

Facilitating Adventurous Activities Hyrwyddo Gweithgareddau Anturus

BMOE4003

*Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales*

www.uwtsd.ac.uk

Week 4 : Where does adventure
sit within the curriculum?

Wythnos 4 : Ble mae antur
o fewn y cwricwlwm?

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Hopefully this session will expanded our knowledge re.
(i)where does adventure sit within the curriculum
& (ii)how we can facilitate that environment

Hyderwn bydd y sesiwn yma'n cynnig ychydig mwy o
wybodaeth am
(i)fwriad antur yn y cwricwlwm
& (ii)sut medrwn ni hyrwyddo'r amgylchedd hynny

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Presennol ac ers / Currently & since 2008 ...

- | | |
|--|--|
| <ul style="list-style-type: none"> • Cyfnod Sylfaen
(3 – 7 mlwydd oed) • Cyfnod Allweddol 2
(7 – 11 oed) • Cyfnod Allweddol 3 (C.A.3)
(11 – 14 oed) • C.A. 4 (14 – 16 mlwydd oed) • Addysg ar ôl 16 | <ul style="list-style-type: none"> • <i>Foundation Phase</i>
(3 – 7yrs old) • <i>Key Stage 2</i>
(7 – 11 old) • <i>Key Stage 3 (K.S.3)</i>
(11 – 14 old) • <i>K.S. 4 (14 – 16 yrs old)</i> • <i>Post 16 education</i> |
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Cyfnod Sylfaen /

Foundation Phase

- | | |
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| <ul style="list-style-type: none"> • Cwricwlwm i blant 3 – 7mlwydd oed • Chwarae i ddysgu fel Sylfaen • ‘Maesydd Dysgu’ dim pynciau traddodiadol. • Plentyn yn ganolog (cynllunio, dysgu ac addysgu) • Tu allan yn ganolog i ddysgu yn y Cyfnod Sylfaen | <ul style="list-style-type: none"> • <i>Curriculum for children aged 3-7</i> • <i>Play based curriculum</i> • <i>‘Areas of Learning’, and with no subjects in the traditional sense.</i> • <i>Child-centered (planning, teaching and learning)</i> • <i>The outdoors is central to the learning in the Foundation Phase</i> |
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International influences

<https://www.tes.com/teaching-resource/Teachers-TV-How-Do-They-Do-It-In-Sweden-6038930>

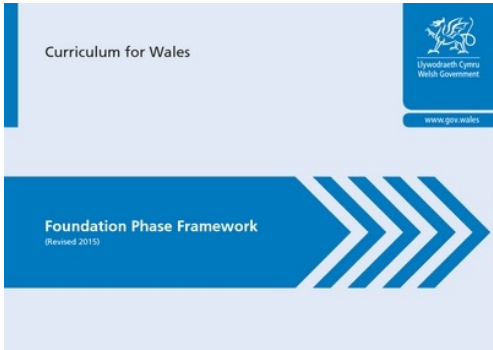
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Llyfryddiaeth Bibliography

