

ECEY4011/C

Y 1000 diwrnod cyntaf

The first 1000 Days

Deilliannau dysgu

Learning outcomes

Erbyn diwedd y sesiwn hon bydd myfyrwyr yn gallu:

- Esbonio pwysigrwydd y 1000 diwrnod cyntaf mewn datblygiad plant.
- Disgrifio'r prif ffactorau sy'n dylanwadu ar ddatblygiad yn ystod y cyfnod cyn geni a babandod.
- Trafod sut mae ymlyniad, perthnasoedd ymatebol a phrofiadau cynnar yn dylanwadu ar ddatblygiad.
- Cymhwyso damcaniaethau datblygiad i ymarfer blynyddoedd cynnar.
- Nodi rôl ymarferwyr blynyddoedd cynnar wrth gefnogi lles a datblygiad plant yn ystod y 1000 diwrnod cyntaf.

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

- Explain the significance of the first 1000 days in child development.
- Describe key influences on development during the prenatal period and infancy.
- Discuss how attachment, responsive relationships and early experiences influence development.
- Apply developmental theories to early years practice.
- Identify the role of early years practitioners in supporting children's wellbeing and development during the first 1000 days.

Beth yw'r 1000 Diwrnod cyntaf?

What are the first 1000 Days?



(UNICEF Philippines, 2016)

Cyn Geni

Before Birth

Mae datblygiad yn dechrau cyn geni.

Mae datblygiad cyn geni yn digwydd o fewn cyd-destun biolegol, seicolegol a Chymdeithasol.

Gall ffactorau sy'n dylanwadu ar ddatblygiad cyn geni gynnwys:

Biolegol

- Maeth
- Iechyd corfforol
- Salwch a chymhlethdodau beichiogrwydd
- Dod i gysylltiad ag alcohol, tybaco a sylweddau eraill

Development begins before birth.

Prenatal development takes place within a biological, psychological and social context.

Factors that can influence prenatal development include:

Biological

- Nutrition
- Physical health
- Illness and pregnancy complications
- Exposure to alcohol, tobacco and other substances

(HM Government, 2021; WAVE Trust, 2013)

Cyn Geni

Before Birth

Seicolegol

- Straen
- Lles meddyliol
- Argaeledd cefnogaeth emosiynol

Psychological

- Stress
- Mental wellbeing
- Availability of emotional support

(HM Government, 2021; WAVE Trust, 2013)

Cyn Geni

Before Birth

Cymdeithasol ac amgylcheddol

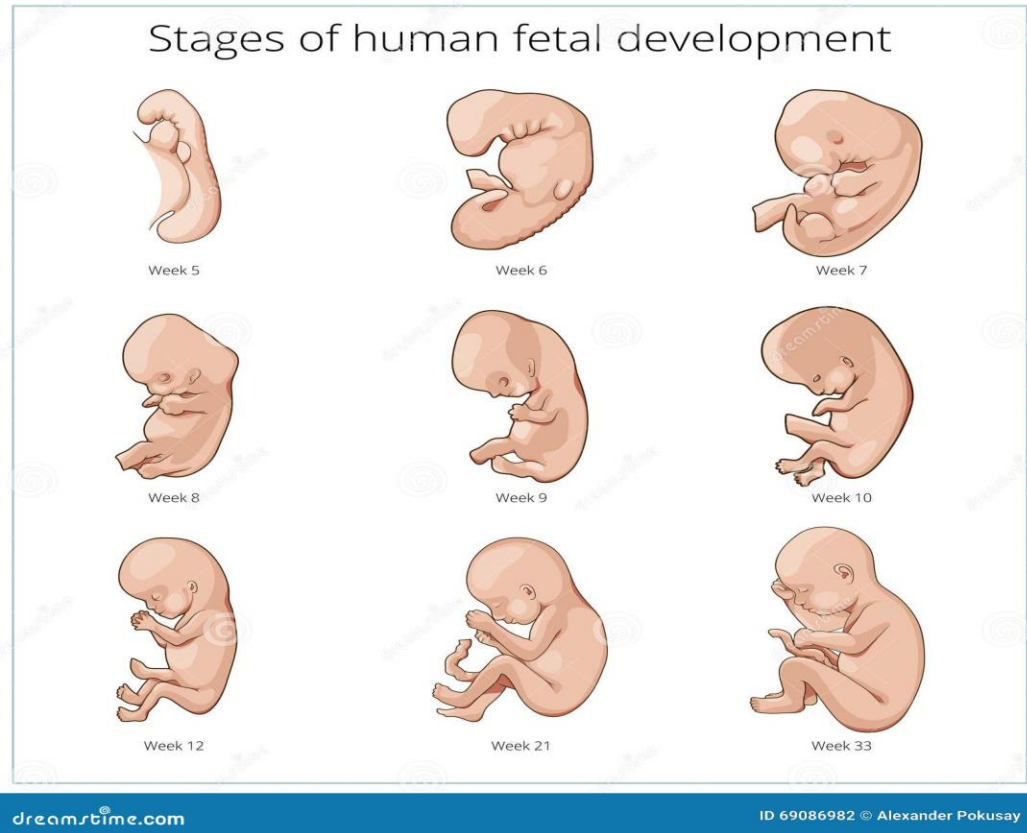
- Tai
- Incwm a thlodi
- Diogelwch
- Perthnasoedd
- Mynediad at ofal iechyd cyn geni
- Adnoddau cymunedol ehangach

