

ECEY4011/C

Datblygiad holistaidd

Holistic development

Deilliannau dysgu

Learning outcomes

Erbyn diwedd y sesiwn hon, bydd myfyrwyr yn gallu:

- Egluro'r cysyniad o ddatblygiad cyfannol.
- Disgrifio prif feysydd datblygiad a sut maent yn rhyngweithio.
- Trafod ffactorau a allai ddylanwadu ar ddatblygiad a lles plant.
- Cymhwyso damcaniaethau datblygiadol i ddeall dysgu a datblygiad plant.
- Gwerthuso rôl ymarferwyr wrth gefnogi datblygiad cyfannol.

By the end of this session, students will be able to:

- Explain the concept of holistic development.
- Describe the key domains of development and how they interact.
- Discuss factors that may influence children's development and wellbeing.
- Apply developmental theories to understand children's learning and development.
- Evaluate the role of practitioners in supporting holistic development.

Beth yw datblygiad holistaidd?

What is holistic development?

Mae datblygiad cyfannol yn cydnabod bod plant yn datblygu fel unigolion cyflawn.

Mae datblygiad yn cynnwys:

- Corfforol
- Gwybyddol
- Iaith
- Cymdeithasol
- Emosiynol

Mae pob maes yn dylanwadu ar ei gilydd.

Holistic development recognises that children develop as whole individuals.

Development includes:

- Physical
- Cognitive
- Language
- Social
- Emotional

All areas influence one another.

Beth sy'n gwneud ni'n ni?

What makes us who we are?

Gan weithio mewn parau,
trafodwch:

- Pa ffactorau sy'n dylanwadu ar ddatblygiad?
- Ydyn ni'n cael ein geni fel yr ydym, neu'n cael ein llunio gan ein profiadau?
- A all datblygiad newid trwy gydol oes?

Working in pairs, discuss:

- What factors influence development?
- Are we born the way we are, or shaped by our experiences?
- Can development change throughout life?

Beth yw datblygiad dynol?

What is human development?

Mae datblygiad dynol yn cyfeirio at y newidiadau corfforol, gwybyddol, emosiynol a chymdeithasol sy'n digwydd trwy gydol oes unigolyn.

(Bornstein, 2018)

Datblygiad-

- Yn dechrau cyn geni.
- Yn parhau trwy gydol oes.
- Yn cynnwys twf, dysgu ac addasu.
- Yn cael ei ddylanwadu gan ffactorau biolegol ac amgylcheddol.

Human development refers to the physical, cognitive, emotional and social changes that occur throughout the lifespan.

(Bornstein, 2018)

Development-

- Begins before birth.
- Continues throughout life.
- Involves growth, learning and adaptation.
- Is influenced by biological and environmental factors.

Beth yw ystyr datlygiad dynol?

What does human development mean?

- Mewn grwpiau bach, ewch ati i greu fap cysyniadau gyda Datblygiad Dynol yn y canol.
- O amgylch y tu allan ychwanegwch y 4 parth; Datblygiad corfforol, Datblygiad gwybyddol, Datblygiad cymdeithasol a datblygiad emosiynol.
- Ychwanegwch eiriau allweddol/enghreifftiau o'r hyn y mae'r rhain yn ei gynnwys.
- Lluniwch gysylltiadau i ddangos sut mae datblygiad yn gysylltiedig.
- In small groups, create a concept map with Human Development in the center.
- Around the outside add the 4 domains; Physical development, Cognitive development, Social development and emotional development
- Add key words/examples of what these include
- Draw links to demonstrate how development is interconnected

Datblygiad corfforol: Her

Physical development: Challenge

- Ysgrifennwch eich enw gyda'ch llaw ân-amlwg
- Write your name with your non-dominant hand



Datblygiad corfforol

Physical development

- Twf a newidiadau corfforol
 - Sgiliau echddygol bras a mân
 - Datblygiad yr ymennydd
 - Iechyd a lles
- Growth and physical changes
 - Gross and fine motor skills
 - Brain development
 - Health and wellbeing

Pam mae hyn yn bwysig?

Why does this matter?

- Gall tasg sy'n ymddangos yn syml olygu angen cryn dipyn o gydlynw, canolbwyntio ac ymdrech.
- I blentyn sy'n cael trafferth gyda rheolaeth modur manwl, gall gweithgareddau ystafell ddosbarth bob dydd – fel ysgrifennu â llaw, torri, cau dillad neu ddefnyddio offer sy'n olygu llawer mwy o ymdrech.
- A task that appears simple can require considerable coordination, concentration and effort.
- For a child who finds fine motor control difficult, everyday classroom experiences such as handwriting, cutting, fastening clothing or using equipment may require significantly more effort.

