



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

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



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Iechyd a lles yn y
Cwricwlwm
Dysgu Sylfaen

*Health and well-
being in the
Foundation
Learning
Curriculum*

BMPE5005

22/10/24

Nanna Ryder

n.ryder@uwtsd.ac.uk

Nodau

Aims

- Ystyried sut mae athroniaeth ac ymarfer cwricwlwm y Cyfnod Sylfaen blaenorol wedi dylanwadu ar Cwricwlwm i Gymru
- Nodweddion allweddol Cwricwlwm i Gymru
- Trosolwg o sut yr ymgorfforir Iechyd a Lles o fewn y cwricwlwm.
- *Consider how philosophy and practice of the former Foundation Phase curriculum has influenced Curriculum for Wales*
- *The key characteristics of Curriculum for Wales*
- *An overview of how Health and Well-being are embedded within the curriculum.*

Cyn cychwyn ... *Before starting ...*

Beth wyddoch chi'n barod am y
cwricwlwm ar gyfer dysgwyr 3-7
oed?

*What do you already know about
the curriculum for learners
between 3-7 years old?*

Beth wyddoch chi'n barod am y cwricwlwm ar gyfer dysgwyr 3-7 oed yng Nghymru?
~What do you already know about the curriculum for 3-7 year olds in Wales?



child-centred
well-being
play^{environment}
learner
experiential
practitioner
voice

Datblygiad y cwricwlwm newydd

The development of a new curriculum

- Gweledigaeth ac athroniaeth ar gyfer newid
- Dulliau – e.e.
 - i) cwricwla rhyngwladol
 - ii) ymchwil empirig
- Cyngor ac arweiniad arbenigol
- Adborth parhaus
- *Vision and philosophy for change*
- *Approaches e.g.*
 - i) international curricula*
 - ii) Empirical research*
- *Expert advice and guidance*
- *Ongoing feedback*

New curriculum introduction



ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission



Introduce
to Nursery
through to
Year 7



Introduce
to Year 8



Introduce
to Year 9



Introduce
to Year 10

All schools will have access to the final curriculum from 2020 to allow them to move towards full implementation

Trosolwg o'r cwricwlwm

Overview of curriculum

- 4 diben
- 12 egwyddor addysgeg
- 6 Maes Dysgu a Phrofiad & disgrifiadau dysgu
- 3 cyfrifoldeb trawsgwricwlaidd

[Datblygu gweledigaeth ar gyfer cynllunio cwricwlwm - Hwb](#)

- *4 purposes*
- *12 pedagogical principles*
- *6 Areas of Learning and Experience & descriptions of learning*
- *3 cross-curricular responsibilities*