Social and environmental

- Housing
- Income and poverty
- Safety
- Relationships
- Access to antenatal healthcare
- Wider community resources

(HM Government, 2021; WAVE Trust, 2013)

Cyn Geni Before Birth



(NHS, 2026)

10 weeks/wythnos



12 weeks/wythnos



21 weeks/wythnos



Llinell amser datblygiad

Timeline of development

Trefnwch y camau datblygu ar linell amser.
Ystyriwch:

- Beth sy'n digwydd yn y trimester cyntaf?
- Beth sy'n digwydd yn yr ail drimester?
- Beth sy'n digwydd yn y trydydd trimester?
- Pa ddatblygiadau sy'n digwydd o enedigaeth hyd at 12 mis?
- Pa ddatblygiadau sy'n digwydd rhwng 12 a 24 mis?

Arrange the stages of development onto a timeline.

Consider:

- What happens in the 1st trimester?
- What happens in the 2nd trimester?
- What happens in the 3rd trimester?
- What developments occur from birth to 12 months?
- What developments occur from 12-24 months?

Trimester 1af (0-12 wythnos)

1st Trimester (0-12 weeks)



- Ffrwythloni a mewnblannu
 - Mae organau pwysig yn dechrau datblygu
 - Mae'r tiwb niwral yn datblygu'n ymennydd ac yn llinyn asgwrn cefn
 - Mae'r galon yn dechrau curo
 - Mae aelodau'r corff yn ymddangos
- Fertilisation and implantation
 - Major organs begin developing
 - Neural tube develops into brain and spinal cord
 - Heart begins beating
 - Limb buds appear

(Flo health Inc, 2026)

Ail drimester (13-27 wythnos)

2nd Trimester (13-27 weeks)



- Twf cyflym
 - Mae symudiad yn dod yn amlwg
 - Y clyw yn datblygu
 - Nodweddion wyneb yn dod yn gliriach
 - Y system nerfol yn datblygu ymhellach
 - Rapid growth
 - Movement becomes noticeable
 - Hearing develops
 - Facial features become clearer
 - Nervous system develops further
- (Flo health Inc, 2026)

Trydydd Trimester (28-40 wythnos)

3rd Trimester (28-40 weeks)



- Twf sylweddol yn yr ymennydd
 - Storio braster
 - Y synhwyrâu'n aeddfedu
 - Yr ysgyfaint yn parhau i ddatblygu
 - Paratoi ar gyfer geni
 - Significant brain growth
 - Fat stores develop
 - Senses mature
 - Lungs continue developing
 - Preparation for birth
- (Flo health Inc, 2026)

Geni i 12 mis

Birth to 12 months

- Mae atgyrchau'n datblygu'n symudiadau pwrpasol
- Eistedd, cropian, sefyll
- Bablo a geiriau cyntaf
- Ffurio cysylltiadau ymglymiad cryf
- Gwenu cymdeithasol a chyfathrebu cynnar
- Reflexes develop into purposeful movement
- Sitting, crawling, standing
- Babbling and first words
- Strong attachment relationships form
- Social smiling and early communication

(Flo health Inc, 2026)

12-24 mis

12-24 months

- Cerdded a dringo
- Datblygiad iaith gyflym
- Mwy o annibyniaeth
- Chwarae symbolaidd yn dechrau
- Mynegi emosiynau yn dod yn fwy cymhleth
- Walking and climbing
- Rapid language development
- Greater independence
- Symbolic play begins
- Emotional expression becomes more complex

(Flo health Inc, 2026)

Pam mae'r 1000 diwrnod cyntaf yn bwysig?

