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

Yr Athrofa
Centre *for* Education
Addysg i Gymru | Education for Wales

APLP
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Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

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Datblygiad Corfforol

Physical Development

Datblygiad Corfforol Physical Development

Datblygiad corfforol

- Mae datblygiad corfforol yn cyfeirio at sgil a pherfformiad y corff. Gellir rhannu'r maes hwn yn ddau brif faes at ddibenion datblygiad plant:
- sgiliau echddygol bras – mae'r rhain yn defnyddio'r cyhyrau mawr yn y corff ac yn cynnwys cerdded, rhedeg, dringo, ac ati.
- sgiliau echddygol manwl – gellir eu rhannu'n ddau grŵp:
  – sgiliau llawdrin bras, sy'n cynnwys symudiadau aelodau sengl o'r corff, e.e. taflu
  – sgiliau llawdrin manwl, sy'n cynnwys defnydd manwl gywir o ddwylo a bys, e.e. tynnu llun neu gau botwm, gweithio gyda 'darnau rhydd'.
- Mae'r sgiliau echddygol hyn yn gweithio gyda'i gilydd i sicrhau cydsymud.

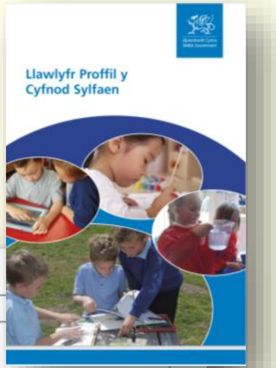
Physical development

- Physical development refers to the skill and performance of the body. This area can be divided into two main areas for child development purposes:
- gross motor skills – these use the large muscles in the body and include walking, running, climbing, etc.
- fine motor skills – can be divided into two groups:
  – gross manipulative skills, which involve single limb movements, e.g. throwing
  – fine manipulative skills, which involve precise use of hands and finger, e.g. drawing or doing up a button, working with 'loose parts'.
- These motor skills work together to give coordination.

Gosod y sylfeini ar gyfer Llythrennedd Corfforol yng Nghymru

Laying the foundations for physical literacy in Wales

Wainright_etal_PESP2018_Laying_the_foundations_for_physical_literacy_in_Wales.pdf



Delweddau ar gyfer gafaelion gwahanol.

Deilliant	Sut y gallai edrych	
Arian/Aur		
Deilliant 1: Gafaelion derbyniol		
Deilliant 1: Gafaelion y dylid annog plant i'w hosgoi		Mae'r gafaelion hyn yn aneffeithlon a dylid annog plant i'w hosgoi.
Deilliant 2/3: Gafaelion derbyniol		Ar y cam hwn, mae symudiad yr offer ysgrifennu yn cael ei reoli gan symudiad yr arddwrn a'r bysedd yn hytrach na blaen y bysedd.
Deilliant 2/3: Gafaelion y dylid annog plant i'w hosgoi		Mae'r gafaelion hyn yn aneffeithlon a dylid annog plant i'w hosgoi.
Deilliant 4/5/6: 'Gafaelion deinamig'		Mae ymchwil wedi dangos bod y rhain i gyd yn ffyrdd effeithlon o ysgrifennu'n ddealladwy ac yn rhugl. Maent yn ysgrifennu tebyg i oedolyn. Ar y cam hwn, mae symudiad yr offer ysgrifennu yn cael ei reoli gan symudiad blaen y bysedd, gyda'r llaw, arddwrn, penelin ac ysgwydd i gyd wedi eu sefydlogi.