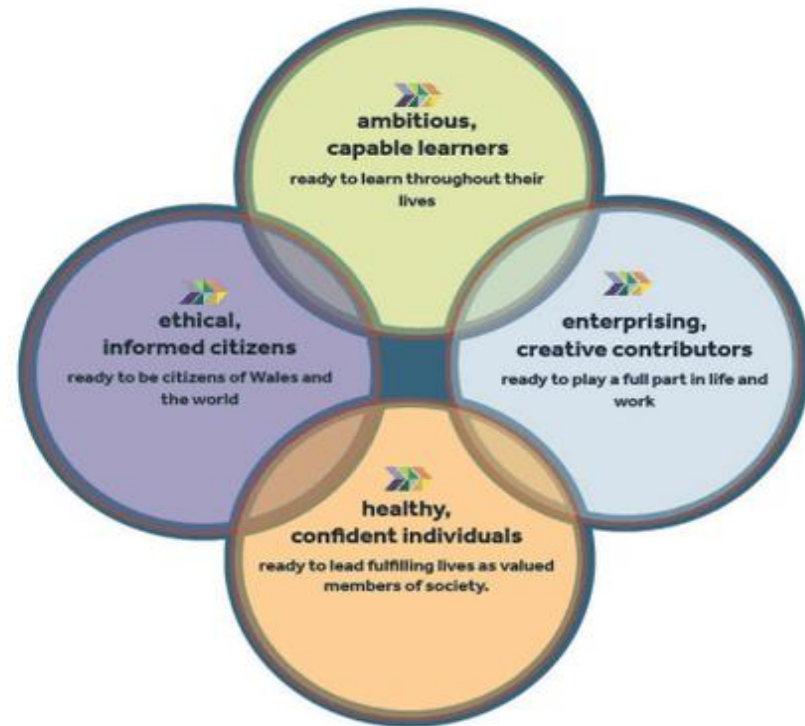
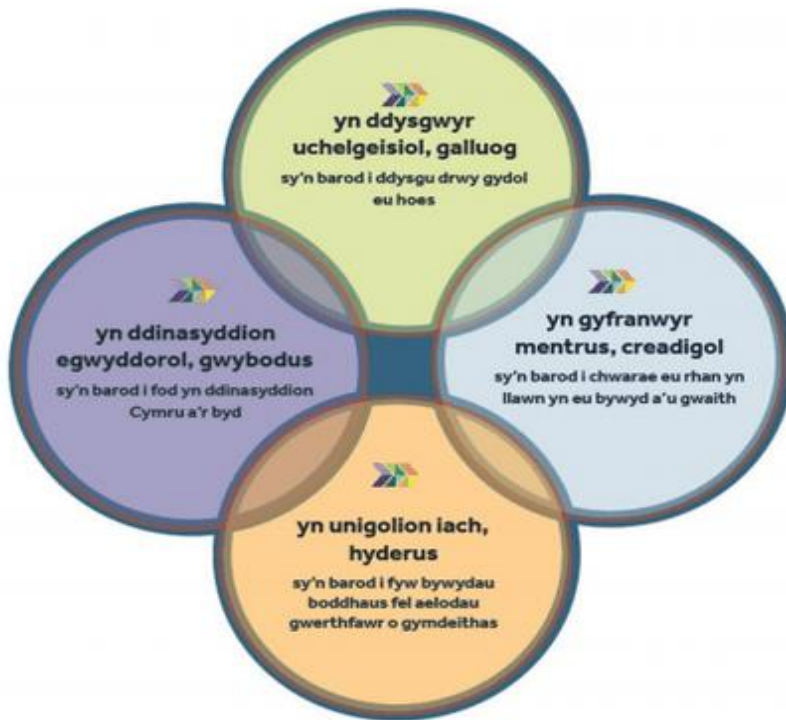
[Developing a vision for curriculum design - Hwb](#)



Dibenion y cwricwlwm *Purposes of the curriculum*

Dibenion y cwricwlwm yng Nghymru yw ceisio sicrhau bod plant a phobl ifanc yn datblygu i fod:

The purposes of the curriculum in Wales should be that children and young people develop as:

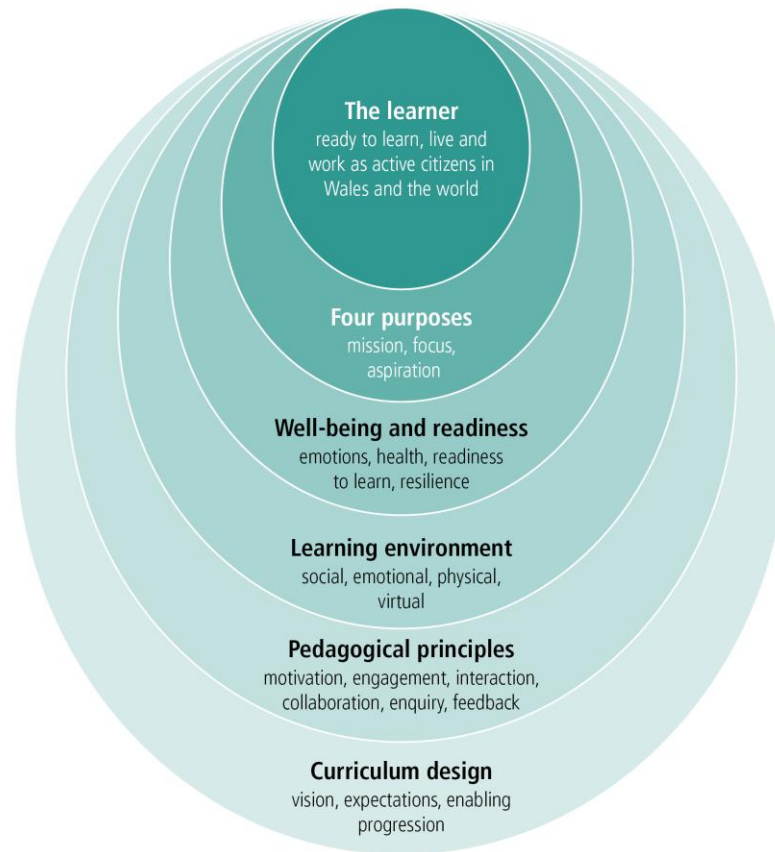


[Datblygu gweledigaeth ar gyfer cynllunio cwricwlwm - Hwb](#)

[Developing a vision for curriculum design - Hwb](#)

Pedagogy

Making sense of the interactions and relationships
that lead to learning



Pa fath o fodel o gwrwicwlwm yw hwn?
What curriculum model is this?