Why are the first 1000 days important?

Mae'r 1000 diwrnod cyntaf yn ymestyn o'r cyfnod cenhedlu hyd at tua dwy oed.

The first 1000 days span from conception to approximately two years of age.

Yn ystod y cyfnod hwn mae:

- Datblygiad cyflym yr ymennydd
- Ffurio perthnasoedd cynnar
- Datblygiad iaith
- Datblygiad emosiynol
- Twf corfforol

This period is associated with:

- Rapid brain development
- Early relationship formation
- Language development
- Emotional development
- Physical growth

John Bowlby: Damcaniaeth ymlyniad

John Bowlby: Attachment Theory

Mae ymlyniad yn cyfeirio at y cwlwm emosiynol sy'n datblygu rhwng baban a gofalwr.

Dadleuodd Bowlby fod babanod wedi'u cymell yn fiolegol i chwilio am agosrwydd ac amddiffyniad gan ofalwyr.

Gall gofalwr ymatebol ddod yn:

- Sylfaen ddiogel

Mae'r plentyn yn teimlo ei fod yn gallu archwilio oherwydd bod cefnogaeth ar gael.

- Lloches ddiogel

Gall y plentyn ddychwelyd at y gofalwr yn ystod trallod neu ansicrwydd.

Attachment refers to the emotional bond that develops between an infant and Caregiver.

Bowlby argued that infants are biologically motivated to seek proximity and protection from caregivers.

A responsive caregiver can become a:

- Secure base

The child feels able to explore because support is available.

- Safe haven

The child can return to the caregiver during distress or uncertainty.

Trafodwch

Discuss

- Sut gallai teimlo'n ddiogel ei gwneud hi'n haws i blentyn ifanc archwilio a dysgu?
- How might feeling safe make it easier for a young child to explore and learn?

Damcaniaeth Ainsworth

Ainsworths theory

Datblygodd Ainsworth y Sefyllfa Ddieithr, sef dull arsylwi oedd yn cynnwys cyfnodau byr o wahanu ac ailuno.

Roedd ymchwilwyr yn ystyried ymddygiadau fel:

- archwilio;
- ceisio agosrwydd;
- ymateb i wahanu;
- ymateb wrth ailuno â'r gofalwr.

Cyfrannodd hyn at adnabod gwahanol batrymau ymlyniad.

Ainsworth developed the Strange Situation, an observational procedure involving brief periods of separation and Reunion.

Researchers considered behaviours such as:

- exploration;
- proximity-seeking;
- response to separation;
- response when reunited with the caregiver.

This contributed to the identification of different attachment patterns

Damcaniaeth Ainsworth

Ainsworths theory

Diogel

Mae'r baban yn ceisio cysur pan fo angen ac fel arfer yn gallu dychwelyd at archwilio ar ôl cael sicrwydd.

Osgarol

Gall y baban ddangos ychydig o ymddygiad amlwg o geisio agosrwydd neu ymddangos fel pe bai'n lleihau ymddygiad ymlyniad wrth ailuno.

Gwrthwynebol / Amwys

Gall y baban geisio agosrwydd yn gryf ond parhau'n anodd ei gysuro, gan ddangos weithiau ymddygiad sy'n ceisio cysylltiad ac yn gwrthwynebu ar yr un pryd.

Anhrefnus

Gall y baban ddangos ymddygiad gwrthgyferbyniol, dryslyd neu aflonydd heb strategaeth ymlyniad gyson amlwg.

Secure

The infant seeks comfort when required and is generally able to return to exploration after receiving reassurance.

Avoidant

The infant may show limited overt proximity-seeking or appear to minimise attachment behaviour during reunion.

