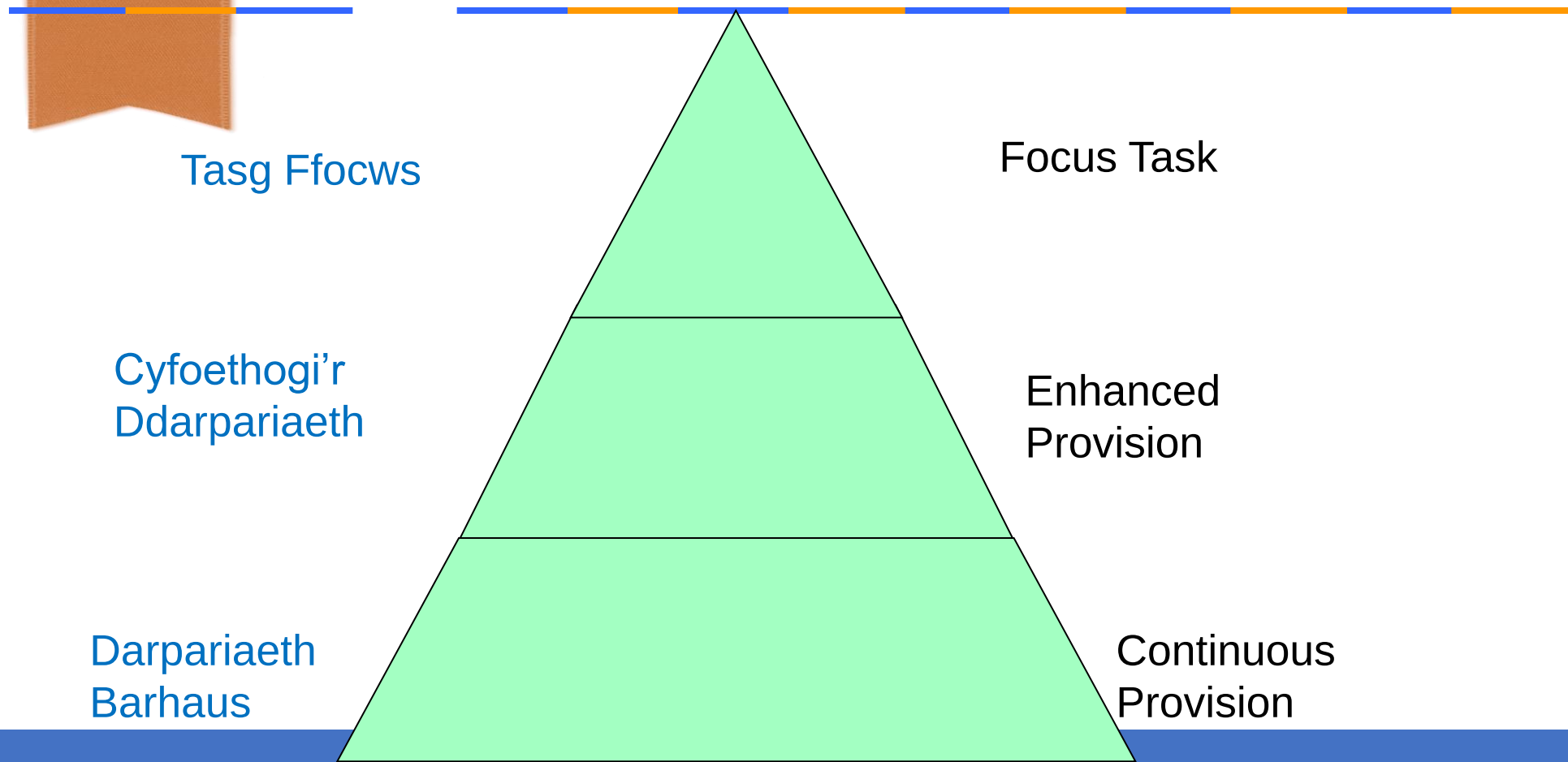


chwarae • dysgu • tyfu
play • learn • grow
cyfnod sylfaen 3–7 foundation phase

Y Cyfnod Sylfaen The Foundation Phase



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

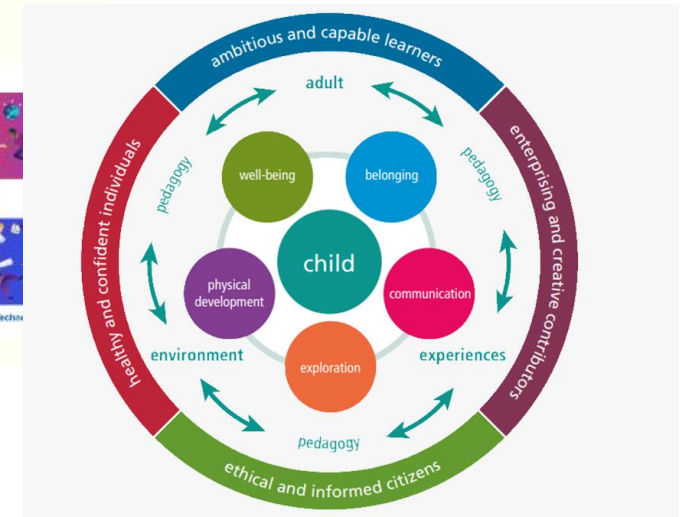




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Ble ydyn ni nawr, 2024? Where are we now, 2024?



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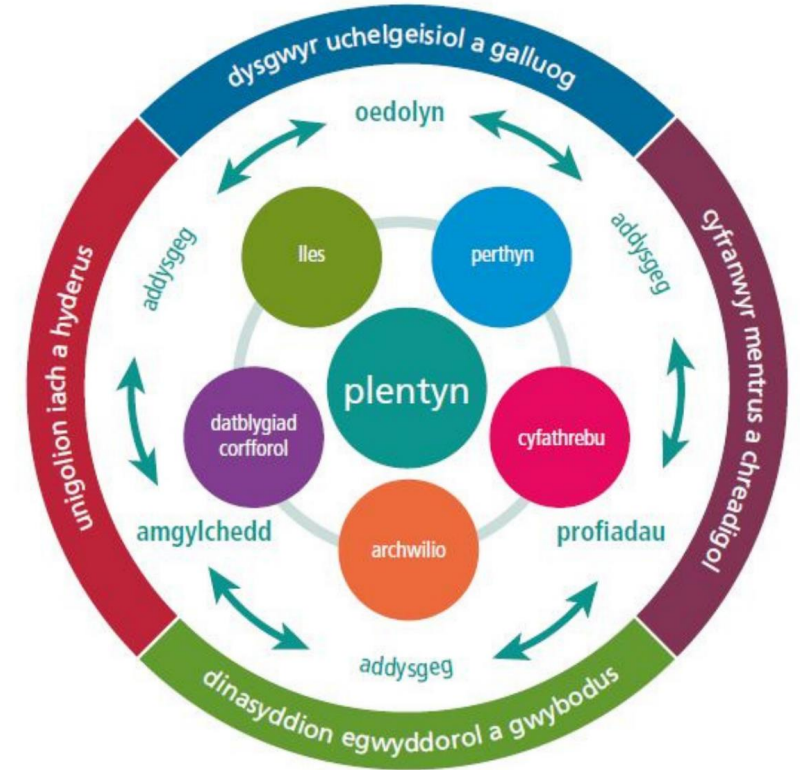
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Y cwricwlwm ar gyfer lleoliadau meithrin nas cynhelir