Cynnwys

Content

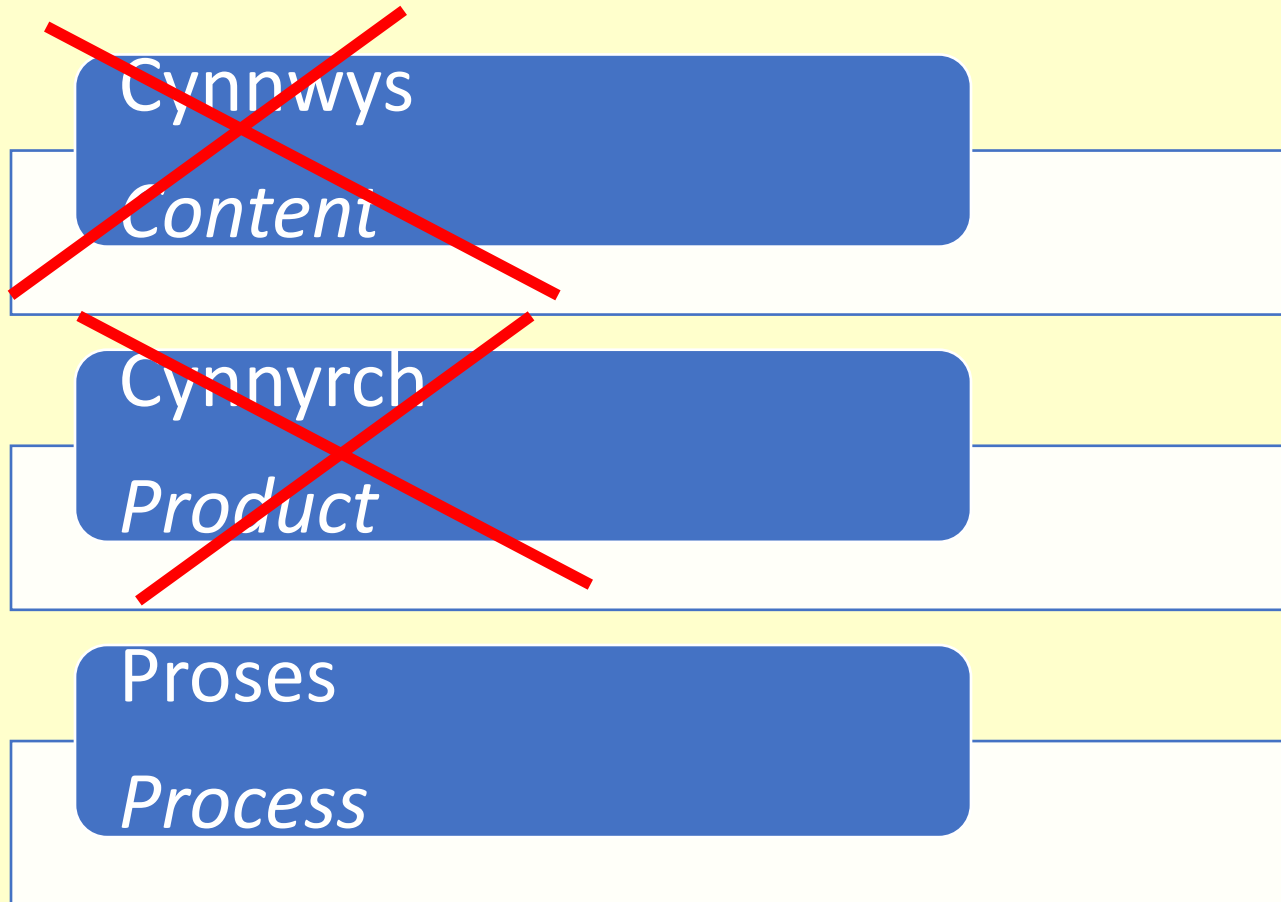
Cynnyrch

Product

Proses

Process

Pa fath o fodel o gwrwicwlwm yw hwn?
What curriculum model is this?