Resistant / Ambivalent

The infant may strongly seek proximity but remain difficult to soothe, sometimes showing both contact-seeking and resistance.

Disorganised

The infant may display contradictory, confused or disrupted behaviour without an obvious consistent attachment strategy.

Gweithgaredd Astudiaeth achos

Case study Activity

Mewn grwpiau, trafodwch:

1. Pa batrwm ymlyniad allai fod yn gyson â'r ymddygiad?
2. Pa dystiolaeth sy'n cefnogi eich ateb?
3. Pa esboniadau eraill allai fod?
4. Pam na fyddai'n briodol gwneud diagnosis o broblem ymlyniad ar sail y wybodaeth hon yn unig?
5. Pa wybodaeth ychwanegol fyddai ei hangen ar ymarferydd?

In groups discuss:

1. Which attachment pattern might the behavior be consistent with?
2. What evidence supports your answer?
3. What other explanations could there be?
4. Why would it be inappropriate to diagnose an attachment problem from this information alone?
5. What additional information would a practitioner need?

Gweithgaredd

Activity

Achos A

Wrth ailuno, mae'r baban yn ceisio cyswllt, yn tawelu'n gymharol gyflym ac yna'n dychwelyd at chwarae.

Achos B

Nid yw'r baban yn dangos llawer o ymddygiad amlwg o geisio agosrwydd wrth ailuno ac mae'n canolbwyntio ar deganau.

Case A

At reunion, the infant seeks contact, settles relatively quickly and then returns to playing.

Case B

The infant shows little overt proximity-seeking at reunion and focuses attention on toys.

Gweithgaredd

Activity

- **Achos C**

Mae'r baban yn ceisio cyswllt ond yn parhau'n anodd ei gysuro ac yn newid rhwng glynu a gwrthwynebu.

- **Achos D**

Wrth ailuno, mae'r baban yn dangos ymddygiad gwrthgyferbyniol ac nid yw'n ymddangos bod strategaeth gyson ganddo.

- **Case C**

The infant seeks contact but remains difficult to soothe and alternates between clinging and resistance.

- **Case D**

At reunion, the infant displays contradictory behaviour and does not appear to have a consistent strategy.

Rhyngweithio ymatebol yn ôl ac ymlaen

Serve and return

Mae rhyngweithio cynnar rhwng babanod a gofalwyr yn aml yn digwydd drwy gyfres o gyfnewidiadau yn ôl ac ymlaen.

- Y baban yn rhoi arwydd
- Yr oedolyn yn sylwi
- Yr oedolyn yn ymateb
- Y baban yn ymateb
- Y rhyngweithio'n parhau

Early interaction between babies and caregivers often involves a series of back-and-forth exchanges.

- Baby signals
- Adult notices
- Adult responds
- Baby responds
- Interaction continues

Rhyngweithio ymatebol yn ôl ac ymlaen

Serve and return



(Center on the Developing Child at Harvard University, 2011)

Rhyngweithio ymatebol yn ôl ac ymlaen

Serve and return

Trafodwch:

Beth allai oedolyn sy'n galluogi ei wneud nesaf?

1. Crio
2. Pwyntio
3. Babling

Discuss:

What might an enabling adult do next?

1. Crying
2. Pointing
3. Babbling

Datblygiad yr Ymennydd

Brain Development

Mae'r ymennydd yn datblygu'n gyflym yn ystod babandod a phlentyndod cynnar.

Cysylltiadau

Mae profiadau sy'n digwydd dro ar ôl tro yn helpu i gryfhau cysylltiadau niwral sy'n datblygu.

Cyd-reoleiddio

Cyn y gall plant ifanc reoleiddio eu hunain yn gyson, gall oedolion eu helpu i reoli cyffro, straen a thrallod.

Plastigrwydd

Mae'r ymennydd sy'n datblygu yn **blastig**, sy'n golygu y gall newid mewn ymateb i brofiad.

The brain develops rapidly during infancy and early childhood.

Connections

Repeated experiences help strengthen developing neural connections.