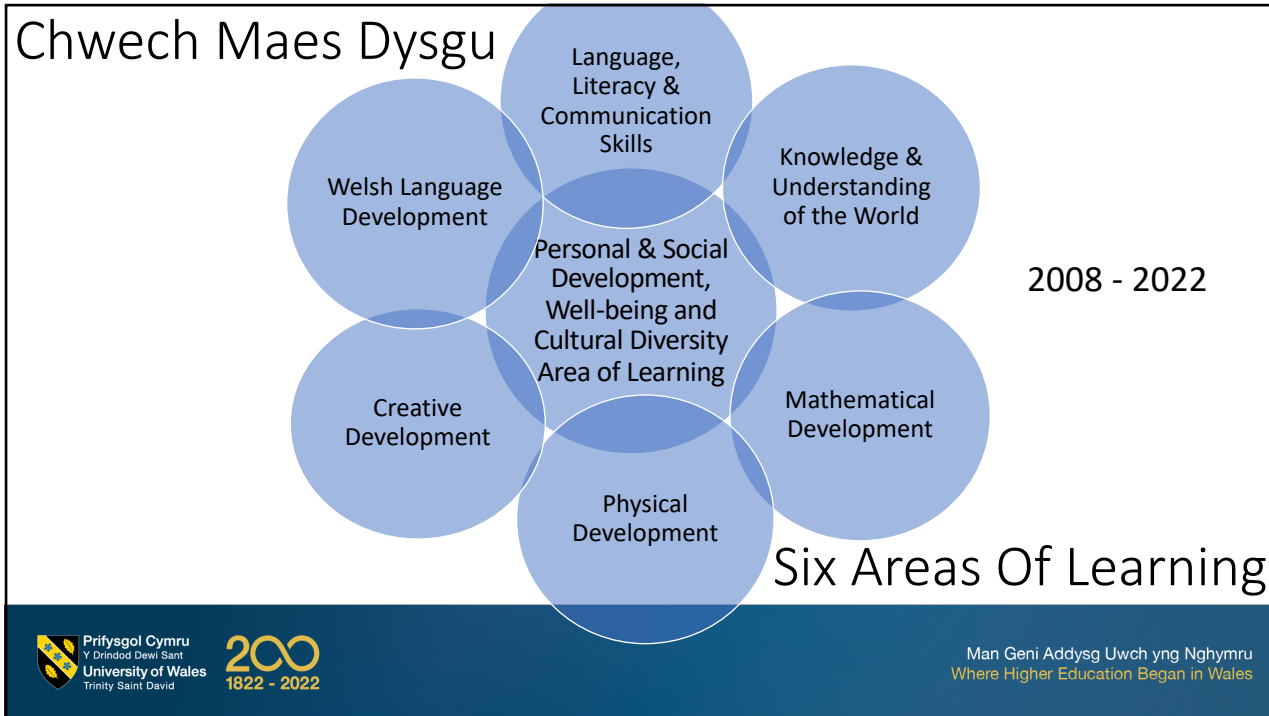
<http://gov.wales/docs/dcells/publications/150803-fp-framework-cy.pdf>

<http://gov.wales/docs/dcells/publications/150803-fp-framework-en.pdf>





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- <https://hwb.gov.wales/playlists/view/62ca7ec4-b6a2-485c-bf47-7f396550d0ab/en/3>
- <https://hwb.gov.wales/playlists/view/62ca7ec4-b6a2-485c-bf47-7f396550d0ab/cy/3>

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<https://physicalliteracy.cymru/early-years-outdoor-learning/>

Kytta (2004) suggests children's ability to perceive affordances develops as they grow and learn new physical skills. When a child learns to walk, a new field of affordances opens up and they are able to perceive new features of the environment and intuitively use them for physically active play.



Fjortoft (2004) maintains that the diversity of affordances in the natural environment encourages a wide range of physical actions and in so doing develops motor competency



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Amgylcheddau sy'n galluogi Enabling environments

Fjortoft (2004) highlights the importance of the environmental complexity and diversity in nature as an important influence on physically active play.



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Play 'facilitates the establishment of many of the other attributes that are characteristic of a physically literate individual, including motivation, confidence, environmental and interpersonal engagement, self-knowledge and self-expression.'

Maude (2010:111)

Senario : Chi yw pennaeth Addysg Gorfforol ac/neu arbenigwr yng Ngweithgareddau Anturus Awyr Agored. Mae'ch ysgol Cynradd yn weddol gwledig. Er hyn, nid oes gennych mynediad i goedwig naturiol ond mae gennych peth porfa a iard chwarae. Medrwch datblygu peth ohonynt.

Ystyriwch : Pa gamau syml medrwch cynnig i geisio sicrhau bod yr ardal tu allan yn effeithiol i hyrwyddo antur?

Scenario : You are the head of PE and an Adventurous Activities expert in a fairly rural Primary School. You don't have immediate access to natural woodland however you do have some grass and concrete. Some of these spaces can be developed.

Consider: What simple steps could you take to make the outdoor environment in this school more effective in developing/facilitating adventure?



Key Stage 2
Cyfnod Allweddol 2

Ers 1994 pynciau.

Yn 2008, gwnaeth hyn aros
yr un peth ar gyfer plant
C.A. 2, 3 a 4.

C.A. 2 (7 – 11oed) 12 pwnc

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Since 1994 subject areas.

In 2008, this aspect stayed the
same for K.S. 2, 3 & 4 children.

12 subjects at K.S. 2 (7 – 11yr olds)

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Presennol ac ers / Currently & since 2008 ...