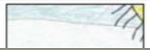
Cydsymudiad (Proffil Cryno)

Mae'r ffrâm sgil hon yn asesu cydbwysedd deinamig a chydsymudiad bras y corff i ffurfio cydsymudiad. Mae cydsymudiad yn datblygu'n gyffredinol o ganol y corff tuag at allan ac o'r pen i'r cynffon. Bydd ymarferwyr yn sylwi bod diffyg llyfnder pan fydd plant yn rhoi symudiadau at ei gilydd am y tro cyntaf i ffurfio dilyniant, e.e. dringo a neidio. Maent yn amlwg yn gwneud symudiadau ar wahân. Pan fydd plant yn dysgu sgil echddygol newydd bydd rhaid iddynt feddwl yn aml am y symudiadau y maent yn eu gwneud. Gydag ymarfer ac aeddfedrwydd, bydd angen meddwl llai a llai am y symudiadau a daw'r ffordd y mae plant yn uno eu symudiadau yn fwyfwy llyfn (rhwydd) a hyderus ac o dan reolaeth, hyd yn oed pan fydd newidiadau i'w hamgylchedd y mae'n rhaid rhoi sylw iddynt, megis plant eraill yn rhedeg o gwmpas.

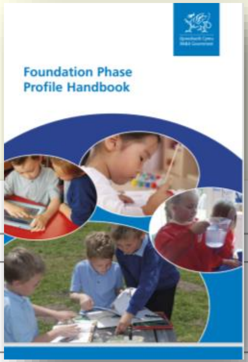
Ochr yn ochr ag olrhain datblygiad y sgiliau hyn, mae arsylwadau ar gyfer y ffrâm sgil hon yn canolbwyntio ar ddangos a yw plant yn gallu cyfuno symudiadau'n hawdd i greu 'dilyniannau echddygol'. Gallai arsylwadau ddigwydd wrth chwilio yn yr awyr agored, amser rhydd neu amser egwyl. Nid oes rhaid i 'offer' fod yn offer campfa ffurfiol, gall fod yn foncyff neu deiars yn yr iard chwarae.

	Mae plant yn gallu:	Gellir arsylwi ar blant yn:
Efydd	cropian neu symud fel arall yn dda a thynnu i sefyll trwy ddefnyddio'r dodrefn.	cropian neu ymlusgo ar eu pen-ôl a thynnu i sefyll heb gymorth. Efallai na fyddant yn gallu eistedd i lawr eto heb syrthio.
Arian	cerdded yn dda heb gymorth.	dechrau ac aros yn ddiogel, ond gall fod ambell i gwymp, yn enwedig os ydynt yn cario rhywbeth neu'n cerdded ar wyneb anghyfarwydd.
Aur	rhedeg mewn llinell syth a phlygu neu gyrcydu i godi gwrthrych a sefyll eto heb gwympo.	rhedeg mewn llinell syth am bellter byr, gan ddechrau ac aros yn ddiogel ond gall fod ambell i gwymp, a phlygu neu gyrcydu i godi gwrthrych heb gymorth oedolyn.

