



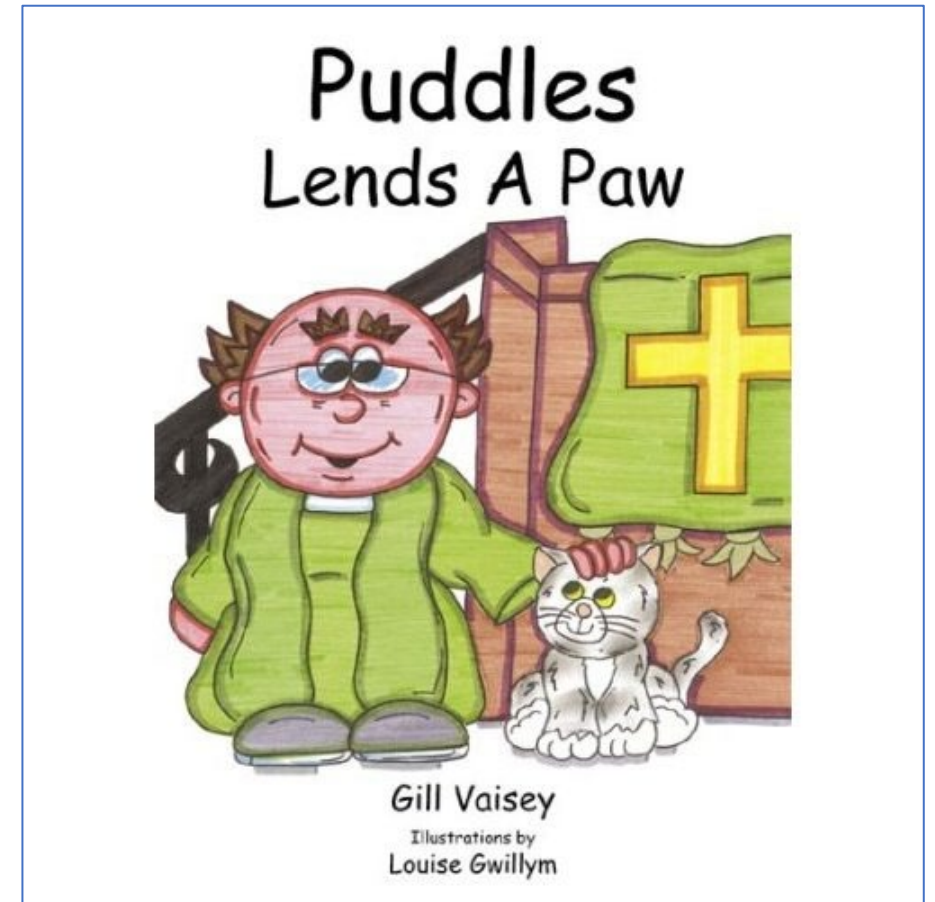
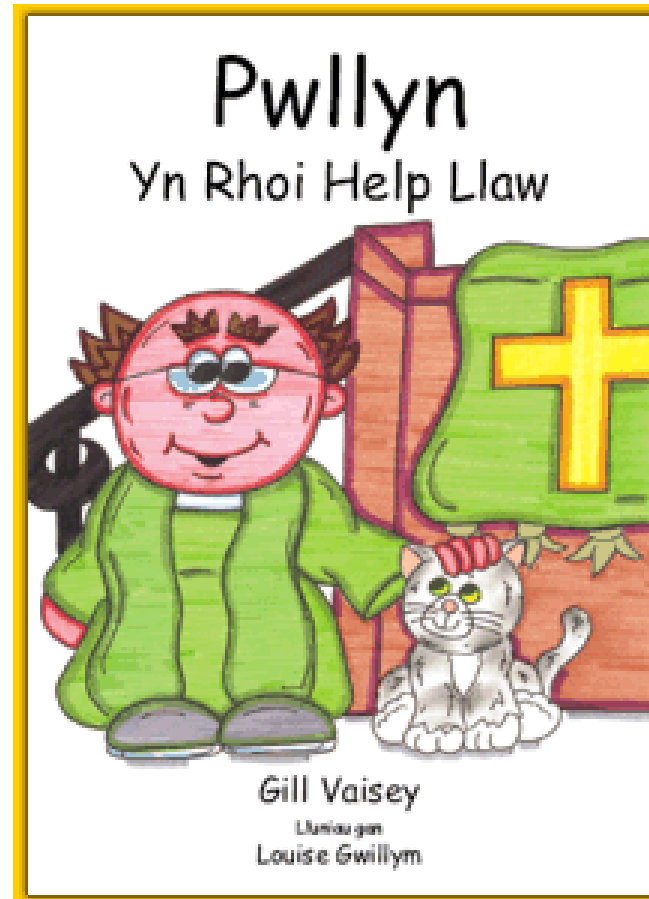
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Ymweliad ag eglwys