Co-regulation

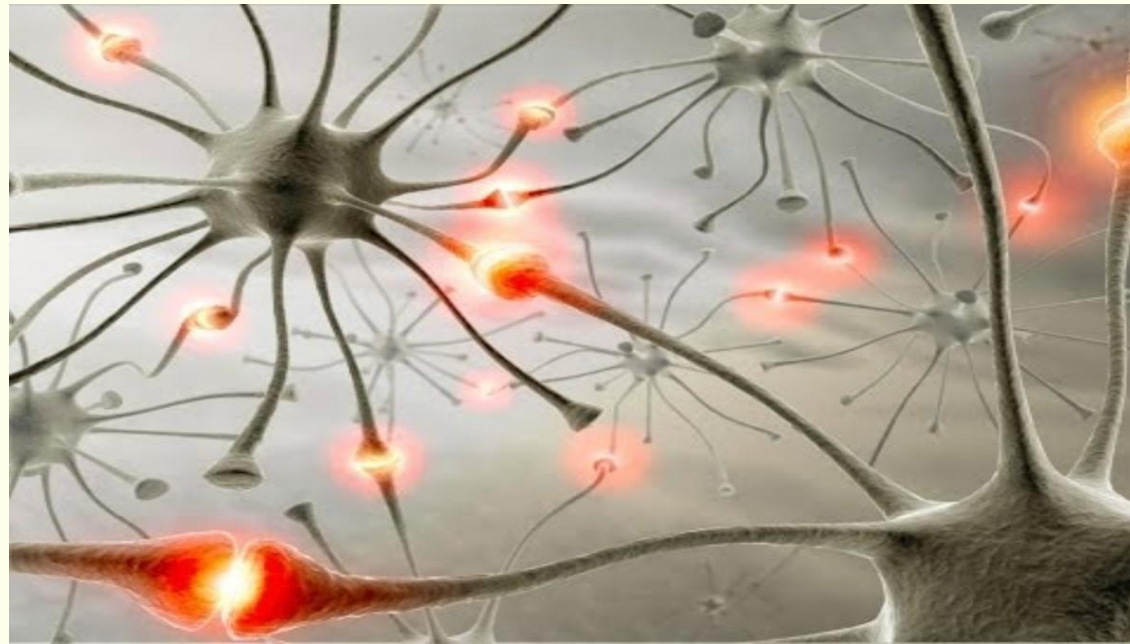
Before young children can consistently regulate themselves, adults can help them manage arousal, stress and distress.

Plasticity

The developing brain is **plastic**, meaning that it can change in response to experience.

Datblygiad yr Ymennydd

Brain Development



(Rother, 2014)

Pam mae datblygiad yr ymennydd yn bwysig?

Why is brain development important?

Gall deall datblygiad yr ymennydd helpu ymarferwyr i:

- Adnabod pwysigrwydd perthnasoedd ymatebol.
- Cefnogi rheoleiddio emosiynol.
- Creu amgylcheddau dysgu cadarnhaol.
- Deall effaith profiadau mynych.

Understanding brain development can help practitioners:

- Recognise the importance of responsive relationships.
- Support emotional regulation.
- Create positive learning environments.
- Understand the impact of repeated experiences.



Baby Brain Facts

Babies:

- hear at around 24 weeks of pregnancy,
- recognise familiar voice at birth, and
- prefer faces to other shapes.



We are hardwired for relationships!

In the first years of life, more than 1 million new connections are formed every second in a baby's growing brain.

The way babies' brains develop is shaped by their interactions with others.



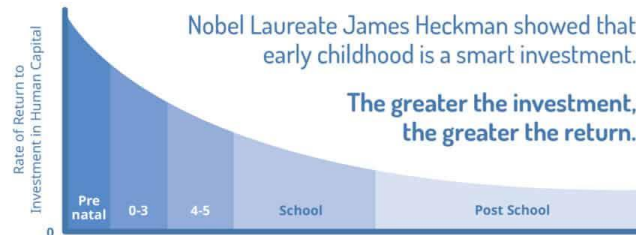
A range of research shows that **the way parents interact** with their babies **predicts children's later development.**



Children's development in the early years sets them on a positive trajectory, although what happens next also matters. Children's development at just 22 months has been shown to predict their qualifications at 26 years.



Family income and education is strongly related to children's development. Babies in higher income families are more likely to have frequent caregiver-child conversations. By age 3, babies with university educated parents have been found to have vocabularies 2-3 times larger than those whose parents had not completed school.