- Y pedwar diben
- Oedolion sy'n galluogi dysgu
- Profiadau sy'n ennyn diddordeb
- Amgylcheddau effeithiol
- Addysgeg
 - Dysgu sy'n seiliedig ar chwarae
 - Bod y tu allan
 - Dysgu dilys a phwrpasol
 - Llythrennedd corfforol
- Sgiliau trawsgwricwlaidd – llythrennedd, rhifedd a chymhwysedd digidol
- Anghenion y plentyn – y pum llwybr datblygu



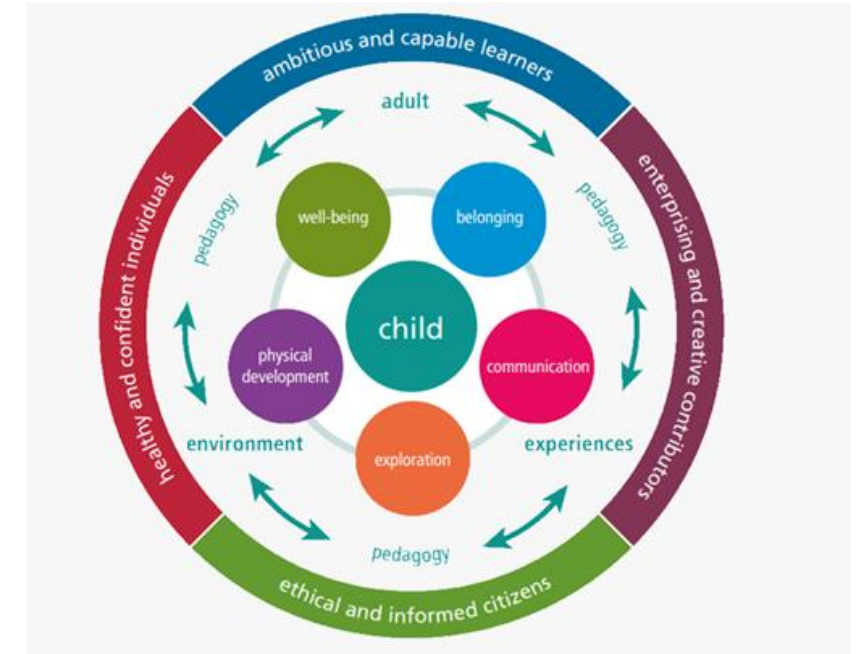


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The curriculum for non-maintained nursery settings

- The four purposes
- Enabling adults
- Engaging experiences
- Effective environments
- Pedagogy
 - Play-based learning
 - Being outdoors
 - Authentic and purposeful learning
 - Physical literacy
- Cross-curricular skills – literacy, numeracy and digital competence
- The needs of the child - the five developmental pathways



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GWEITHGAREDD

~~Today I saw a spider...~~



Today I developed my observational skills. I practised new vocabulary, such as, weave, web, woven and spindley. I learnt to be gentle and take care of other living things. I learnt that not all spiders are black, I updated the schemas little boxes in my brain with new information.

~~Today I played in the sand...~~



Today I developed my hand-eye coordination. I strengthened the muscles in my hands and arms as I poured and filled containers. I explored capacity. I learnt how materials can change when you add water. I also learnt to take turns with my peers.

Ystyriwch sut y byddech chi'n creu ardal i gyfoethogi'r ddarpariaeth... gall hyn ddigwydd pan fyddwch yn addysgu am ofalu am anifeiliaid h.y. mil feddygfa, neu'n dysgu am dwf h.y. clinig babanod neu ganolfan arddio!

Mewn grwpiau, ystyriwch yr hyn rydych chi am i'r plant ei ddysgu



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ACTIVITY

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~~Today I played in the sand...~~



Today I developed my hand-eye coordination. I strengthened the muscles in my hands and arms as I poured and filled containers. I explored capacity. I learnt how materials can change when you add water. I also learnt to take turns with my peers.

Think of how you would create an enhanced provision area... this may occur when you are teaching about caring for animals i.e. a vet surgery, or learning about growth i.e. a baby clinic or a garden centre!