Datblygiad gwybyddol: Her

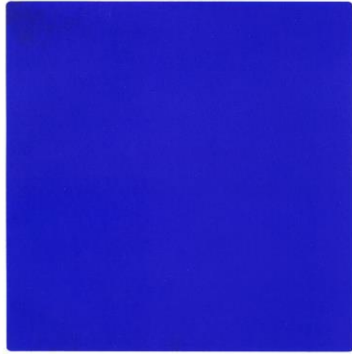
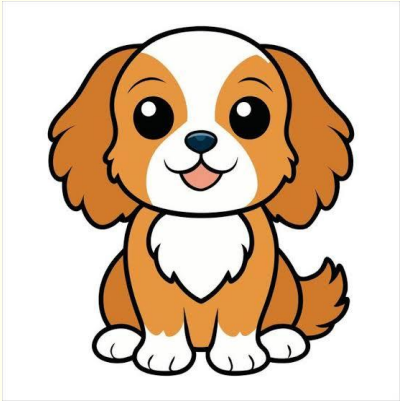
Cognitive development: Challenge

Cof gweithredol

- Ar y sleid nesaf mae lluniau o eitemau gwahanol.
- Ceisiwch gofio cymaint o eitemau â phosibl o fewn y 10 eiliad.

Working memory

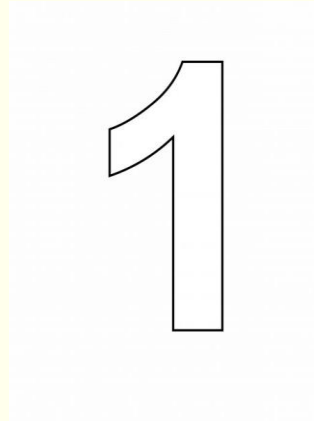
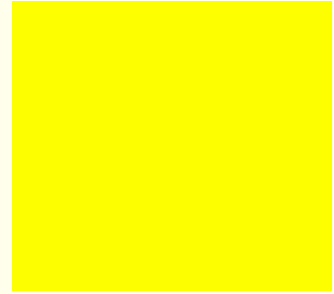
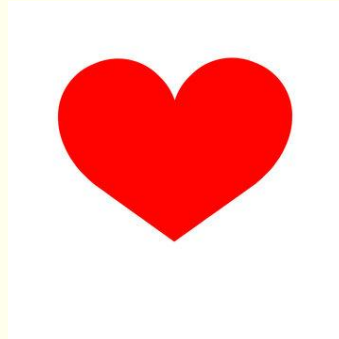
- On the next slide you'll find pictures of various items.
- Try and remember as many items as possible within the 10 seconds.



Datblygiad gwybyddol: Her

Cognitive development: Challenge

- Faint allwch chi eu cofio?
- Ysgrifennwch nhw i lawr
- Gadewch i ni drïo eto, ond y tro hwn mae'n ychydig yn anoddach
- How many can you remember?
- Write them down
- Let's try again, but this time it's a little harder



Datblygiad gwybyddol: Her

Cognitive development: Challenge

- Faint allwch chi eu cofio?
- Ysgrifennwch nhw i lawr
- Beth oedd yn gwahanol?
- A oedd y her yn anoddach?
- How many can you remember?
- Write them down
- What was different?
- Was it harder?