- Archwilio gyda Pwllyn rhai o'r **nodweddion** a grybwyllir yn y llyfr - drws mawr crwm, y pulpud, y seddau, yr organ, y rhaffau cloch ac ati.
- Gall Pwllyn weithredu fel **ysgogiad** i archwilio nodweddion eraill a sut y maent yn cael eu defnyddio - '**Beth chi'n meddwl y byddai Pwllyn hoffi gwybod...?**'

A church visit

- Explore with Puddles some of the **features** mentioned in the book – big arched door, the pulpit, the pews, the organ, the bell ropes etc.
- Puddles can act as a **stimulus** to explore other features and how they are used – '**what do we think she would like to find out about?**'





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Gweithgareddau Chwarae Rôl

Role play activities

- Plant yn chwarae rôl gwasanaethau gan gynnwys dewis rhifau emynau, canu'r organ a chanu emynau.
- Gwneud croesau a ffenestri lliw i ychwanegu at eu heglwys.
- Cynnwys y Parchedig Pedr Puw a Pwllyn y gath yn eu heglwys gan ychwanegu at eu chwarae dychmygus (doliau, teganau meddal, llyfrau mawr)
- Children role-playing services including selecting hymn numbers, playing the organ and singing hymns.
- Making crosses and stained-glass windows to add to their church.
- Rev. Freddie Fisher and Puddles the cat to include in their church adding to their imaginative play (dolls, soft toys, big books)



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Creu 'ardal chwarae-rôl' ar y llyfr/eglwys Creating a 'role-play corner' based on the church visit/ the book

- Lectern ar gyfer y Beibl, pulpud, organ, emyn-fwrdd, seddau, recordiad sain o glychau eglwys a rhai emynau, taflenni cerdd, llyfrau emynau, bwrdd a lliain, croesau mynediad mawr 'drws bwaog', blodau, fâs, kannwyll ac ati ar gyfer eu gosod ar yr allor.
- Ychwanegwch Parch Pedr Puw a Pwlllyn fel y gall y disgyblion chwarae rôl y stori a mwynhau chwarae creadigol.
- Lectern for the Bible, a pulpit, an organ, hymn-board, pews, an audio recording of church bells and some hymns, music sheets, hymn books, table and cloth, big 'arched door' entrance crosses, some flowers, a vase, candle etc. for arranging on an altar.
- Add the Rev Fisher and Puddles so that the pupils can role play the story and enjoy creative play.



Gweithgareddau gyda Pwllyn

Activities linked to Puddles

- Pwllyn i **fynd adref gyda'r disgyblion** ar y penwythnosau. Gall hi wedyn dod yn ôl i'r ysgol a dweud wrth y lleill am ei anturiaethau. Ymweliadau eglwys... Penwythnos... Ffotograffau...
- Pwllyn 'anifail anwes y dosbarth' y - disgyblion i fod yn gyfrifol am roi bwyd a dŵr iddi; basged gath, gofleidio, Pwllyn yn **cysuro'r** plant.
- Puddles to go home with pupils at the weekends. She can then come back to school and tell the others about her **adventures**. Weekend church visits... Photographs...
- Puddles the '**class pet**' – pupils to be responsible for giving her food and water; cat basket; cuddles; Puddles as **comforter**.