In groups consider what you want the children to learn



Y pedwar diben

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yn ddysgwyr uchelgeisiol, galluog sy'n:	yn gyfranwyr mentrus, creadigol sy'n:	yn ddinasyddion egwyddorol, gwybodus sy'n:	yn unigolion iach, hyderus sydd:
• gosod safonau uchel iddyn nhw eu hunain ac yn chwilio am heriau ac yn eu mwynhau • datblygu corff o wybodaeth ac sydd â'r sgiliau sydd eu hangen i gysylltu'r wybodaeth honno a'i chymhwyso mewn gwahanol gyd-destunau • ymholgar ac yn mwynhau datrys problemau • gallu cyfathrebu'n effeithiol mewn gwahanol ffurfiau a lleoliadau, drwy'r Gymraeg a'r Saesneg • gallu egluro'r syniadau a chysyniadau y maen nhw'n dysgu amdany'n nhw • gallu defnyddio rhif yn effeithiol mewn gwahanol gyd-destunau • deall sut i ddehongli data a chymhwyso cysyniadau mathemategol • defnyddio technolegau digidol yn greadigol i rannu gwybodaeth, dod o hyd iddi a'i dadansoddi • ymchwilio ac yn gwerthuso eu canfyddiadau'n feirniadol	• cysylltu ac yn cymhwyso eu gwybodaeth a'u sgiliau i greu syniadau a chynnyrch • meddwl yn greadigol er mwyn ail-lunio a datrys problemau • adnabod cyfleoedd ac yn manteisio arny'n nhw • mentro'n bwylllog • arwain ac yn chwarae rolau gwahanol mewn timau'n effeithiol ac yn gyfrifol • mynegi syniadau ac emosiynau drwy wahanol gyfryngau • rhoi o'u hegni a'u sgiliau fel y bydd pobl eraill yn elwa	• canfod, yn gwerthuso ac yn defnyddio tystiolaeth wrth ffurfio barn • trafod materion cyfoes ar sail eu gwybodaeth a'u gwerthoedd • deall ac yn arfer eu cyfrifoldebau a'u hawliau dynol a democrataidd • deall ac yn ystyried effaith eu gweithredoedd wrth ddewis a gweithredu • wybodus am eu diwylliant, eu cymuned, eu cymdeithas a'r byd, yn awr ac yn y gorffennol • parchu anghenion a hawliau pobl eraill, fel aelod o gymdeithas amrywiol • dangos eu hymrwymiad i sicrhau cynaladwyedd y blaned	• â gwerthoedd sicr ac sy'n sefydlu eu credoau ysbrydol ac egwyddorol • yn meithrin eu lles meddyliol ac emosiynol drwy ddatblygu hyder, cadernid ac empathi • yn cymhwyso gwybodaeth am effaith deiet ac ymarfer corff ar iechyd corfforol a meddyliol yn eu bywyd pob dydd • yn gwybod sut i ddod o hyd i'r wybodaeth a'r cymorth sydd eu hangen i gadw'n ddiogel ac iach • yn cymryd rhan mewn gweithgarwch corfforol • yn gwneud penderfyniadau pwylllog ynghylch eu ffordd o fyw ac yn rheoli risg • â'r hyder sydd ei angen i gymryd rhan mewn perfformiadau • yn ffurfio cydberthnasau cadarnhaol wedi'u seilio ar ymddiriedaeth a pharch at ei gilydd • yn wynebu heriau ac yn eu goresgyn • â'r sgiliau a'r wybodaeth sydd eu hangen i ddelio â'u bywyd pob dydd mor annibynnol ag y gallan nhw
ac sy'n barod i ddysgu gydol eu bywydau.	ac sy'n barod i chwarae rhan lawn mewn bywyd a gwaith.	ac sy'n barod i fod yn ddinasyddion yng Nghymru a'r byd.	ac sy'n barod i fyw bywyd cyflawn fel aelodau gwerthfawr o gymdeithas.



The four purposes

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ambitious, capable learners who:	enterprising, creative contributors who:	ethical, informed citizens who:	healthy, confident individuals who:
• set themselves high standards and seek and enjoy challenge • are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts • are questioning and enjoy solving problems • can communicate effectively in different forms and settings, using both Welsh and English • can explain the ideas and concepts they are learning about • can use number effectively in different contexts • understand how to interpret data and apply mathematical concepts • use digital technologies creatively to communicate, find and analyse information • undertake research and evaluate critically what they find	• connect and apply their knowledge and skills to create ideas and products • think creatively to reframe and solve problems • identify and grasp opportunities • take measured risks • lead and play different roles in teams effectively and responsibly • express ideas and emotions through different media • give of their energy and skills so that other people will benefit	• find, evaluate and use evidence in forming views • engage with contemporary issues based upon their knowledge and values • understand and exercise their human and democratic responsibilities and rights • understand and consider the impact of their actions when making choices and acting • are knowledgeable about their culture, community, society and the world, now and in the past • respect the needs and rights of others, as a member of a diverse society • show their commitment to the sustainability of the planet	• have secure values and are establishing their spiritual and ethical beliefs • are building their mental and emotional well-being by developing confidence, resilience and empathy • apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives • know how to find the information and support to keep safe and well • take part in physical activity • take measured decisions about lifestyle and manage risk • have the confidence to participate in performance • form positive relationships based upon trust and mutual respect • face and overcome challenge • have the skills and knowledge to manage everyday life as independently as they can
and are ready to learn throughout their lives.	and are ready to play a full part in life and work.	and are ready to be citizens of Wales and the world.	and are ready to lead fulfilling lives as valued members of society.



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GWEITHGAREDD

Amgylcheddau effeithiol

Profiadau sy'n ennyn diddordeb

Oedolion sy'n galluogi dysgu

[Galluogi dysgu - Hwb \(gov.wales\)](http://gov.wales)

[Enabling learning - Hwb \(gov.wales\)](http://gov.wales)



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ACTIVITY

Effective environments

Engaging experiences

Enabling adults

[Galluogi dysgu - Hwb \(gov.wales\)](http://gov.wales)
[Enabling learning - Hwb \(gov.wales\)](http://gov.wales)



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Beth yw'r
berthynas rhwng
damcaniaeth ac
arfer?



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What is the relationship between theory and practice?



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Addysgeg Dysgu ac Addysgu Learning & Teaching Pedagogy

Bruner

Gardner

Isaacs

McMillan

Froebel

Steiner

Vygotsky

Montessori

Piaget



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Addysgeg Dysgu ac Addysgu / Learning and Teaching Pedagogy
<https://hwb.gov.wales/api/storage/8f0b360f-f1f6-4bec-b11a-df88168007f9/learning-and-teaching-pedagogy.pdf>
Tudalennau / Pages 28-31



Addysgeg

Defnyddir y term ‘addysgeg’ i gyfeirio at y berthynas gymhleth rhwng dysgu ac addysgu. Mae’n cynnwys y cysyniad o’r ymarferydd fel hwylusydd dysgu, gan ymateb i anghenion unigolion, parodrwydd i ddysgu ochr yn ochr â’r plant, defnyddio dulliau priodol i reoli’r broses ddysgu a myfyrio’n barhaus ar arfer a’i gwella o ganlyniad i waith ymchwil.

(LIC, 2008:26)

Pedagogy

The term ‘pedagogy’ refers to the complex relationship between learning and teaching. It embraces the concept of the practitioner as a facilitator of learning, responding to the needs of individuals, willing to learn alongside the children, using appropriate methods to manage the process of learning and continually reflecting on and improving practice in the light of research.