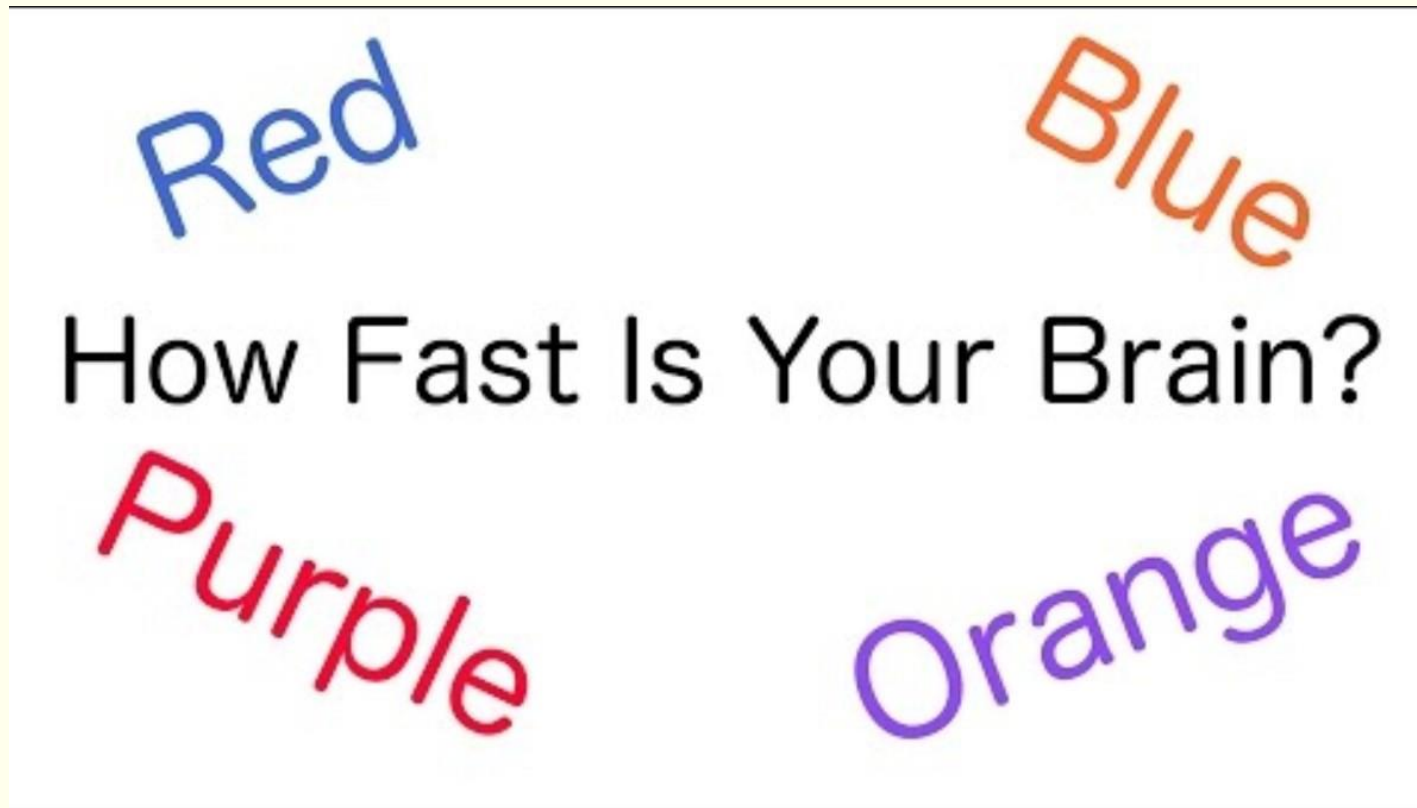
Datblygiad gwybyddol

Cognitive development

- Meddwl a rhesymu
- Dysgu a chof
- Datblygiad iaith
- Datrys problemau
- Thinking and reasoning
- Learning and memory
- Language development
- Problem-solving

Swyddogaeth weithredol – Prawf Stroop

Executive function- Stroop test



(MindfulThinks, 2017)

Swyddogaeth weithredol

Executive function

Mae swyddogaethau gweithredol yn helpu plant i:

- cadw gwybodaeth yn y cof
- gwrthsefyll pethau sy'n tynnu sylw
- saibio cyn gweithredu
- symud rhwng tasgau
- cynllunio beth i'w wneud nesaf
- dyfalbarhau pan fydd rhywbeth yn anodd
- addasu pan nad yw pethau'n mynd yn ôl y cynllun

Executive function supports children to:

- hold information in mind
- resist distractions
- pause before acting
- move between tasks
- plan what to do next
- persist when something is difficult
- adapt when something does not go to plan

Rheolaeth ataliol

Inhibitory control

- Y gallu i oedi, gwrthsefyll ymateb awtomatig a rheoli ein sylw neu ein hymddygiad.
- Pryd, yn ystod diwrnod arferol, y gofynnwn i blant ddefnyddio rheolaeth ataliol?
- The ability to pause, resist an automatic response and control our attention or behavior.
- When during an ordinary day do we ask children to use inhibitory control?

Rheolaeth ataliol

Inhibitory control

Ar ba adegau yn ystod diwrnod arferol rydym yn gofyn i blant ddefnyddio rheolaeth ataliol?