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Gweithgareddau – Parch Pedr Puw

Activities with Rev Fisher

- Gwisgo y Parch Pedr Puw yn ei urddwisgoedd.
- Ymweliad gan y ficer lleol.
- Y Gadair Goch - un disgybl i fod yn Pedr ac ateb cwestiynau y disgyblion eraill
- Dress Rev. Fisher in his vestments.
- Visit by the local vicar.
- Hot Seating- one pupil to become Rev Fisher and answer questions of the other pupils



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AoLEsGweithgareddau hwyliog eraill ... MDaPh eraill Other fun activities... links across AoLEs

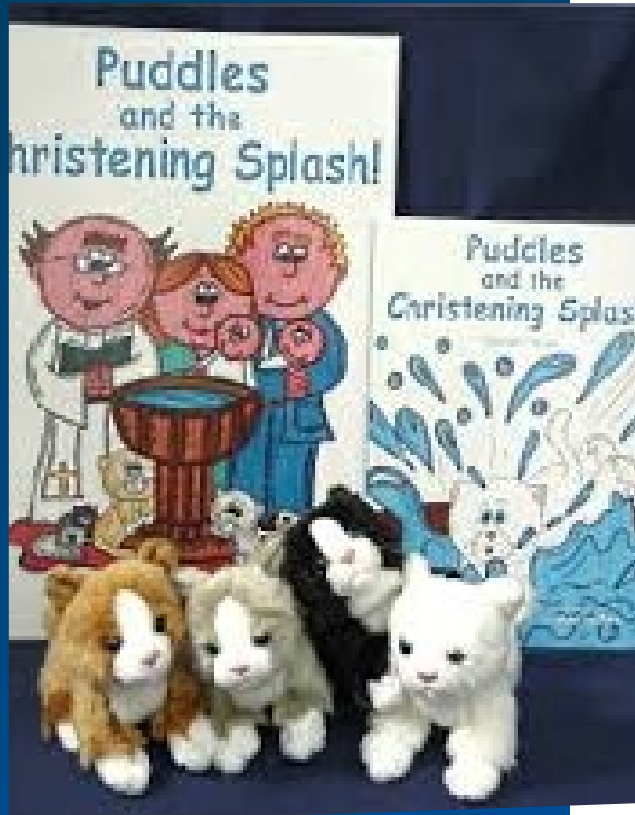
- **Gwneud**: bisgedi ffenestri gwydr lliw;
- Creu model o eglwys gyda'r holl ddodrefn wedi'u gwneud o ddeunyddiau ailgylchu (doliau maint tŷ dol);
- Gwneud croesau a gweithio allan sut i wneud iddyn nhw sefyll i fyny (datrys problemau!);
- **Creu** llyfr dosbarth o'r plant yn yr eglwys leol
- Adeiladu eglwysi yn yr ardal adeiladu, ayyb.
- **making**: stained-glass window biscuits;
- a model church complete with all the furniture made from junk materials (dolls house sized);
- making crosses and working out how to make them stand up (problem solving!);
- **creating** a class book of the children at the local church
- building churches in the construction area etc.

Beth mae nhw'n
ddysgu?

What are they
learning?



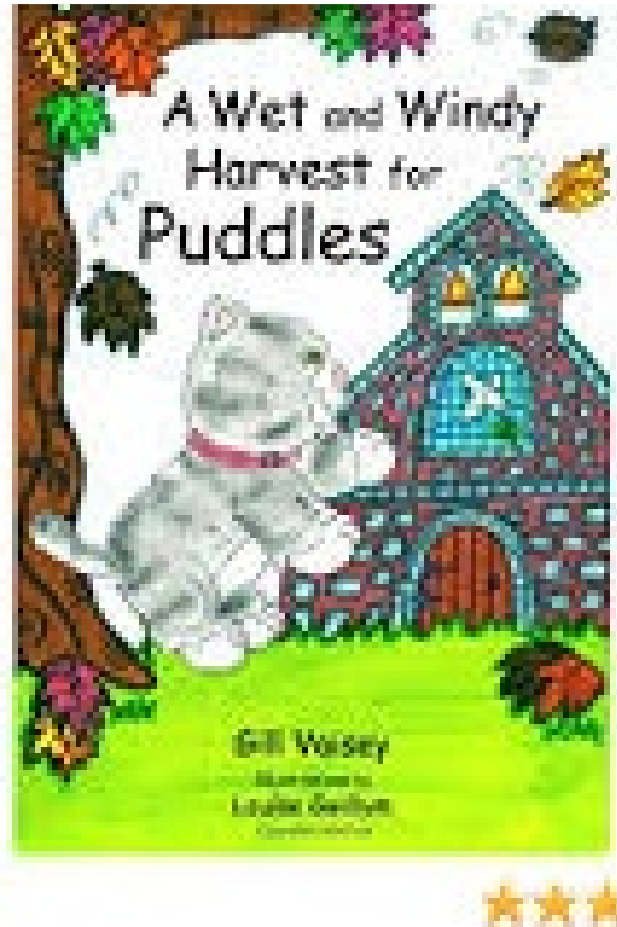
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<https://www.youtube.com/watch?v=kTzd6aI4cVE&feature=youtu.be>