(WG, 2008:26)



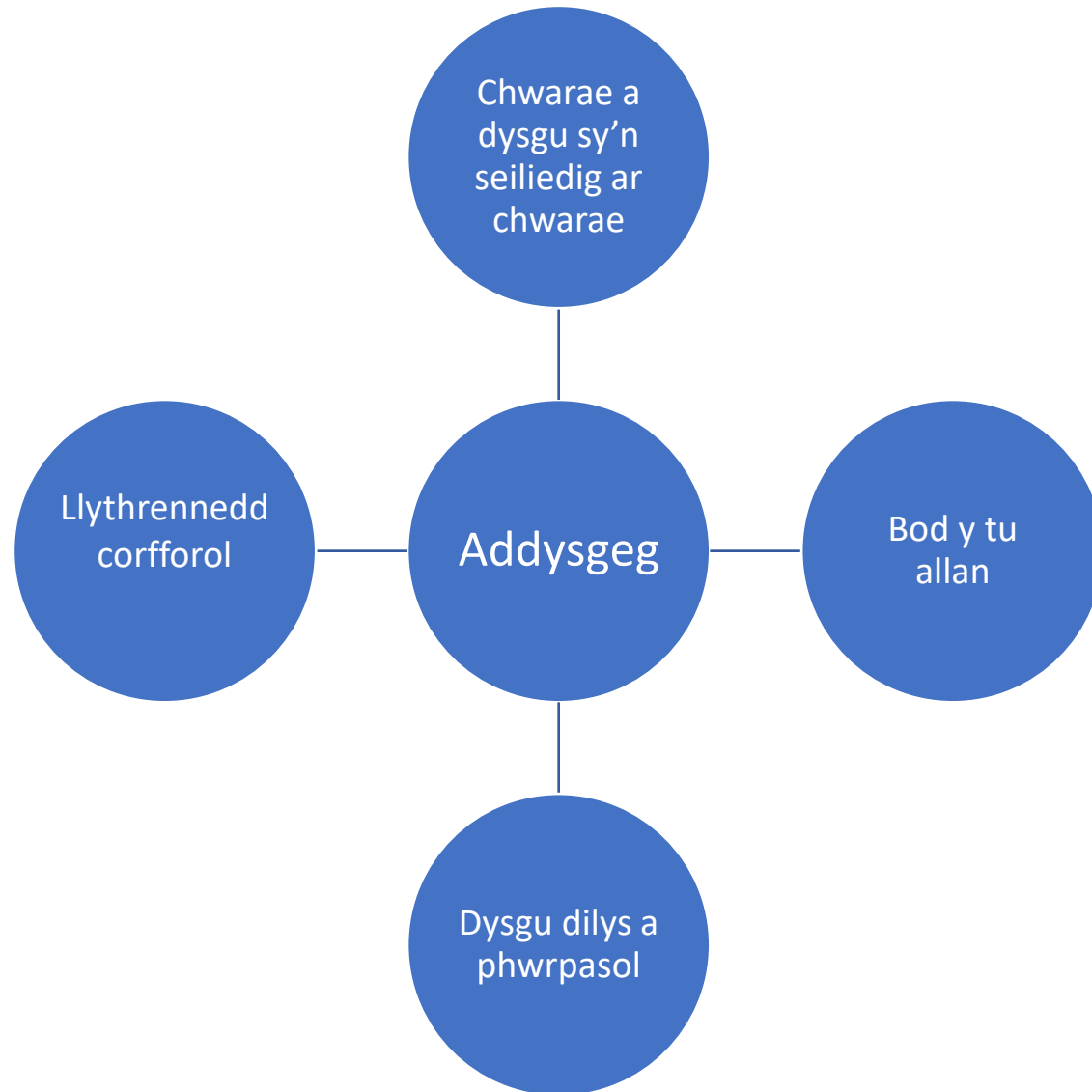
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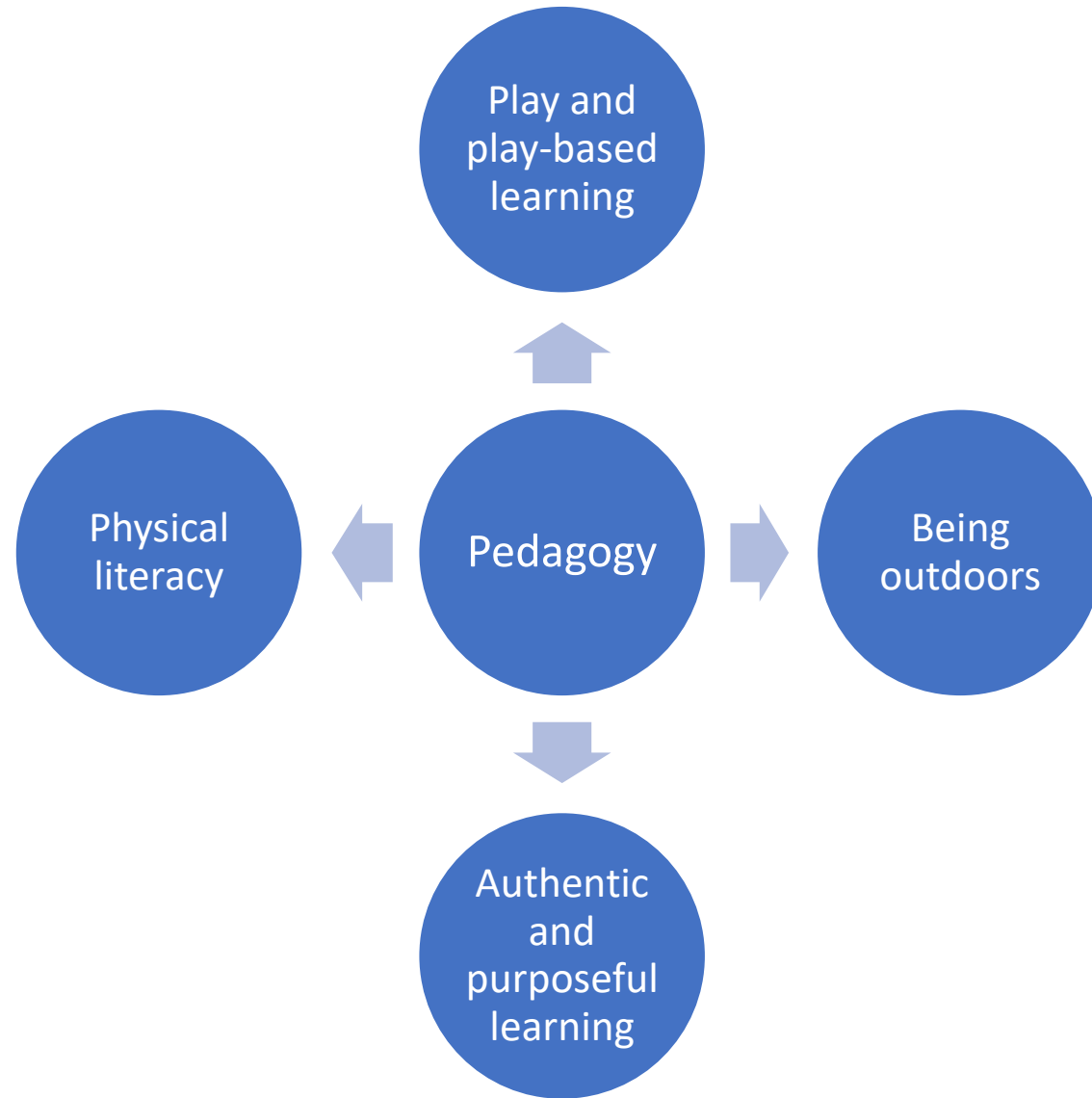
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Sgiliau trawsgwricwlaidd