- Aros eu tro
- Peidio â gweiddi allan
- Rhannu
- Cerdded yn hytrach na rhedeg
- Dilyn rheolau gemau
- Ymdopi â rhwystredigaeth
- Anwybyddu pethau sy'n tynnu sylw
- Rhoi'r gorau i un gweithgaredd i ddechrau un arall

When during an ordinary day do we ask children to use inhibitory control?

- Waiting their turn
- Not shouting out
- Sharing
- Walking instead of running
- Following game rules
- Dealing with frustration
- Ignoring distractions
- Stopping one activity to begin another

Pam mae hyn yn bwysig?

Why does this matter?

Gall swyddogaethau gweithredol cryf gefnogi:

- Lles emosiynol trwy hunanreoleiddiol
- Lles cymdeithasol trwy berthnasoedd cadarnhaol
- Lles addysgol trwy ddysgu a chyflawniad
- Gwydnwch wrth wynebu heriau
- Helpu plant i ddatrys problemau
- Rheoli emosiynau
- Adeiladu a chynnal cyfeillgarwch

Strong executive functioning can support:

- Emotional wellbeing through self-regulation
- Social wellbeing through positive relationships
- Educational wellbeing through learning and achievement
- Resilience when facing challenges
- Help children to solve problems
- Manage emotions
- Build and maintain friendships

Datblygiad cymdeithasol

Social development

- Cyfeillgarwch a pherthnasoedd
- Sgiliau cyfathrebu
- Rhyngweithio cymdeithasol
- Deall rheolau cymdeithasol
- Friendships and relationships
- Communication skills
- Social interaction
- Understanding social rules

Damcaniaeth Erikson

Erikson's Psychosocial Theory

Mae plant yn dechrau cymharu eu hunain ag eraill.

Gall llwyddiant arwain at:

- Hyder
- Hunan-barch
- Cymhwysedd

Gall methiant dro ar ôl tro arwain at:

- Hunan-amheuaeth
- Hyder isel
- Teimladau o fod yn israddol

Children begin comparing themselves with others.

Success may lead to:

- Confidence
- Self-esteem
- Competence

Repeated failure may lead to:

- Self-doubt
- Low confidence
- Feelings of inferiority

Iaith a cyfathrebu

Language and communication

Erbyn pump oed, nid yw datblygiad iaith wedi "gorffen".

Yn ystod y cyfnod 5–11 mae plant yn parhau i ddatblygu eu gallu i:

- Ddefnyddio geirfa fwyfwy cymhleth
- Esbonio meddyliau a syniadau
- Adrodd a deall naratifau mwy manwl
- Negodi gyda chyfoedion
- Deall hiwmor, casgliadau ac iaith nad yw'n llythrennol
- Addasu cyfathrebu mewn gwahanol sefyllfaoedd
- Defnyddio iaith i gefnogi dysgu a datrys problemau

By five, language development is far from "finished".

During the 5–11 period children continue developing their ability to:

- Use increasingly complex vocabulary
- Explain thoughts and ideas
- Tell and understand increasingly detailed narratives
- Negotiate with peers
- Understand humour, inference and non-literal language
- Adapt communication for different situations
- Use language to support learning and problem-solving

Iaith a cyfathrebu: Her

Language and communication: Challenge

Rhannwch yn barau

- Bydd Person A yn cael llun syml.
- Ni ddylai Person B ei weld.
- Rhaid i Person A egluro sut i'w ail-greu heb ei ddangos, tra bod Person B yn ceisio ei dynnu.

Split into pairs

- Person A will receive a simple picture.
- Person B should NOT see it.
- Person A has to explain how to recreate it without showing it whilst Person B attempts to draw it.

Pam mae hyn yn bwysig?

Why does this matter?

Mae plant yn defnyddio iaith i:

- ofyn am gymorth
- trafod sut i chwarae
- esbonio syniadau
- datrys anghytundebau
- deall cyfarwyddiadau
- dweud wrth eraill beth sydd ei angen arnynt
- creu a chynnal cyfeillgarwch
- dangos yr hyn maen nhw'n ei wybod

Children use language to:

- ask for help
- negotiate play
- explain ideas
- resolve disagreements
- understand instructions
- tell others what they need
- make and maintain friendships
- demonstrate what they know

Datblygiad emosiynol

Emotional development

- Deall teimladau
- Rheoleiddio emosiynol
- Hunan-barch
- Empathi a gwydnwch
- Understanding feelings
- Emotional regulation
- Self-esteem
- Empathy and resilience

Pam y gallai dau blentyn o'r un grŵp
oedran ddatblygu'n wahanol?
Why might two children of the same
age group develop differently?