Puddles visiting Llansteffan Church
Pwllyn yn ymweld ag Eglwys Llansteffan

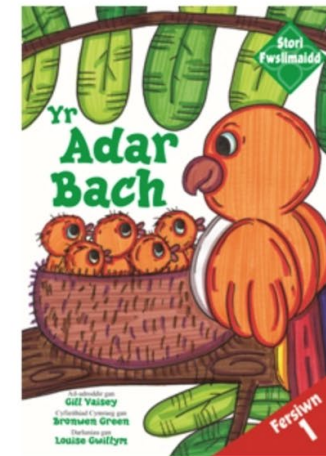


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Religion, Values and Ethics In The Curriculum for Wales (2022)

Suggestions for developing age appropriate religion and worldviews education RVE for 3 – 7 years	Links with the Curriculum for Wales Extracts from the Statements of What Matters	Curriculum for Wales Progression Steps
Who's responsible for the natural world? How do I interact with the natural world? What do I and other people believe about the natural world? Provide opportunity for children to develop curiosity and a sense of awe and wonder, mystery and spirituality connected with the natural world e.g. through direct experience of being outside in a variety of weather conditions and seasons, first-hand experience with animals and birds, and through video, photographs, and books Consider and reflect upon their own experiences and views about the natural world – their likes and dislikes, their interaction with living things – animals and nature, and their thoughts and feelings about responsibility towards the environment. Hear and become familiar with stories, messages, actions and thoughts from different faith traditions about care for the natural world e.g. use The Tiny Ants and /or Seven New Kittens story book and cross-curricular activity packs to explore and respond to Muslim beliefs about caring for the natural world. Use The Baby Birds book and puppet set to encourage thinking about the importance of careful actions towards living creatures. Begin to understand and appreciate that some people believe God created the world. Appreciate that some people care for the natural world because of their belief that God created it and gave responsibility to humans to care for it.	3. Our natural world is diverse and dynamic, influenced by processes and human actions. Experiencing the wonder of the natural world can contribute to learners' spiritual development and well-being, and can help to cultivate a sense of place and sense of belonging, as embodied in the Welsh word cynefin. Nurturing curiosity can help learners understand and appreciate how and why places, landscapes and environments in their locality and elsewhere in Wales, as well as in the wider world, are changing. This in turn will enable learners to identify what makes places and spaces distinct, and to develop an awareness of the interconnections between humans and their environment in both contemporary and historical contexts. Consequently, learners will be in a better position to make connections between the past and present, and to consider possible futures. Developing an understanding of how human actions in the past and present can affect interrelationships between the natural world and people will heighten learners' awareness of how the future sustainability of our world is influenced by the impact of those actions. It will also encourage learners to understand, as producers and consumers, their own impact on the natural world. In addition, an exploration of a range of beliefs, philosophies and worldviews about the natural world can help learners realise how these influence people's interactions with the world.	Progression Step 1 I am beginning to recognise the effects that I have on the natural world. I can recognise why places are important to me. I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me. Progression Step 2 I can describe how people and the natural world may impact on each other. I can describe how places, spaces, environments and landscapes are important to different people and for different reasons.