Cross-curricular skills

Llythrennedd

Literacy

Rhifedd

Numeracy

Cymhwysedd digidol

Digital competence



The developmental pathways

- **Belonging**
- **Communication**
- **Exploration**
- **Physical development**
- **Well-being**

These pathways are **child-centred** and are **interdependent**, having equal value in supporting overall development and progress.

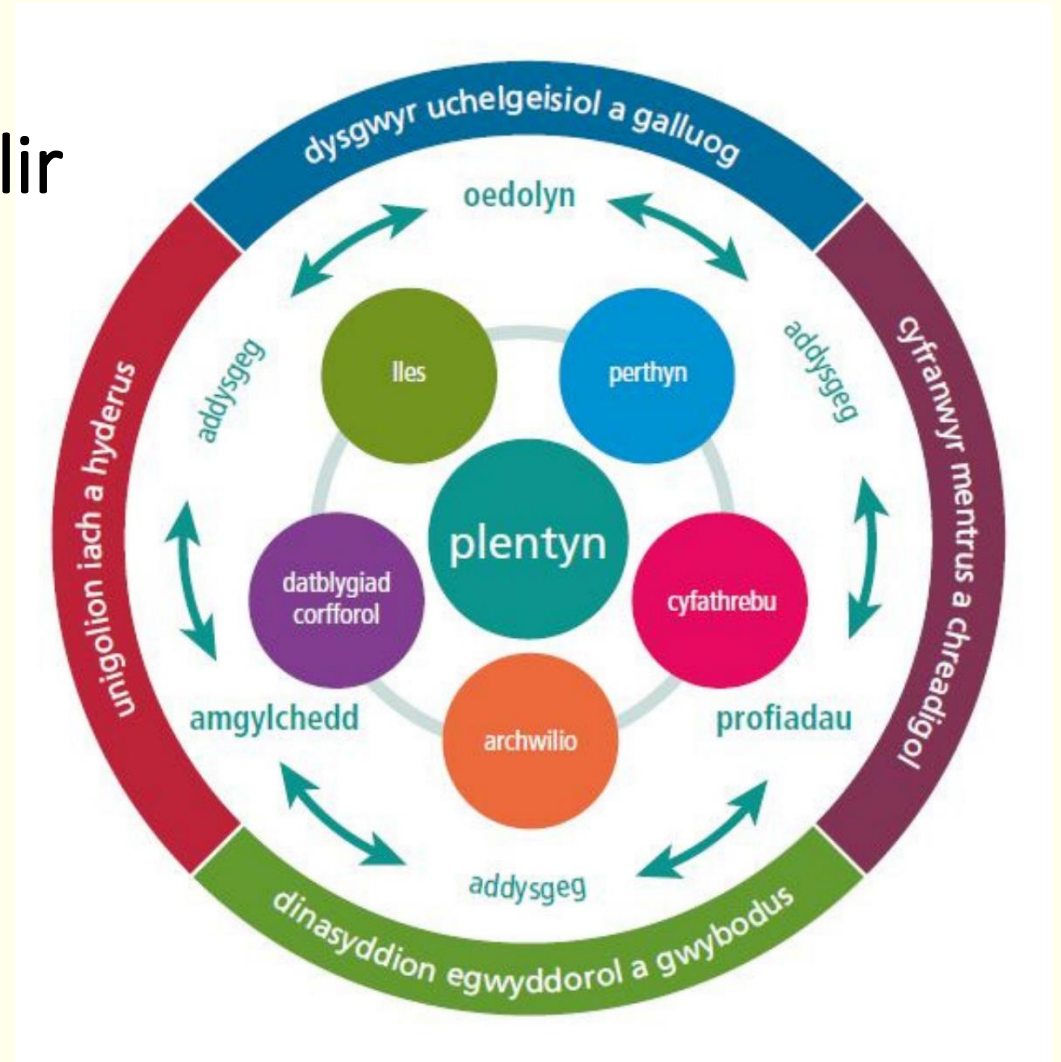
They focus on what is important for the child and link closely to the key principles of child development, as well as to the overarching statements of **what matters** and descriptions of learning of the **six areas of learning and experience**.

They have been developed to ensure children can be supported to make progress **at their own pace and in their preferred learning environment**.

Egwyddorion Cwricwlwm nas cynhelir Y Pum Llwybr Datblygu

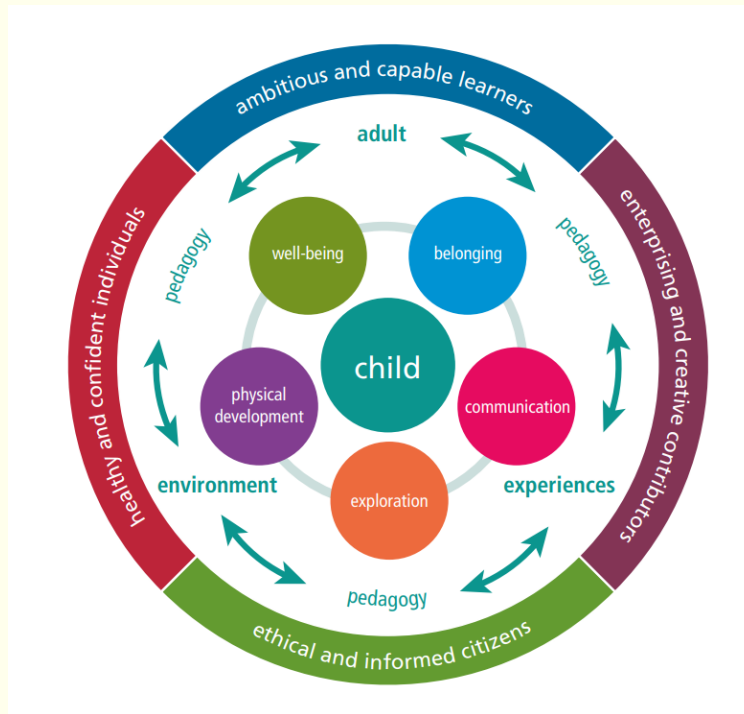
- Perthyn
- Cyfathrebu
- Archwilio
- Datblygiad corfforol
- Llesiant