Ystyriwch

Consider

Beth ydych chi'n meddwl ddylai gael ei gynnwys yn y Maes Dysgu a Phrofiad Iechyd a Lles?

Note down your key points on the post-it.

What do you think should be included in the Health and Well-being Area of Learning and Experience?

Nodwch y pwyntiau allweddol ar y 'post-it'.

WM 1:

Mae buddiannau gydol oes yn gysylltiedig â datblygu iechyd a lles corfforol

Developing physical health and well-being has lifelong benefits.



WM⁺.2:

Mâe'r ffordd rydym yn prosesu ein profiadau ac yn ymateb iddynt yn effeithio ar ein hiechyd meddwl a'n lles emosiynol.

How we process and respond to our experiences affects our mental health and emotional well-being.

+

•

o



WM 3:

Mae'r
penderfyniadau a
wnawn yn effeithio
ar ansawdd ein
bywydau ni ac
eraill.

*Our decision-
making impacts on
the quality of our
lives and the lives
of others.*



WM 4:

Mae'r ffordd rydym
yn ymgysylltu â
dylanwadau
cymdeithasol
gwahanol yn siapio
pwy ydym ni a'n
hiechyd a'n lles

*How we engage
with different
social influences
shapes who we are
and our health and
well-being.*



WM 5:

Mae cydberthnasau
iach yn hanfodol ar
gyfer ein
hymdeimlad o
berthyn a lles.

*Healthy relationships
are fundamental to
our sense of
belonging and well-
being.*

Brig y mynyddoedd yw'r camau cynnydd
The mountain tops are the progression steps



Gwaelod y mynyddoedd yw'r cwricwlwm
The base of the mountains is the curriculum

Dysgu Sylfaen – Cam 1&2

Foundation Learning –Steps 1&2

TASG:

1. Darllenwch y camau cynnydd
2. Penderfynwch pa drefn dylent fod
3. I ba 'Beth sy'n bwysig' maent yn perthyn?

TASK

1. *Read the progression steps*
2. *Decide which order they should be in*
3. *To which 'What Matters' do they belong?*

Modelau o gynnydd mewn I&L

Models of progression in H&WB

- Dod yn fwy hunan-reoleiddiedig
- Dod yn fwy cyfrifol yn gymdeithasol
- Soffistigieddrwydd gwybodaeth a sgiliau
- Twf datblygiadol

cwrwclwm-i-gymru-y-cod-cynnydd.pdf

- *Becoming more self-regulated*
- *Becoming more socially responsible*
- *Sophistication of knowledge and skills*
- *Developmental growth*

curriculum-for-wales-progression-code.pdf

Cadwyn Mynyddoedd Dilyniant
Progression Mountain Range





CYNEFIN



Beth mae hyn yn
ei olygu i chi?
*What does this
mean to you?*

- [Cynefin and Wales: The key to the future of language and culture / Cynefin a Chymru: Yr allwedd i ddyfodol iaith a diwylliant | BERA](#)
- [Cynefin: A special place within every learner's heart / Cynefin – lle arbennig tu fewn i galon pob dysgwr yng Nghymru | BERA](#)



Dechrau wrth dy ddrws

Start on your doorstep

TASG

- Dewiswch 1 cam cynnydd (CC1 neu 2) o'r datganiadau Beth sy'n Bwysig
- Dewiswch faes i hyrwyddo dysgu o fewn y cam cynnydd hwn
- Pa weithgareddau fydddech chi'n eu cynllunio?
- Beth fyddai'r dysgwyr yn ei ddysgu (nid yn ei wneud)?
- Beth fyddai eich rôl chi fel ymarferydd?
- A oes unrhyw heriau? Os felly, beth?

TASK

- Choose 1 progression step (PS1or2) from the What Matters statements
- Choose an area to promote learning within this progression step
- What activities would you plan?
- What would the learners be learning (not doing)?
- What would be your role be as a practitioner?
- Are there any challenges? If so, what?