• Cyfnod Sylfaen
(3 – 7 mlwydd oed)

- Cyfnod Allweddol 2
(7 – 11 oed)
- Cyfnod Allweddol 3 (C.A.3)
(11 – 14 oed)
- C.A. 4 (14 – 16 mlwydd oed)
- Addysg ar ôl 16

• Foundation Phase
(3 – 7yrs old)

- Key Stage 2
(7 – 11 old)
- Key Stage 3 (K.S.3)
(11 – 14 old)
- K.S. 4 (14 – 16 yrs old)
- Post 16 education

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Ers 2008, gan Addysg Gorfforol C.A. 2, 3 a 4 pedwar maes.

1. Gweithgareddau iechyd, ffitrwydd a lles
2. Gweithgareddau creadigol
3. Gweithgareddau antur
4. Gweithgareddau cystadleuol

Since 2008, Physical Education at K.S. 2, 3 & 4 (7-16yrs) has four areas.

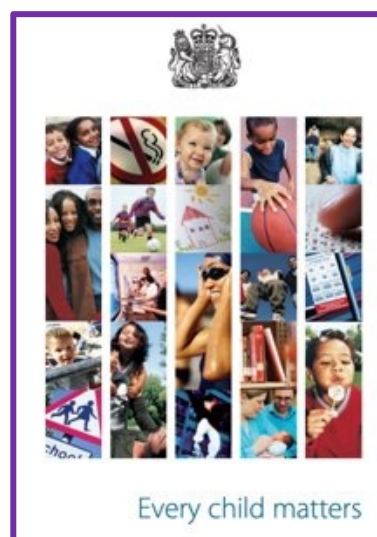
1. Health, fitness and well-being activities
2. Creative activities
3. Adventurous activities
4. Competitive activities

Every child matters (2003)

To ensure that every child was able to :

- Be healthy
- Enjoy and achieve
- Stay safe
- Make a positive contribution
- Achieve economic well-being

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf



Well-being of Future Generations Act for Wales (2015)



Deddf Llesiant Cenedlaethau'r Dyfodol
(Cymru) 2015

2015 dccc 2

Well-being of Future Generations (Wales)
Act 2015

2015 anaw 2

- <https://www.futuregenerations.wales/wp-content/uploads/2017/01/WFGAct-English.pdf>
- <https://www.futuregenerations.wales/wp-content/uploads/2017/01/WFGAct-Welsh.pdf>

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Cymru lewyrchus



Cymru gydnherth



Cymru sy'n fwy
cyfartal



Cymru iachach



Cymru o
gymunedau
cydlynus



Cymru â diwylliant
bywiog lle mae'r
Gymraeg yn ffynnu



Cymru sy'n gyfrifol
ar lefel fyd-eang



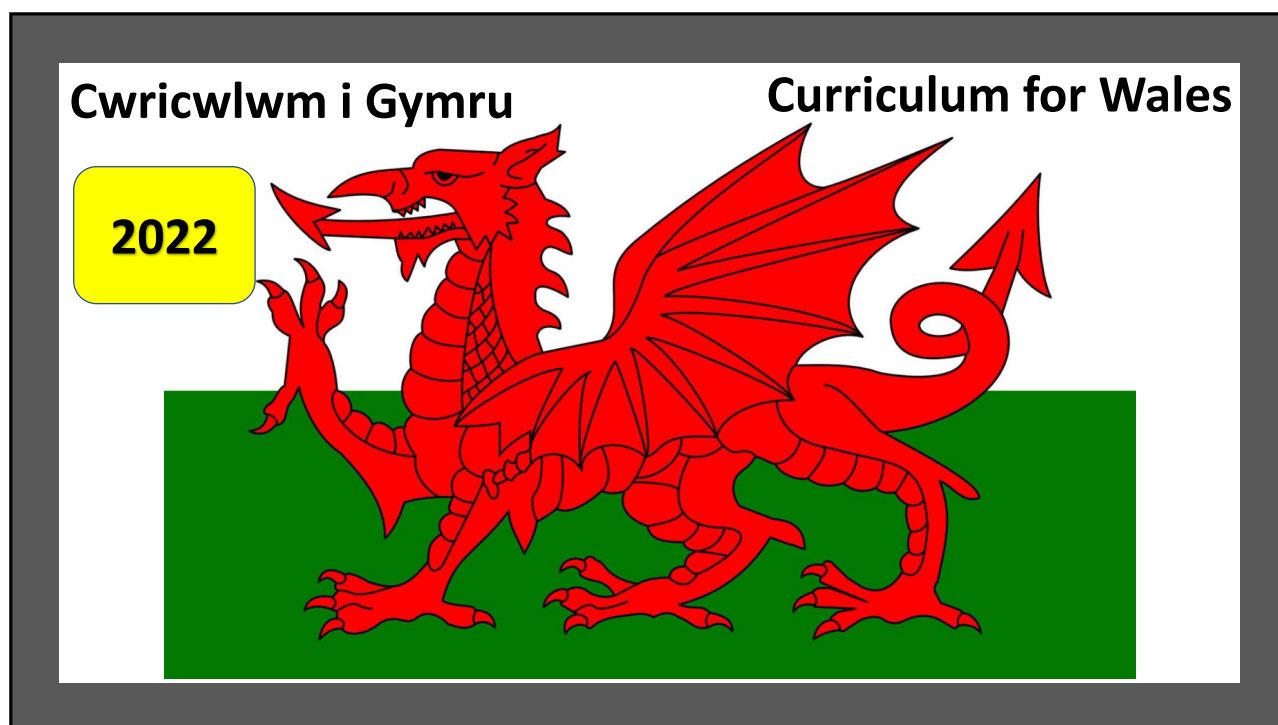
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Pedwar diben	Four purposes
dysgwyr uchelgeisiol, galluog sy'n barod i ddysgu gydol eu bywydau	ambitious, capable learners, ready to learn throughout their lives
unigolion iach, hyderus sy'n barod i fyw bywyd cyflawn fel aelod gwerthfawr o gymdeithas.	healthy, confident individuals, ready to lead fulfilling lives as valued members of society
dinasyddion egwyddorol, gwybodus sy'n barod i fod yn ddinasyddion yng Nghymru a'r byd	ethical, informed citizens of Wales and the world
cyfranwyr mentrus, creadigol sy'n barod i chwarae rhan lawn mewn bywyd a gwaith	enterprising, creative contributors ready to play a full part in life and work