Llywodraeth Cymru 2024



Non-Maintained Curriculum Principles

The Five Developmental Pathways



Belonging
Communication
Exploration
Physical development
Well-being

(Welsh Government, 2024)

Annog datrys problemau ac archwilio

- Dylid annog plant i archwilio deunyddiau, arbrofi a datrys problemau – sgiliau meddwl beirniadol
- Dylai ymarferwyr ddefnyddio gweithgareddau sy'n caniatáu ar gyfer canlyniadau lluosog - gan adeiladu annibyniaeth a dychymyg

(Llywodraeth Cymru, 2024)

Encourage problem solving and exploration

- Children should be encouraged to explore materials, experiment and solve problems – critical thinking skills
- Practitioners should use activities that allow for multiple outcomes- building independence and imagination

(Welsh Government, 2024)

Canolbwyntio ar y plentyn/Plentyn ganolog

- Dylid teilwra gweithgareddau er budd y plentyn - annog ymgysylltiad a chreadigrwydd
- Mae dysgu hyblyg yn caniatáu i blant dyfu trwy chwarae ar eu cyflymder eu hunain
- Mae annog plant i wneud dewisiadau wrth chwarae yn helpu i feithrin annibyniaeth a gwneud penderfyniadau creadigol

(Llywodraeth Cymru, 2024)

Child centred

- Activities should be tailored to the child's interest- encouraging engagement and creativity
- Flexible learning allows children to grow through play at their own pace
- Encouraging children to make choices in play helps foster independence and creative decision making

(Welsh Government, 2024)

Perthyn

- Mae perthyn yn hanfodol i'n hymdeimlad o hapusrwydd a lles. Pan fyddan nhw'n ifanc, bydd plant yn dechrau meithrin ymdeimlad o'u lle a'u pwysigrwydd o fewn y grwpiau niferus y maen nhw'n perthyn iddynt. Mae cydberthnasau cadarn a diogel yn hollbwysig i'r ymdeimlad hwn o berthyn.
- Gall yr ymdeimlad hwn arwain at deimladau cadarnhaol o gysylltiad â'r cartref a'r lleoliad, a gall ymestyn i'r gymuned, i Gymru ac i'r byd ehangach.
- Gall ysgolion sy'n parchu ac yn dathlu profiadau plant o'u cartrefi a'u cymuned yn y gorffennol a'r presennol, ac sy'n adeiladu ar y profiadau hynny, atgyfnerthu ymdeimlad o berthyn. Ein cyfrifoldeb ni yw sicrhau bod plant yn teimlo'n saff a diogel, a rhoi gofal a chymorth emosiynol gwirioneddol er mwyn helpu i feithrin ymdeimlad cadarn o berthyn.



Belonging

- Belonging is essential to our sense of happiness and well-being. When they are young, children begin to develop a sense of how they fit in to the many groups to which they belong, and their importance within them. Strong, secure relationships are vital to this sense of belonging.
- This sense can bring positive feelings of connection with the home and the setting, and can expand to the community, Wales and the wider world.
- Schools that value, celebrate and build upon children's past and present experiences from home and their community can strengthen a sense of belonging. It is our responsibility to ensure children feel safe and secure, and to show genuine care and emotional support to help build a firm sense of belonging.



Cyfathrebu

- Mae cyfathrebu'n rhan sylfaenol o ddatblygiad plant; mae'n hollbwysig ar gyfer ffurfio cydberthnasau ac yn hanfodol ar gyfer dysgu, chwarae a rhyngweithio cymdeithasol.
- Er mwyn dysgu'n effeithiol, mae angen i blant ddeall pobl eraill a gallu gwneud i bobl eraill eu deall nhw. Mae cyfathrebu'n ymwneud â meithrin sgiliau gwrando, talu sylw a deall, ochr yn ochr â geirfa a sgiliau siarad.
- Wrth ddysgu sgiliau newydd, dylai plant gael cyfleoedd i'w defnyddio mewn amrywiaeth o gyddestunau gyda'i gilydd, neu gydag oedolion, mewn grwpiau bach neu un i un.
- Mae cyfleoedd rheolaidd a chyson i gymryd rhan mewn straeon, caneuon a rhigymau yn helpu i ddatblygu geirfa a gramadeg.
- Mae datblygu sgiliau cyfathrebu, iaith a llythrennedd cynnar effeithiol yn bwysig ar gyfer hunanfyngiant, meithrin cydberthnasau cymdeithasol cadarn a'r ffordd y bydd plentyn yn dysgu'n fwy cyffredinol.
- Mae gallu priodoli ystyr i farciau yn ymdrech greadigol sy'n galluogi plant i ddechrau ar y daith i gyfathrebu'n ysgrifenedig, boed hynny drwy dynnu lluniau, ysgrifennu neu wneud marciau mathemategol.



Communication

- Communication is fundamental to children's development; it is vital to the foundation of relationships and essential for learning, play and social interaction.
- To learn effectively, children need to understand and be able to make themselves understood. Communication involves developing listening, attention and understanding, alongside vocabulary and speaking skills.
- As new skills are learned, children should have opportunities to use them in a variety of contexts with each other, or with adults, in small groups or on a one-to-one basis.
- Regular and frequent opportunities to participate in stories, songs and rhymes support the development of vocabulary and grammar.
- Developing effective communication, language and early literacy skills are important to self-expression, to the development of strong social relationships and to a child's learning more generally.
- Being able to assign meaning to marks is a creative endeavour that enables children to begin the journey of written communication, be that in drawings, writing or mathematical marks