Yr un oedran, yr un gallu?

Same age, same ability?

Gall dau blentyn fod yn **8 oed** ond bod â gwahaniaethau mawr yn eu:

- Profiadau
- Perthnasoedd
- Diddordebau
- Cryfderau
- Sgiliau cyfathrebu
- Hyder
- Proffiliau datblygiadol
- Cyfleoedd
- Anghenion cefnogi

Two children can both be **8 years old** but have very different:

- Experiences
- Relationships
- Interests
- Strengths
- Communication skills
- Confidence
- Developmental profiles
- Opportunities
- Support needs

Datblygiad yn gydgysylltiedig

Development is interconnected

- Nid yw meysydd datblygiad yn digwydd ar wahân.
- Gall newid mewn un maes ddylanwadu ar feysydd eraill.

Er enghraifft:

Mae plentyn yn datblygu sgiliau iaith



Yn gallu cyfathrebu ag eraill yn haws



Yn datblygu perthnasoedd



Yn gallu mynegi anghenion ac emosiynau



Gall hyn gefnogi lles

- Developmental domains do not occur in isolation.
- Change within one domain can influence development within others.

For example:

A child develops language skills



Can communicate more easily with others



Develops relationships



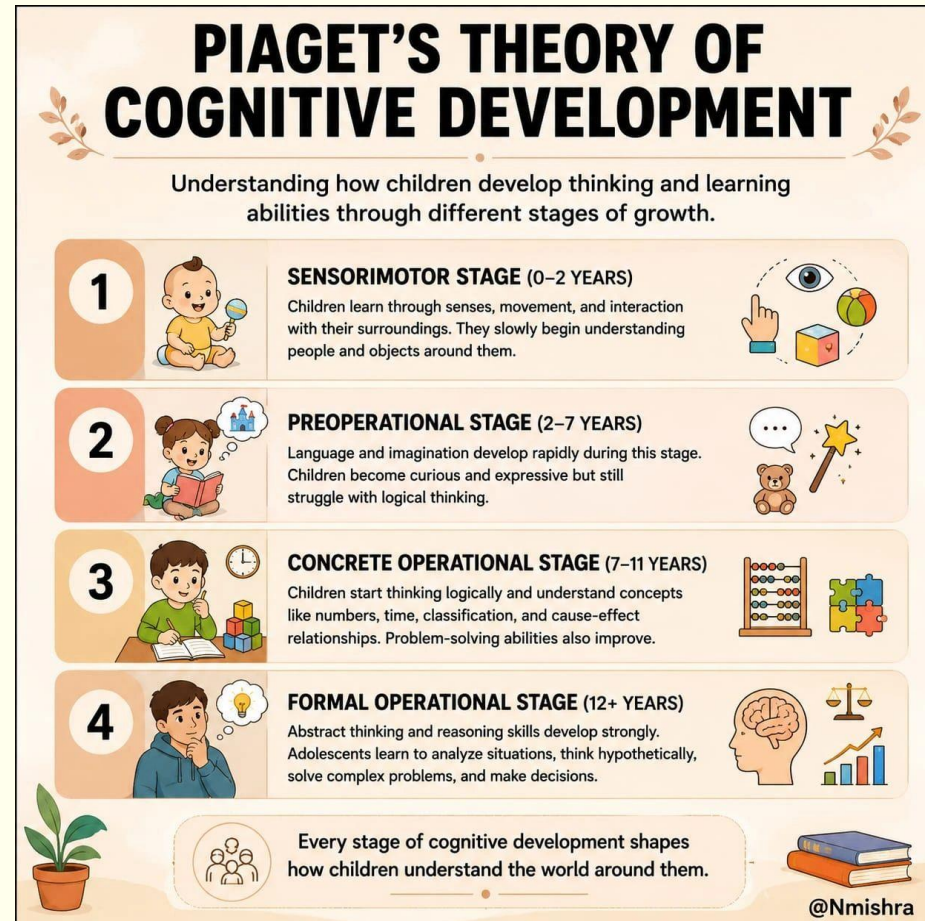
Can express needs and emotions



This may support wellbeing

Camau datblygiad- Jean Piaget

Stages of development- Jean Piaget



(Mishra, 2026)

Camau datblygiad- Jean Piaget

Stages of development- Jean Piaget

Roedd Piaget yn gweld plant fel dysgwyr gweithredol sy'n adeiladu eu dealltwriaeth o'r byd.

Piaget viewed children as active learners who construct their understanding of the world.