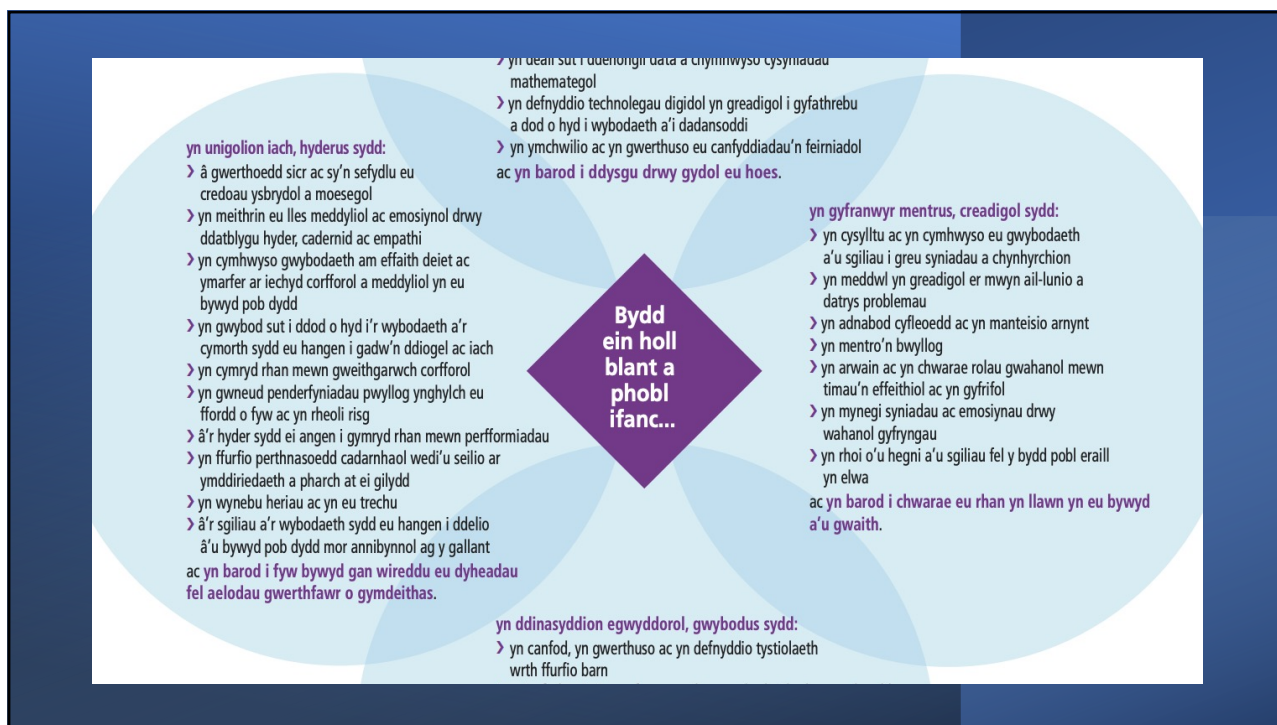
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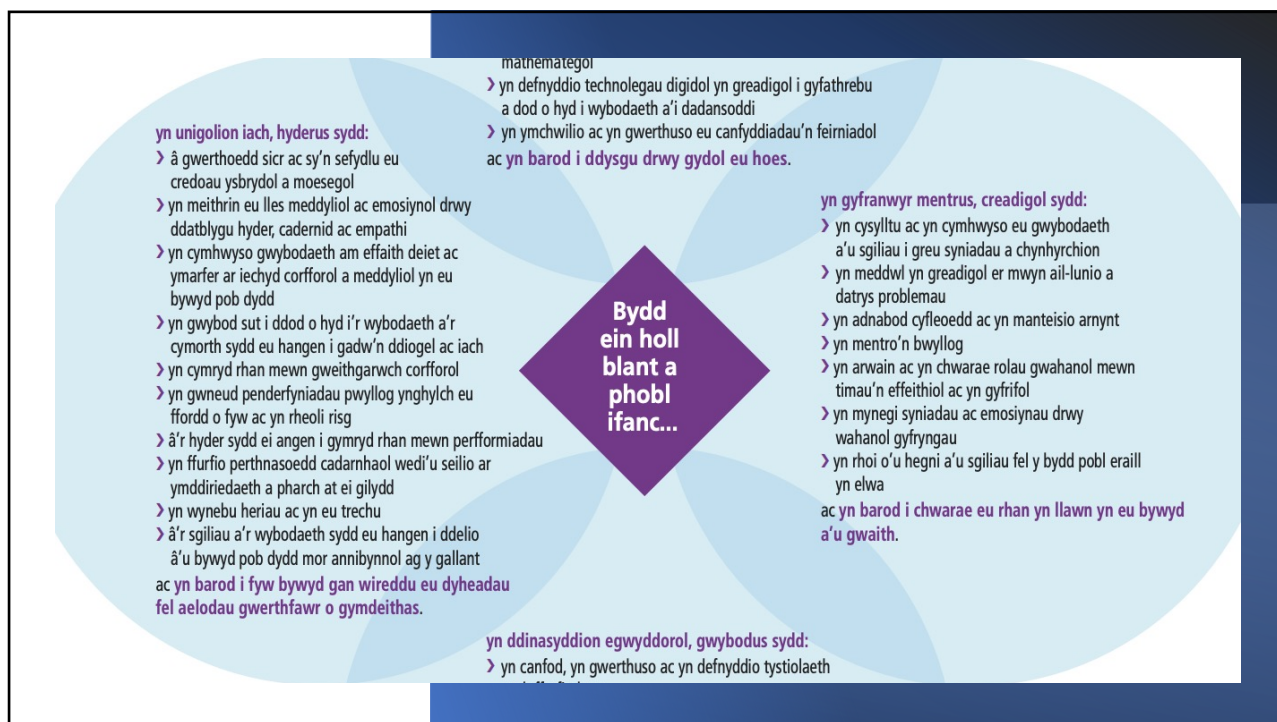