Archwilio

- Mae chwilfrydedd naturiol plant ynglŷn â'r byd o'u cwmpas yn gymhellant cryf i archwilio.
- Mae plant yn ddatryswyr problemau chwilfrydig parhaus sy'n aml yn cael pleser mewn digwyddiadau bob dydd, ac yn cael eu synnu a'u rhyfeddu ganddynt. Maen nhw'n mwynhau archwilio ac ymchwilio ar eu pennau eu hunain a gydag eraill. Maen nhw'n aml yn awyddus i rannu eu pleser mewn gwybodaeth neu sgiliau newydd a dysgu oddi wrth ei gilydd.
- Mae plant bach yn mynd ati i chwilio am wybodaeth a sgiliau sydd o fewn eu galluoedd presennol, a thu hwnt iddyn nhw hefyd. Pan mae plant yn cael eu cefnogi a'u galluogi, gallan nhw ganolbwyntio am gyfnodau estynedig ar bethau sydd o ddiddordeb iddyn nhw. Wrth i'w sgiliau archwilio ddatblygu, maen nhw'n ymarfer eu sgiliau ac yn profi damcaniaethau sy'n dod i'r amlwg, ar eu pennau eu hunain a gydag eraill. Mae dysgu'n golygu meithrin sgiliau, gwybodaeth a galluoedd yn raddol ac mewn ffyrdd cynyddol gymhleth.
- Gall amgylcheddau cynhwysol, y tu mewn a'r tu allan, sy'n rhoi amser a chyfle i chwarae, archwilio ac ymchwilio, gydag oedolion sy'n deall beth yw diddordebau plant, gefnogi ymagweddau cadarnhaol tuag at ddysgu yn ogystal â meithrin gwybodaeth a sgiliau.



Exploration

- Children's natural curiosity about the world around them is a strong motivator for exploration.
- Children are endlessly curious problem solvers who often find delight, awe and wonder in everyday occurrences. They enjoy exploring and investigating by themselves and with others. They are often keen to share their delight in new knowledge or skills and learn from each other.
- Young children actively seek knowledge and skills that are both within and beyond their current capabilities. When supported and enabled, they can focus attention for extended periods of time on things that are of interest to them. As their exploration develops, they rehearse and practice skills and test emerging theories, both alone and with others. Learning involves the gradual development of skills, knowledge and competencies in increasingly complex ways.
- Inclusive environments, both indoors and outdoors, that provide time and opportunity to play, explore and investigate, with adults attuned to children's interests, can support positive dispositions to learning as well as increasing knowledge and improving skills.



Datblygiad corfforol

- Mae gan bob plentyn angen naturiol i symud, neu gael eu symud, ac i symud gwrthrychau neu eu trin a'u trafod, dro ar ôl tro yn aml, fel rhan o'u datblygiad. Mae hyn yn golygu defnyddio sgiliau echddygol bras a manwl. Daw'r symudiadau echddygol hyn yn fwy cywrain a byddan nhw'n cydsymud yn fwy esmwyth gydag amser a chyfle.
- Mae ailadrodd ac amrywiaeth yn hollbwysig i ddatblygiad wrth i blant ddechrau archwilio eu galluoedd corfforol cynyddol.
- Mae i weithgarwch corfforol lawer o fanteision i'r plentyn sy'n datblygu. Mae symud yn gysylltiedig â gwybyddiaeth a dysgu, a gall cymryd rhan mewn gweithgareddau corfforol gyfoethogi ymdeimlad plant o berthyn a lles.
- Gall gefnogi lefelau uwch o ganolbwyntio, cymhelliant a chof, yn ogystal â helpu'r esgyrn a'r cyhyrau i ddatblygu'n iach. Oherwydd hyn, caiff sgiliau datblygiad corfforol eu cydblethu â'r pedwar llwybr datblygu arall, yn ogystal â bod yn llwybr datblygu ar wahân ynddo'i hun.



Physical development

- All children have a natural need to move, or be moved, and to move or manipulate objects, often repeatedly, as part of their development. This involves both gross motor and fine motor manipulation. These motor movements become more refined and smoothly coordinated with time and opportunity.
- Repetition and variety are critical to development as children begin to explore their increasing physical capabilities.
- Physical activity has multiple benefits for the developing child. Movement is linked to cognition and learning, and engaging in physical activities can enhance children's sense of belonging and well-being.
- It can support greater levels of concentration, motivation and memory, as well as support healthy bone and muscle development. For this reason, physical development skills are woven into the other four developmental pathways as well as being a separate developmental pathway in and of itself.



Lles

- Mae'r **oedolion, y profiadau a'r amgylcheddau** y mae plant yn dod ar eu traws yn dylanwadu arnyn nhw. Pan fydd y tri'n cydweithio'n llwyddiannus, byddan nhw'n creu ymdeimlad cryf o les i bawb.
- Mae teimlo'n gysylltiedig, yn ddiogel a saff yn elfennau allweddol o ddatblygu ymdeimlad cryf o les.
- Gall oedolion sy'n creu amgylcheddau sy'n ddiogel yn emosiynol helpu plant i ddechrau adnabod a rheoli eu teimladau a'u hymddygiad mewn ffyrdd cadarnhaol. Gallan nhw hefyd helpu plant i ddechrau deall bod canlyniadau i'w gweithredoedd.
- Gall plant sydd ag ymlyniadau a chydberthnasau cadarn feddu ar hunanhyder ac, felly, gallan nhw wneud dewisiadau'n well, bod yn fwy gwydn ac annibynnol, a chymryd rhan mewn gweithgareddau bob dydd mewn ffordd gadarnhaol.



Well-being

- Children are influenced by the **adults, experiences and environments** they encounter. When these three work together successfully, they create a strong sense of well-being for all.
- Feeling connected, secure and safe are key elements to developing a strong sense of well-being.
- Adults who create emotionally safe environments can support children to begin to recognise and manage their feelings and behaviour in positive ways. They can also help children begin to understand that actions have consequences.
- Children with secure attachments and relationships can feel confident in themselves and are therefore better able to make choices, show greater resilience and independence, and participate positively in everyday activities.





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Cymdeithasol, Emosiynol, Corfforol

- Trwy chwarae rôl, mae plant yn datblygu empathi, cydweithrediad a chyfathrebu
- Darparu amgylchedd meithringar lle mae plant yn teimlo'n ddiogel i fynegi emosiynau a syniadau yn greadigol
- Mae chwarae cydweithredol yn helpu plant i drafod a rhannu
- Mae sgiliau modur gros a dirwy yn cael eu datblygu trwy chwarae gweithredol

(Llywodraeth Cymru, 2024)

Social, Emotional, Physical

- Through role-play children develop empathy, cooperation and communication
- Provide a nurturing environment where children feel safe to express emotions and ideas creatively
- Collaborative play helps children negotiate and share
- Gross and fine motor skills are developed through active play

(Welsh Government, 2024)

Sylfaen ar gyfer dysgu gydol oes

- Mae chwarae creadigol yn meithrin cariad at ddysgu gan wneud profiadau pleserus ac ystyrlon
- Trwy weithgareddau creadigol a chwareus, mae plant yn datblygu sgiliau sylfaenol ar gyfer llythrennedd, rhifedd, a chyfathrebu.