Enghreifftiau o ddarluniadau

Arian		Cafodd y sgribladau hyn eu gwneud gyda symudiad ar hap – roedd y plentyn yn defnyddio ei fraich gyfan i wneud y sgribladau.
Aur		Mae'r plentyn wedi dechrau i reoli eu sgriblo a gwneud cysylltiad rhwng eu symudiadau a'r marciau ar y dudalen. Mae cromliniau, llinellau syth a dotiau yn dechrau ymddangos yn ychwanegol at sgriblo ar hap.
Deilliant 1		Roedd y sgribladau hyn yn ganlyniad i'r plentyn fwynhau symud ei ben ysgrifennu; nid yw'r plentyn yn ymddangos fel petai yn gwneud siapiau penodol eto (*e.e. sbiralau*) yn fwriadol, ond mae'r sgribladau'n dal i gynnwys amrywiaeth o linellau megis cromliniau, llinellau syth a dotiau.
Deilliant 2		Dywedodd y plentyn fod hwn yn llun o fan chwarae ar ôl iddo ei ddarlunio. Er bod o leiaf dau siâp sylfaenol yn y darlun hwn (llinellau a chylchoedd), mae wedi cael ei lefelu yn Neilliant 2 Cyfnod Sylfaen yn hytrach na Deilliant 3 Cyfnod Sylfaen am nad yw'r plentyn yn ymuno'r siapiau sylfaenol i
Deilliant 3		Mae'r llun hwn yn cysylltu dau neu dri siâp sylfaenol (llinellau syth, cylchoedd, cromliniau) at ei gilydd i gynrychioli gwrthrych. Fel sy'n nodweddiadol o luniau o bobl ar y cam hwn, dangosir y person gyda thri neu fwy o wahanol rannau o'r corff, (*e.e. corff, coesau, breichiau, llygaid, ceg*).
Deilliant 4		Mae'r llun yn cynnwys mwy na thri siâp sylfaenol, (*e.e. llinellau, cylchoedd, petryalau, trionglau*), wedi eu cysylltu â'i gilydd i ffurfio gwrthrych. Mae lluniau nodweddiadol o bobl ar y cam hwn yn cynnwys coesau, breichiau, corff ac wyneb ar wahân sydd â llygaid, trwyn a cheg. Nid yw lluniau'n dangos cymesuredd realistig a dangosir gwrthrychau'n hofran yn yr awyr.
Deilliant 5		Mae cymesuredd gwell i'r llun o'u cymharu â deilliannau cynharach. Er enghraifft, mae'r ffenestri a'r simnai yn y tŷ mewn cymesuredd bras. Nid yw'r llun yn dangos llinell sylfaen na nenlinell. Gall darluniau am y deilliant hwn barhau i edrych fel eu bod yn hofran yn yr awyr.
Deilliant 6		Mae gan y llun hwn llinell sylfaen (porfa) a nenlinell. Mae gwahanol rannau o'r llun yn gysylltiedig â'i gilydd mewn gofod yn hytrach

llawlyfr-proffil-y-cyfnod-sylfaen-diwygiwyd-medi-2017.pdf



Images for different grips

Outcome	What might it look like	
Outcome Silver/Gold		
Outcome 1: Acceptable grips		
Outcome 1: Grips to discourage		These grips are inefficient and should be discouraged.
Outcome 2/3: Acceptable grips		At this stage, movement of the writing tool is controlled by movement of the wrist and fingers rather than the finger tips.
Outcome 2/3: Grips to discourage		These grips are inefficient and should be discouraged.
Outcome 4/5/6: 'Dynamic grips'		These grips have all been shown by research to be efficient ways of writing legibly and fluently: they are a writing hold similar to that of an adult. At this stage, movement of the writing tool is controlled by movement of the finger tips, with the hand, wrist, elbow and shoulder all stabilised.

Coordinated movement (Compact Profile)

This skill ladder assesses children's dynamic balance and gross body coordination to form coordinated movement. Coordinated movement generally develops from the centre of the body outward and from head to tail. Practitioners will notice that when children first join movements together to form a sequence, e.g. climbing and jumping, there is a lack of fluidity and they are clearly doing separate movements. When children learn a new motor skill they often have to think about the movements that they make. With practice and maturation, movements require less and less thought as the joining of children's movements becomes increasingly fluid, confident and controlled; even when there are changes to their environment to accommodate, such as other children running around.

Alongside tracking the development of these skills, observations for this skill ladder should focus on whether children are able to combine movements easily into 'motor sequences'. Observations might take place during outdoor exploration, free-play or break time; equipment does not have to be formal gym equipment, it might be a tree stump or a tyre in the playground.

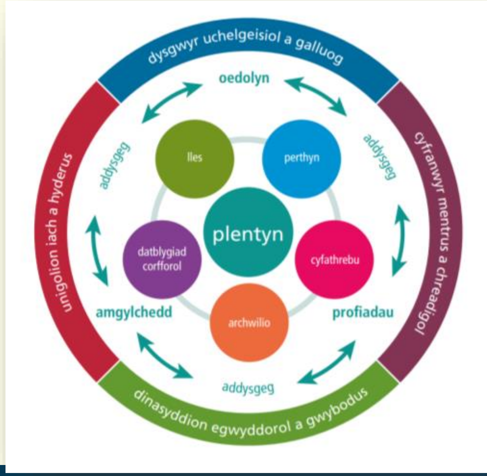
	Children are able to:	Children may be observed:
Bronze	crawl or otherwise get around well and pull up to standing position using furniture.	crawling or shuffling on their bottom and pulling up to standing without help. They may not yet be able to sit down without falling.
Silver	walk competently without help.	starting and stopping safely but there may be occasional falls, especially if they are carrying something or walking on an unfamiliar surface.
Gold	run in a straight line and bend or squat to pick up an object and stand up again without falling.	running in a straight line for a short distance, starting and stopping safely but there may be occasional falls; and bending or squatting down to pick up an object without the support of an adult.
Outcome 1	run in a straight line, stopping and starting with ease avoiding	increasingly controlled coordinated large body movements and these may include running, stepping, rolling, or jumping.