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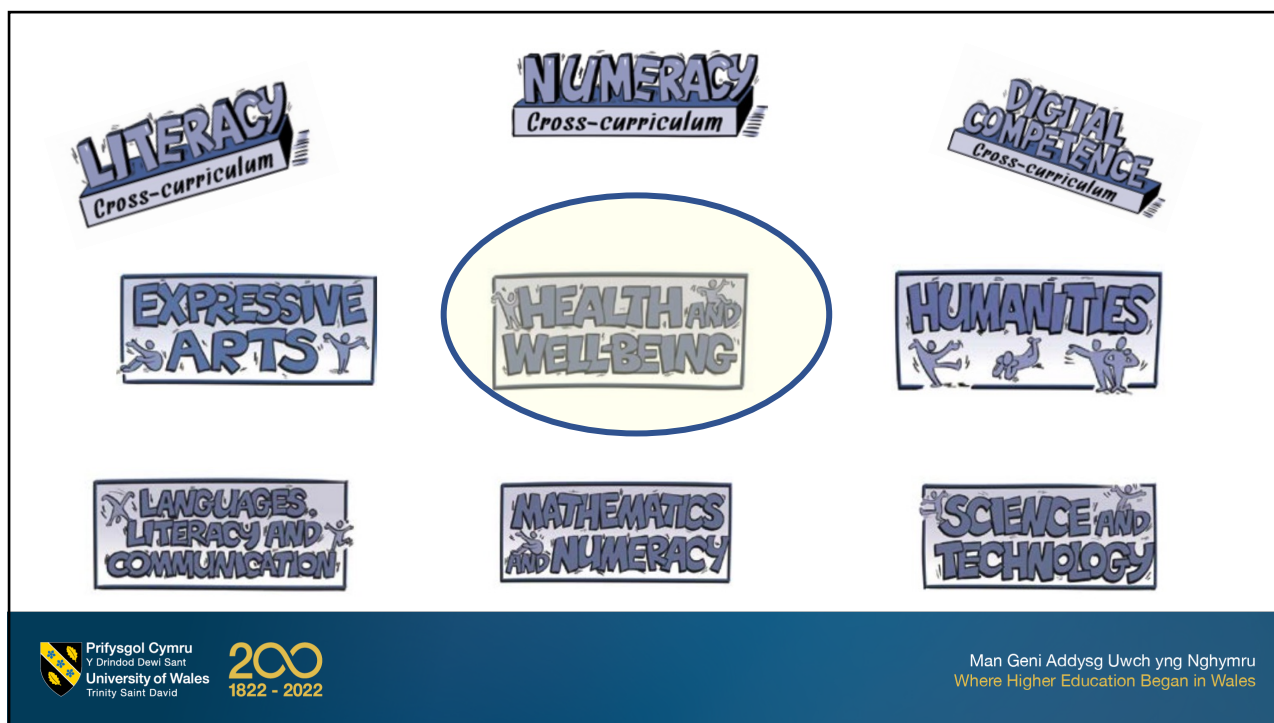
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Health and Well-being

Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

- physical health and development
- mental health
- emotional and social well-being

It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

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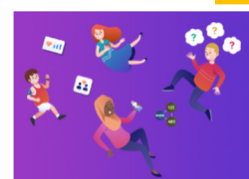
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4. Descriptions of learning

Descriptions of learning provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. [Learn more about descriptions of learning.](#)

Expand all ▾ Close all ▲

- **Developing physical health and well-being has lifelong benefits.**
- **How we process and respond to our experiences affects our mental health and emotional well-being.**
- **Our decision-making impacts on the quality of our lives and the lives of others.**
- **How we engage with social influences shapes who we are and affects our health and well-being**
- **Healthy relationships are fundamental to our well-being.**



Health and Well-being

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**Can a curriculum
facilitate adventurous activities?**

**Gall cwricwlwm
hyrwyddo gweithgareddau anturus?**

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- Work in pairs or groups of 3
- Take turns to navigate
- Try to draw on each others talents to complete



Orienteering Task



- Gweithiwch mewn parau neu grwpiau o 3
- Cymrwch tro i ddarllen map
- Ceisiwch cymryd pob cyfle o dalent pawb yn y grwp i gwblhau.

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Hopefully expanded some knowledge re.
 (i) where does adventure sit within the curriculum
 & (ii) how we can facilitate that environment

Hyderwn bod ychydig mwy o wybodaeth
 (i) bwriad antur yn y cwricwlwm
 & (ii) sut medrwn ni hyrwyddo'r amgylchedd hynny

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| <ul style="list-style-type: none"> • <u>Ble i ni nawr</u> • <u>Ble i ni'n mynd</u> • <u>Pam a sut</u> • <u>Beth a phwy</u> • <u>Ble – tu allan!</u> • Annog i ysgrifennu yn eich geiriau eich hun sut mae cwricwlwm yn hyrwyddo gweithgareddau anturus? • Rhwystrau? Llwyddiannau? Manteision gweladwy? | <ul style="list-style-type: none"> • <u>Where we are now</u> • <u>Where we are going to</u> • <u>Why and how</u> • <u>What and who</u> • <u>Where – outside!</u> • Encourage you now to write, in your own words how does a curriculum facilitate adventurous activities? • Barriers? Successes? Buy ins? |
|--|--|