8,300 babies under one in England currently live in households where domestic violence, alcohol or drug dependency and severe mental illness are ALL present.

Rigorous long term studies found a range of returns between £4 and £9 for every pound invested in early intervention for low income families.



When parents experience problems in the first 1001 days it can have long term impacts on their children.

One study showed that children whose mothers were stressed in pregnancy were twice as likely to have mental health problems as teenagers.



Adults who reported four or more adverse childhood experiences had 4- to 12-fold increase in **alcoholism, drug abuse, depression, and suicide attempts** compared to those who experienced none.



(Parent-Infant Foundation, 2024)



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

Tackling adversity + supporting early relationships
→ **healthier brains + better futures**



References and further information can be found on <https://parentinfantfoundation.org.uk/1001-days/campaigning-resources/>

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Mae Babanod yn Dysgu mewn Perthnasoedd

Babies Learn in Relationships

- Mae Damcaniaeth Dysgu Cymdeithasol Bandura yn pwysleisio dysgu drwy arsylwi ar eraill.
- Hyd yn oed yn ystod plentyndod cynnar, mae dysgu'n digwydd o fewn amgylchedd cymdeithasol.
- Bandura's Social Learning Theory emphasises learning through observing others.
- Even in early childhood, learning takes place within a social environment.

Profiadau Niweidiol yn ystod Plentyndod (ACEs)

Adverse Childhood Experiences (ACEs)

Mae enghreifftiau'n cynnwys:

- Cam-drin domestig
- Camddefnyddio sylweddau gan rieni
- Problemau iechyd meddwl o fewn y cartref
- Esgeulustod
- Cam-drin

Examples include:

- Domestic abuse
- Parental substance misuse
- Mental ill-health within the household
- Neglect
- Abuse

Damcaniaeth dysgu cymdeithasol

Social learning theory

SYLWI

Mae'r plentyn yn arsylwi ymddygiad ac arwyddion cymdeithasol.



EFELYCHU

Gall ymddygiad gael ei gopïo neu ei roi ar brawf.



YMATEB

Mae pobl eraill yn ymateb i'r ymddygiad.



AILADRODD

Mae rhai ymddygiadau'n dod yn gyfarwydd ac yn cael eu hailadrodd.

NOTICE

The child observes behaviour and social cues.



IMITATE

Behaviour may be copied or attempted.



RESPONSE

Other people respond to the behaviour.



REPEAT

Some behaviours become familiar and are repeated.

Meddylwch yn eich parau

Think in pairs

- Beth allai plentyn ifanc ei ddysgu drwy wyllo sut mae'r oedolion o'i gwmpas yn ymateb i straen, gwrthdaro, anwyldeb a phobl eraill?
- What might a young child learn by watching how the adults around them respond to stress, conflict, affection and other people?

Damcaniaeth Erikson

Erikson's theory

Awgrymodd Erik Erikson mai un o dasgau seicogymdeithasol cynharaf babandod yw datblygu ymdeimlad sylfaenol o ymddiriedaeth.

Gall profiadau gofal cynnar helpu baban i ddechrau dysgu:

- A fydd rhywun yn ymateb pan fydd angen cymorth arnaf?
- Ydw i'n ddiogel?
- A yw'r bobl o'm cwmpas yn ddibynadwy?
- A allaf ddibynnu ar eraill i ddiwallu fy anghenion?

Gall gofal cyson, sensitif ac ymatebol gyfrannu at ddatblygu ymdeimlad o ymddiriedaeth.

Erik Erikson proposed that one of the earliest psychosocial tasks of infancy is developing a basic sense of trust.

Early caregiving experiences can help an infant begin to learn:

- Will somebody respond when I need help?
- Am I safe?
- Are the people around me reliable?
- Can I depend on others to meet my needs?

Consistent, sensitive and responsive care can contribute to the development of trust.

Co-Regulation

Cyd-reoleiddio

- **Mae perthnasoedd cynnar yn berthnasoedd rheoleiddiol**
 - Nid yw babanod yn cael eu geni â'r gallu i hunanreoleiddio emosiynau wedi'i ddatblygu'n llawn.
 - Yn aml, mae rheoleiddio cynnar yn cael ei rannu rhwng y plentyn a'r gofalwr.
- **Early relationships are regulatory relationships**
 - Babies are not born with fully developed emotional self-regulation.
 - Early regulation is often shared between the child and caregiver.