Examples of drawings

Silver		These scribbles were done with a random motion – the child used their whole arm to make the scribbles.
Gold		The child has started to gain control over their scribbles and to make a connection between their movements and the marks on the page. Curves, straight lines and dots start to appear in addition to random scribbling.
Outcome 1		These scribbles were the result of the child enjoying moving their pen; the child did not yet appear to draw particular shapes (*e.g. spirals*) intentionally but the scribbles still included a variety of lines such as curves, straight lines and dots.
Outcome 2		The child said that this is a picture of a play area after they had drawn it. Although there are at least two basic shapes in this drawing (lines and circles), it has been levelled at Foundation Phase Outcome 2 rather than Foundation Phase Outcome 3 because the child did not join up the basic shapes to represent particular objects.
Outcome 3		This drawing joins together two or three basic shapes (straight lines, circles, curves) to represent an object. As is typical for drawings of people at this stage, the person is shown with three or more different body parts (*e.g. body, legs, arms, eyes, mouth*).
Outcome 4		The drawing involves more than three basic shapes (*e.g. lines, circles, rectangles, triangles*) joined together to form an object. Typically drawings of people at this stage include legs, arms, body and a separate face which has eyes, nose and a mouth. Drawings do not show realistic proportions and are shown floating in space.
Outcome 5		The drawing is better in proportion than in earlier outcomes. For example, the windows and chimney in the house are broadly in proportion. The drawing does not show a baseline or skyline. Drawings at this stage may still be shown floating in space.

foundation-phase-profile-handbook-revised-september-2017.pdf

Cwricwlwm ar gyfer lleoliadau meithrin a ariennir nas cynhelir



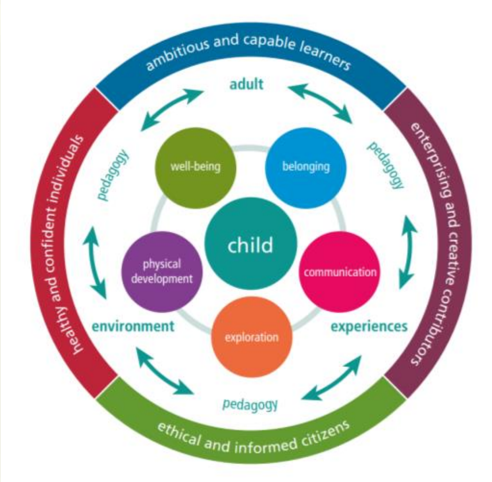
Datblygiad corfforol

Mae gan blant angen naturiol i symud, neu gael eu symud, ac i symud gwrthrychau a'u trin a'u trafod, yn aml dro ar ôl tro, fel rhan o'u datblygiad. Mae hyn yn golygu defnyddio sgiliau motor bras a manwl. Daw'r symudiadau motor 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.