Datblygodd y cysyniadau o:

- Sgemâu
Fframweithiau meddyliol sy'n helpu i drefnu gwybodaeth.
- Cymhathu
Defnyddio gwybodaeth sydd eisoes gennym i ddeall profiad newydd.
- Cymhwyso
Newid ein dealltwriaeth bresennol pan nad yw gwybodaeth newydd yn ffitio.

He developed concepts including:

- Schemas
Mental frameworks that help organise information.
- Assimilation
Using existing knowledge to understand a new experience.
- Accommodation
Changing existing understanding when new information does not fit.

(Berk, 2022)

Beth sydd wedi digwydd?

What has happened?

- Dychmygwch fod plentyn ifanc wedi datblygu sgema ar gyfer CI.
- Mae gan gŵn bedair coes, ffwr, cynffon a chlustiau.
- Un diwrnod, maen nhw'n gweld buwch ac yn gweiddi "CI!"

- Imagine a young child has developed a schema for **DOG**.
- Dogs have four legs, fur, a tail and ears.
- One day they see a cow and shout "**DOG!**"

What has happened?

Beth sydd wedi digwydd?



(Dogs Trust, no date)



(A-Z Animals, no date)

Cymhathu

Assimilation

- Mae'r plentyn wedi ceisio ffitio'r anifail newydd i mewn i sgema sy'n bodoli eisoes.

Yn y pen draw, maen nhw'n dysgu:

- Nid ci yw hwn. Buwch ydyw.
- Mae'n rhaid i'w dealltwriaeth bresennol newid.

Cymhwyso

- The child has tried to fit the new animal into an existing schema.

Eventually they learn:

- This isn't a dog. It's a cow.
- Their existing understanding has to change.

Accommodation

Pa gam?

Which stage?

Nodwch pa un o bedwar cam Piaget y mae pob enghraifft yn ei gynrychioli/ Identify which of Piaget's four stages each example represents

A

- Mae baban yn archwilio gwrthrych drwy ei afael, ei ysgwyd a'i roi yn ei geg.
- A baby explores an object by grasping, shaking and mouthing it.

B

- Mae plentyn 4 oed yn defnyddio blwch cardbord fel castell wrth chwarae.
- A 4-year-old uses a cardboard box as a castle during play.

Pa gam?

Which stage?

Nodwch pa un o bedwar cam Piaget y mae pob enghraifft yn ei gynrychioli/ Identify which of Piaget's four stages each example represents

C

- Mae plentyn 9 oed yn gallu trefnu gwrthrychau yn ôl maint a deall bod maint hylif yn aros yr un fath pan gaiff ei dywallt i gynhwysyddgwahanol.
- A 9-year-old can order objects by size and understand that the amount of liquid remains the same when poured into a different container.

D

- Gall person ifanc ystyried cwestiwn damcaniaethol a thrafod nifer o atebion posibl.
- A young person can consider a hypothetical question and discuss several possible answers.

Pam mae hyn yn bwysig?

Why does this matter?

Mae damcaniaeth Piaget yn helpu ymarferwyr i:

- Gymharu gweithgareddau â galluedd datblygiadol.
- Deall sut mae plant yn meddwl.
- Cydnabod bod dysgu yn datblygu dros amser.
- Cynllunio profiadau sy'n briodol i'r oedran.

Piaget's theory helps practitioners:

- Match activities to developmental abilities.
- Understand how children think.
- Recognise that learning develops over time.
- Plan age-appropriate experiences

Camau datblygiad- Jean Piaget

Stages of development- Jean Piaget

Piaget proposed that children develop through a series of predictable, sequential stages of cognitive development, with each stage characterised by increasingly complex ways of thinking. (Piaget, 1952)

Scaffoldio- Lev Vygotsky

Scaffolding- Lev Vygotsky

Dadleuodd Vygotsky fod dysgu'n digwydd trwy ryngweithio cymdeithasol.

Vygotsky argued that learning occurs through social interaction.

Tasg – Sgaffaldio yn ymarferol

- Mae un myfyriwr yn "ddysgwr" ac un yn "gynorthwydd".
- Rhaid i'r dysgwr dynnu llun tŷ syml heb edrych ar y bwrdd.
- Dim ond cyfarwyddiadau llafar y gall y cynorthwydd eu defnyddio i ddisgrifio'r tŷ sydd o'i flaen.
- Mae genych 1 funud.