Beth am
fynediad i bawb?
*What about
access for all?*

Llywodraeth Cymru (2022)
'Cwricwlwm ar gyfer
lleoliadau a ariennir nas
cynhelir'. Ar gael o:
[Cwricwlwm ar gyfer
lleoliadau meithrin a
ariennir nas cynhelir](#)

Welsh Government (2022) 'A
curriculum for funded non-
maintained nursery settings'.
Available at: [non-maintained
settings curriculum](#)



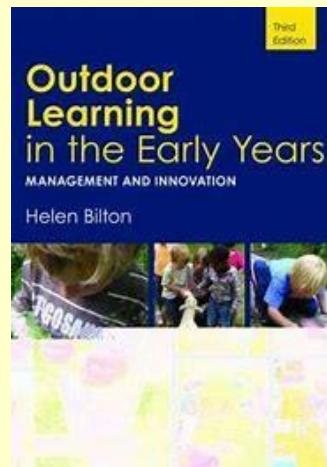
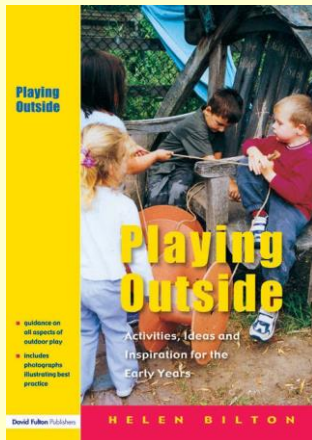
Adnoddau/Resources

[1. Outdoor Learning ideas | Outdoor Lesson ideas | Outdoor Learning Resources \(ltl.org.uk\)](#)

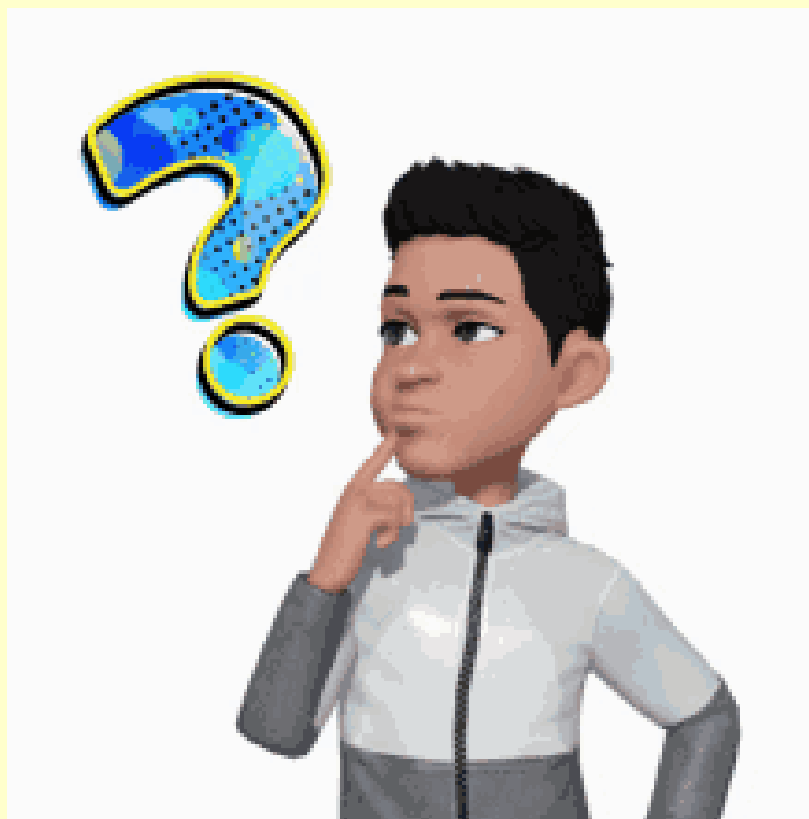
[2. Space \(earlyyearsresources.co.uk\)](#)

[3. Resources | earlyyearswellbeing](#)

[4. Well Being Resources | Bristol Early Years](#)



Unrhyw gwestiynau?
Any questions



Cyfeirnodau

References

Durden-Myers, E., Evans, E., Davies, M., Campbell, J. & Swaithe, W. (2024) Evaluating the implementation of curriculum reform: the perspectives of Welsh teachers navigating the new health and well-being area of learning and experience, *Journal of Education for Teaching*. pp. 1-22. Available at: <https://doi.org/10.1080/02607476.2024.2371308> .

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