Mae angen i mi:	Rwy'n dysgu sut i:	Mae fy natblygiad corfforol yn cael ei gyfoethogi gan:
• fynegi fy hun mewn gofodau bach a mawr • symud y tu mewn i wrthrychau ac o'u cwmpas, y tu mewn a'r tu allan • symud mewn amrywiaeth o ffyrdd er mwyn helpu i ddatblygu fy sgiliau motor bras • datblygu fy sgiliau motor manwl mewn profiadau go iawn • profi fy ngalluoedd, herio fy hun yn gorfforol ac archwilio'r hyn y galla i ei wneud â fy nghorff • gallu dewis sut, pryd a ble i symud • bod yn chwilfrydig ynglŷn â'r ffordd y galla i ryngweithio'n gorfforol â'r byd o'm cwmpas.	• gydsymud • symud yn ddiogel • cadw cydbwysedd • symud ar amrywiaeth o arwynebau • cydsymud fy nwylo a fy llygaid • taflu a dal gwrthrychau • mentro wrth chwarae'n gorfforol • trin a thrafod gwrthrychau llai ac archwilio eu priodweddau • cynllunio fy symudiadau a gwneud penderfyniadau amdanyn nhw • dyfalbarhau a datblygu fy ngwydnwch.	• brofiadau dilys bywyd go iawn yn y byd naturiol • amgylchedd dysgu sy'n cynnig cyfleoedd dyddiol i ddatblygu fy sgiliau motor bras a manwl • cyfleoedd i ddatblygu fy ngallu i gydsymud a chryfder craidd fy nghorff • cyfleoedd i deimlo llawenydd wrth wneud gweithgarwch corfforol • amgylchedd cynhwysol sy'n fy helpu i symud a bod yn egnïol • oedolion cefnogol sy'n fy annog i fesur a rheoli risgiau a herio fy hun • cyfleoedd i brofi cerddoriaeth, dawns a gemau gan ddefnyddio delweddau, sain a fideo • cyfleoedd i archwilio cysyniadau, gan gynnwys maint, siâp, patrwm, rhythm a safle, yn fy symudiadau corfforol.

A curriculum for funded non-maintained nursery settings



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.

I need to:	I am learning to:	My physical development is enhanced by:
• express myself in large and small spaces • move in and around objects, indoors and outdoors • move in a variety of ways to support the development of my gross motor skills • develop my fine motor skills in real-life experiences • test out my capabilities, challenge myself physically and explore what I can do with my body • have choice over how, when and where I move • be curious about how I can interact physically with the world around me.	• co-ordinate my movements • move safely • maintain balance • move on a variety of surfaces • co-ordinate my hands and eyes • throw and catch objects • take risks in my physical play • manipulate and explore properties of smaller objects • plan and make decisions about my movement • persevere and develop my resilience.	• authentic experiences in the natural world • a learning environment that provides daily opportunities to develop both my gross and fine motor skills • opportunities to develop my co-ordination and core strength • opportunities to experience joy in my physical activity • an inclusive environment that supports me to move and be active • supportive adults who encourage me to gauge and manage risks and to challenge myself • opportunities to experience music, dance and games using images, sound and video • opportunities to explore, in my physical movements, concepts, including size, shape, pattern, rhythm and position.

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Mini Movers [Mini Movers – Simple fun activities for parents and children]

What is MiniMovers

MiniMovers is an app designed to bring families together through fun, 5-minute physical activities that can be enjoyed anytime, anywhere.

In a busy world where it's all too tempting to let screens take over your child's entertainment, Mini Movers makes it easy to enjoy positive play and movement every day.

Play is a crucial part of childhood development, helping to wire the brain and create lasting memories. With MiniMovers, playtime becomes a meaningful experience helping them lay foundations for a healthy future

Try out some of the Mini Movers Games

Mini Farm

Piggies Pudding

This game involves underarm throwing which is a complex action that develops coordination, balance and strength

Mighty Jungle

Bug Bash

This game uses a racket to hit a balloon to help develop hand-eye coordination. This is a complex action that helps wire the brain

Mega Sealife

Super Starfish

This ball chasing game develops tracking, coordination and agility. Chasing the ball and collecting is needed for fielding skills in sports.

https://minimovers.org/wp-content/uploads/2023/03/Farmyard-Mini-05-Piggies-Pudding_1.mp4

https://minimovers.org/wp-content/uploads/2023/03/Jungle-Mighty-06-Bug-Bash_1.mp4

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