Task- Scaffolding in practice

- One student is the "learner" and one is the "helper".
- The learner must draw a simple house without looking at the board.
- The helper can only use verbal instructions to describe the picture in front of them.
- You have 1 minute.

Scaffoldio- Lev Vygotsky

Scaffolding- Lev Vygotsky

- Mae'r dysgwr yn gweithredu o fewn ei Barth Datblygiad Proximal (PCD).
 - Mae'r cynorthwydd yn darparu sgaffaldiau.
 - Wrth i gymhwysedd dyfu, caiff y gefnogaeth ei dileu'n raddol.
 - The learner operates within their Zone of Proximal Development (ZPD).
 - The helper provides scaffolding.
 - As competence grows, support is gradually removed.
- (Berk, 2022)

Scaffoldio- Lev Vygotsky

Scaffolding- Lev Vygotsky

Mae plentyn 7 oed eisiau dysgu reidio beic ond ni all ei reidio ar ei ben ei hun eto.

A 7-year-old wants to learn to ride a bicycle but cannot yet ride independently.

Mewn grwpiau, trafodwch:

- Beth gall y plentyn ei wneud heb gymorth?
- Beth allai oedolyn ei wneud i'w cefnogi?
- Pa gymorth byddai'n cael ei dynnu ymaith yn gyntaf?
- Sut olwg fyddai ar lwyddiant annibynnol?

In groups discuss:

- What can the child do without help?
- What might an adult do to support them?
- What support would be removed first?
- What would independent success look like?

Pam mae hyn yn bwysig?

Why does this matter?

Os yw ymarferwyr yn darparu gormod o gymorth:

- Efallai na fydd annibyniaeth yn datblygu.

Os ydynt yn darparu rhy ychydig o gymorth:

- Gall rhwystredigaeth godi.

Mae ymarfer effeithiol yn golygu darparu digon o gymorth i helpu rhywun i lwyddo, wrth annog annibyniaeth yn raddol.

If practitioners provide too much support:

- Independence may not develop.

If they provide too little support:

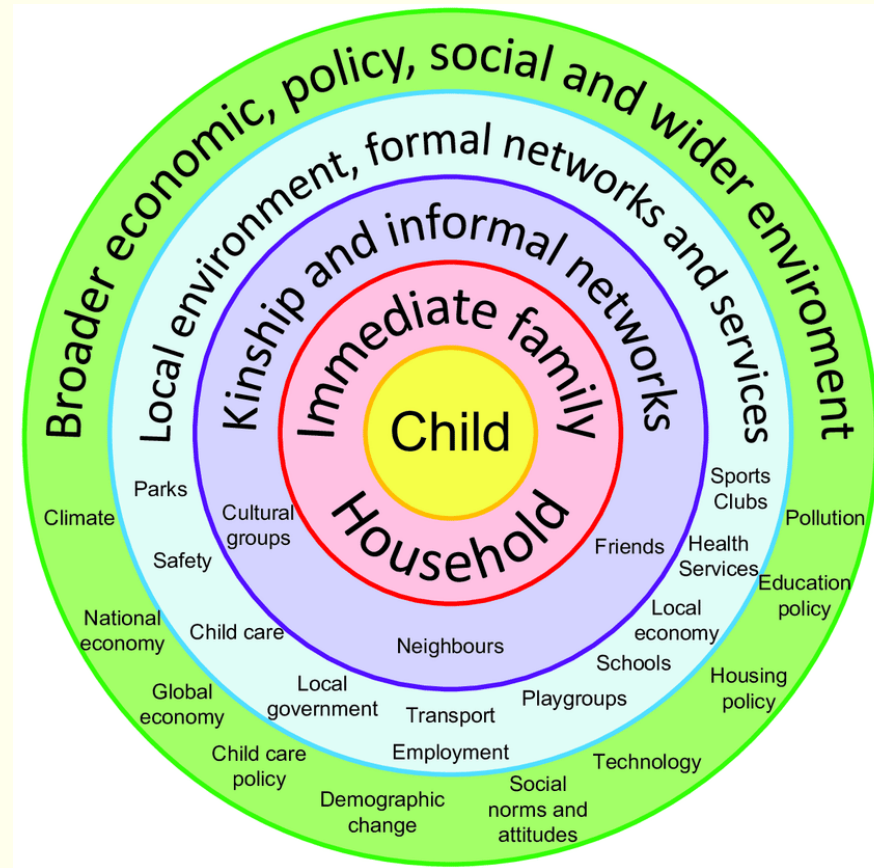
- Frustration may occur.