(Llywodraeth Cymru, 2024)

A foundation for lifelong learning

- Creative play nurtures a love for learning making experiences enjoyable and meaningful
- Through creative and playful activities, children develop foundational skills for literacy, numeracy, and communication

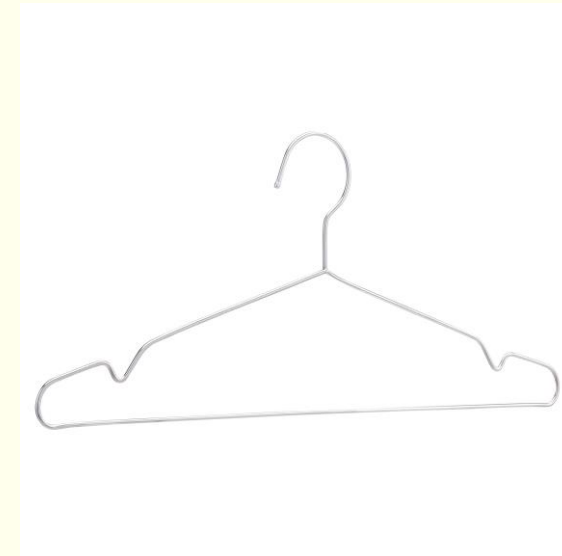
(Welsh Government, 2024)

Alternative Uses

- Developed by Joy Guilford in 1967, the Alternative Uses Test stretches your creativity by giving you two minutes to think of as many uses as possible for an everyday object like a chair, coffee mug, or brick.
- This test is used to measure creative thinking.

(Creative huddle, 2024)

How many uses can you think of for a clothes hanger? (As pictured)



(Shutterstock, 2023)

Collaborative story telling (5 minutes)

Let's build a story by each contributing one sentence at a time, using your imagination build on what others have contributed

Consider;

- Introducing new characters
- Describing the location
- Adding challenges
- Plot twist

Theme: Adventure...The spaceship landed in the middle of the playground and...



Cwestiynau adfyfyriol:



Mae cyfres o gwestiynau adfyfyriol wedi'u cynnwys yn y canllawiau – maen nhw'n cyfeirio at addysgeg, arfer sy'n canolbwyntio ar y plentyn, y llwybrau ac ati.

Er enghraifft:

- Sut ydw i'n sicrhau bod plant yn cymryd rhan mewn amrywiaeth eang o gyfleoedd dysgu, gan gynnwys chwarae egniol, y tu mewn a'r tu allan?
- I ba raddau ydw i'n cynnig amrywiaeth o brofiadau dilys sy'n briodol yn ddatblygiadol i'r plant?
- Pa mor dda ydw i'n ymateb i ac yn meithrin diddordebau arbennig a chwilfrydedd unigol y plant?
- I ba raddau ydw i'n cynnig cyfleoedd ystyrlon i'r plant gael profiad o'r Gymraeg bob dydd?



Reflective questions:



A series of reflective questions are included in the guidance – they refer to pedagogy, child-centred practice, the pathways etc.

For example:

- How do I ensure that children are engaged in a wide range of learning opportunities, including physically active play, both indoors and outdoors?
- To what extent do I provide children with a range of authentic, developmentally appropriate experiences?
- To what extent do I provide children with a range of authentic, developmentally appropriate experiences?
- How well do I respond to and feed the individual fascinations and curiosities that children have?
- To what extent do I provide meaningful opportunities for children to experience the Welsh language every day?



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Gweithgaredd / Activity

Edrychwch ar y pum llwybr datblygu, Fframwaith y Cyfnod Sylfaen a'r Meysydd dysgu (MDPh) yn y Cwricwlwm i Gymru.

Pa brif debygrwydd a gwahaniaethau allwch chi eu gweld?

Have a look at the five developmental pathways, the Foundation Phase Framework and the Areas of learning (AOLEs) in the Curriculum for Wales.

What main similarities and differences can you see?



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Cyfeiriadau ac adnoddau ychwanegol

References and additional resources

[Foundation Phase: nursery support from NDNA Cymru – NDNA](#)

Loose parts play [Wales-Introduction-to-Loose-Parts-Play-Factsheet.pdf \(ndna.org.uk\)](#)

Play and play-based learning MODULE [View - Hwb \(gov.wales\)](#)

Active and Experiential Play (ESTYN)

[High quality outdoor learning and experiences | Estyn \(gov.wales\)](#)

[Estyn%20Active%20and%20experiential%20learning E Accessible 1.pdf \(gov.wales\)](#)

The Education Hub, New Zealand, entitled [What role should I take in children's play to best support learning?](#) (2021).

MacNaughton, & Williams, G. (2004). Teaching young children : choices in theory and practice. Open University.

Burnett, & Cremin, T. (2018). *Learning to teach in the primary school* (Burnett & T. Cremin, Eds.; Fourth edition.). Routledge.

Grigg, & Lewis, H. (2016). *A-Z of Learning Outside the Classroom*. Bloomsbury Publishing.

Siraj, I., & Kingston, D. (2014). *An independent stocktake of the Foundation Phase in Wales. Final Report*. Welsh Assembly Government.

White. (2014). Playing and learning outdoors : making provision for high quality experiences in the outdoor environment with children 3-7 (2nd ed.). Routledge





Cysylltiadau â Safonau SAC

- Addysgeg – Hyrwyddo Dysgu

Cyd-destunau bywyd go
iawn, dilys

Mae'r athro'n arddangos dealltwriaeth o ddefnyddio cyd-destunau bywyd go iawn dilys ar gyfer dysgu, a hynny fel rhan naturiol o'r profiad dysgu. Mae hyn yn ehangu profiad diwylliannol, ieithyddol, crefyddol ac economaidd-gymdeithasol y dysgwr, ac yn rhoi enghreifftiau ymarferol o gysyniadau a haniaethau.



Links to QTS Standards

- Pedagogy - Advancing Learning

Real life, authentic
contexts

The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.