Co-Regulation

Cyd-reoleiddio

Gall cyd-reoleiddio edrych yn wahanol yn dibynnu ar oedran, anghenion ac amgylchiadau'r plentyn.

Gallai gynnwys:

- defnyddio llais tawel;
- bod yn gorfforol agos ac ar gael;
- cynnig sicrwydd;
- cydnabod ac enwi emosiynau;

Co-regulation can look different depending on the child's age, needs and circumstances.

It might include:

- using a calm voice;
- remaining physically close and available;
- providing reassurance;
- recognising and naming emotions;

Co-Regulation

Cyd-reoleiddio

- defnyddio trefn arferol ragweladwy;
 - lleihau ysgogiad pan fydd plentyn wedi'i orlethu;
 - rhoi amser i'r plentyn;
 - ymateb mewn ffordd sensitif a chyson.
-
- **Nid gwneud popeth dros y plentyn yw cyd-reoleiddio. Mae'ngolygu cefnogi'r plentyn wrth iddo ddatblygu ei allu ei hun ireoleiddio.**
-
- using predictable routines;
 - reducing stimulation when a child is overwhelmed;
 - giving the child time;
 - responding sensitively and consistently.
-
- **Co-regulation is not doing everything for a child. It involves supporting the child as they gradually develop their own capacity for regulation.**

Natur, magwraeth neu'r ddau?

Nature, Nurture or both?

Faint o ddatblygiad cynnar sy'n cael ei ddylanwadu gan fioleg a faint sy'n cael ei ddylanwadu gan brofiadau ac amgylchedd?

Ystyriwch:

- Tymheredd
- Iaith
- Rheoleiddio emosiynau
- Ymlyniad
- Hyder
- Ymddygiad cymdeithasol
- Lles

How much of early development is influenced by biology and how much is influenced by experience and environment?

Consider:

- Temperament
- Language
- Emotional regulation
- Attachment
- Confidence
- Social behaviour
- Wellbeing

Natur neu magwraeth?

Nature or Nurture?

Esiampl Example	Natur Nature	Nurture Magwraeth
Lliw llygaid/ Eye colour		
Iaith/ Language		
Hyder/ Confidence		
Tymer/ Temperment		
Rheoleiddi emosiynau/ Emotional regulation		

Natur neu magwraeth?

Nature or Nurture?

Esiampyl Example	Natur Nature	Nurture Magwraeth
Lliw llygaid/ Eye colour	✓	
Iaith/ Language		✓
Hyder/ Confidence		✓
Tymer/ Temperment	✓	✓
Rheoleiddi emosiynau/ Emotional regulation	✓	✓

Rôl ymarferwr blynyddoedd cynnar wrth gefnogi plant o fewn y 1000 diwrnod cyntaf

The role of an Early years practitioner in supporting **children** in the first 1000 days

- Sicrhau iechyd da
- Darparu profiadau dysgu ystyrlon
- Yn cefnogi maeth digonol
- Bod yn ymatebol
- Darparu amgylcheddau diogel a sicr
- To ensure good health
- To provide meaningful learning experiences
- Supporting adequate nutrition
- Being responsive
- Providing safe and secure environments

Oedolion galluogol

Enabling adults

- Beth sy'n gwneud oedolyn galluogol?

Nodwch nodweddion oedolyn galluogol

- What makes an enabling adult?

Note down the traits of an enabling adult

Oedolion galluogol

Enabling adults

- Darparu amgylcheddau diogel a meithringar
- Ymateb i anghenion y plentyn
- Cefnogi datblygiad yr ymennydd trwy ryngweithio
- Annog datblygiad corfforol
- Cefnogi twf cymdeithasol ac emosiynol
- Annog arferion iach a maeth
- Annog chwilfrydedd ac archwiliad

- Providing safe and nurturing environments
- Responding to the child's needs
- Supporting brain development through interaction
- Encouraging physical development
- Supporting social and emotional growth
- Prompting healthy habits and nutrition
- Encouraging curiosity and exploration

Rhestr cyfeirnod

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