Effective practice involves providing enough support to help somebody succeed while gradually encouraging independence.

Damcaniaeth systemau ecolegol Bronfenbrenner

Bronfenbrenner ecological systems theory

- Chronosystem
- Macrosystem
- Exosystem
- Mesosystem
- Microsystem
- Child



(Scott, 2026)

Microsystem

Yr amgylcheddau a'r perthnasoedd uniongyrchol y mae'r plentyn yn rhyngweithio â nhw'n rheolaidd.

Enghreifftiau:

- Teulu
- Lleoliad Blynyddoedd Cynnar
- Ffrindiau a chyfoedion
- Ymarferwyr

The immediate environments and relationships that the child regularly interacts with.

Examples:

- Family
- Early Years setting
- Friends and peers
- Practitioners

Mesosystems

Y cysylltiadau a'r rhyngweithio rhwng gwahanol rannau o fywyd y plentyn.

Enghreifftiau:

- Y berthynas rhwng y cartref a'r lleoliad
- Cyfathrebu rhwng rhieni ac ymarferwyr
- Cysylltiadau rhwng teuluoedd a gwasanaethau

The connections and interactions between different areas of the child's life.

Examples:

- The relationship between home and the setting
- Communication between parents and practitioners
- Connections between families and services

Exosystem

Systemau ac amgylchiadau nad yw'r plentyn o reidrwydd yn rhan ohonynt yn uniongyrchol, ond sy'n gallu dylanwadu ar ei fywyd a'i ddatblygiad.

Enghreifftiau:

- Gwaith rhiant neu ofalwr
- Gwasanaethau lleol
- Argaeledd gofal plant
- Penderfyniadau awdurdod lleol

Systems and circumstances that the child may not directly participate in but which can still influence their life and development.

Examples:

- A parent or caregiver's employment
- Local services
- Availability of childcare
- Local authority decisions

Macrosystem

Y cyd-destun cymdeithasol, economaidd a diwylliannol ehangach sy'n amgylchynu'r plentyn.

Enghreifftiau:

- Gwerthoedd a chredoau diwylliannol
- Polisiâu'r llywodraeth
- Amodau economaidd
- Agweddau cymdeithasol tuag at blant a phlentyndod
- Deddfwriaeth

The wider social, economic and cultural context surrounding the child.

Examples:

- Cultural values and beliefs
- Government policy
- Economic conditions
- Social attitudes towards children and childhood
- Legislation

Cronosystem

Mae'r **cronosystem** yn ein hannog i ystyried **amser a newid**.

Gall profiadau, perthnasoedd ac amgylchiadau newid dros amser, a gall y newidiadau hyn ddylanwadu ar ddatblygiad a lles.

Enghreifftiau:

- Dechrau mewn lleoliad newydd
- Dechrau'r ysgol
- Symud tŷ
- Gwahanu teuluol
- Genedigaeth brawd neu chwaer
- Newid mewn cyflogaeth rhieni
- Newidiadau mewn polisi neu wasanaethau
- Digwyddiadau cymdeithasol ehangach

The **chronosystem** encourages us to consider **time and change**.

Experiences, relationships and circumstances can change over time, and these changes may influence development and wellbeing.

Examples:

- Starting a new setting
- Starting school
- Moving house
- Family separation
- Birth of a sibling
- Changes in parental employment
- Changes in policy or services
- Wider social events

Rôl yr oedolyn

The role of the adult

- Mae rhyngweithiadau cadarnhaol gyda oedolion yn helpu plant i teimlo, beth?
- Positive interactions with adults can help children feel, what?

Rhestr cyfeirnod

Reference list

- Bornstein, M.H. (2018) *The SAGE Encyclopedia of Lifespan Human Development*. Thousand Oaks, CA: Sage
- Berk, L.E. (2023) *Development Through the Lifespan*. 8th edn. Harlow: Pearson.
- Department for Education (2024) *Statutory Framework for the Early Years Foundation Stage*. London: DfE.
- Center on the Developing Child, Harvard University (2024) *Executive Function & Self-Regulation*. Available at: <https://developingchild.harvard.edu> (Accessed: 17 October 2026).
- MindfulThinks (2017) *How Fast Is Your Brain? The Stroop Test* [YouTube video]. Available at: <https://www.youtube.com/watch?v=gjesfzWozo4> (Accessed: 17 October 2026)
- Mishra, N. (2026) *Piaget's Theory of Cognitive Development* [Infographic]. Available at: [URL] (Accessed: 17 October 2026).