

ECCE4002C

Ffynnu trwy'r blynyddoedd: Datblygiad dynol a lles

ECCE4002

Thriving through the years: Human development and wellbeing

Thema 5: Datblygiad plant 5-11 blwydd oed

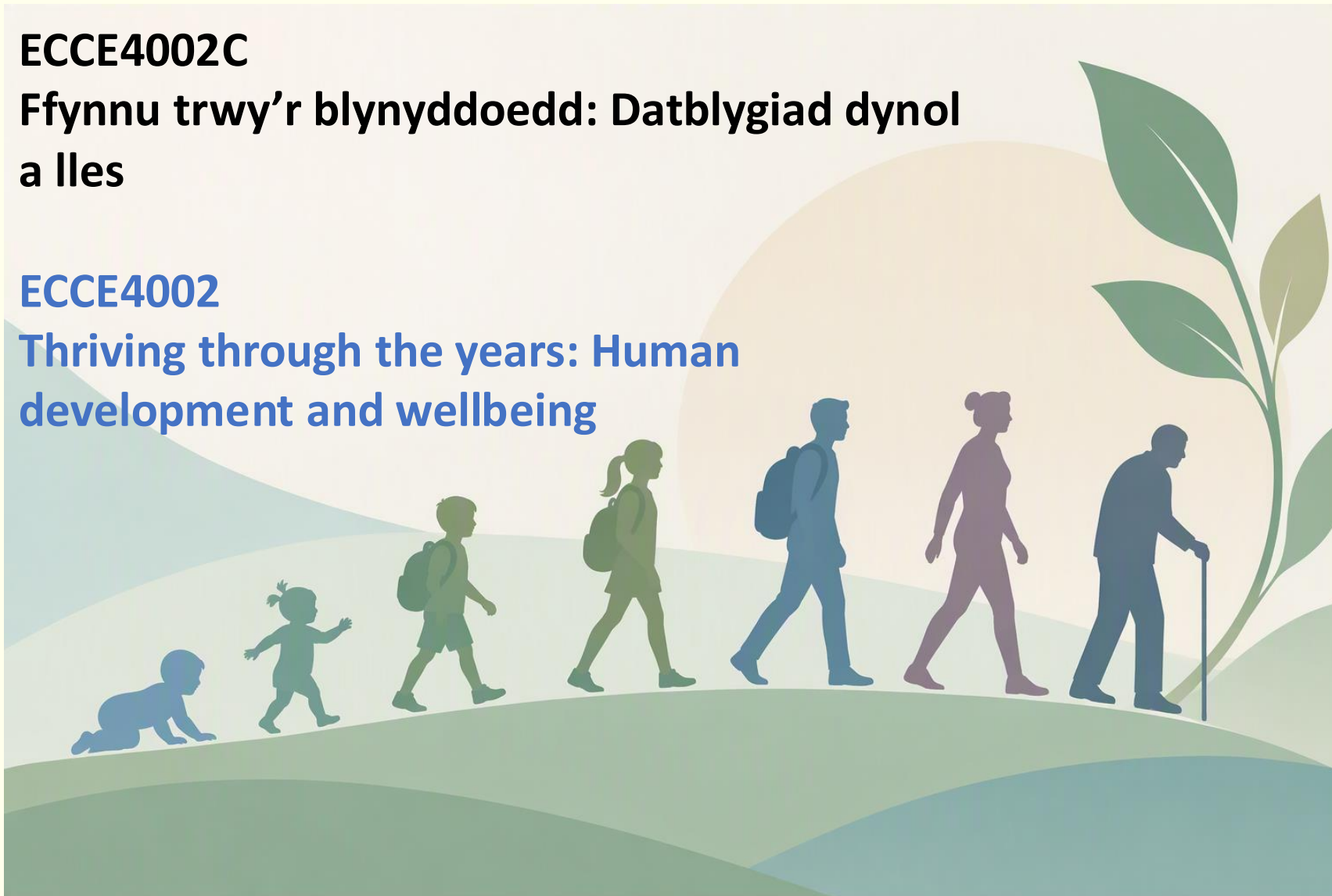
Theme 5: Child development 5-11 years old

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a lles**

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**Thriving through the years: Human
development and wellbeing**



Deilliannau Dysgu

Learning Outcomes

Erbyn diwedd y sesiwn hon, byddwch yn gallu:

- Archwilio meysydd allweddol o ddatblygiad yn ystod yr ystod oedran 5–11
- Cydnabod sut mae'r gwahanol feysydd datblygu yn gydgyssylltiedig
- Ystyried damcaniaethau allweddol sy'n ein helpu i ddeall datblygiad plant
- Archwilio pwysigrwydd perthnasoedd, chwarae, profiadau a'r amgylchedd
- Cydnabod bod datblygiad yn unigol ac nad yw bob amser yn llinol
- Ystyried rôl yr oedolyn wrth gefnogi datblygiad

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

- Explore key areas of development during the 5–11 age range
- Recognise how the different areas of development are interconnected
- Consider key theories that help us understand children's development
- Explore the importance of relationships, play, experiences and environment
- Recognise that development is individual and non-linear
- Consider the role of the adult in supporting development

Gweithgaredd par

Pairs activity

- Meddylwch am blentyn rhwng 5 ac 11 oed. Beth all y plentyn hwnnw ei wneud nawr nad oedd yn gallu ei wneud pan oedd yn 3 neu 4 oed?
- Think of a child aged between 5 and 11. What can that child do now that they couldn't do when they were 3 or 4?



Source: Kids Press Magazine (no date)

Bath sy'n newid arol 5?

What changes after 5?

- Nid yw datblygiad yn dechrau eto yn bump oed.
- Mae'r datblygiad a welwn rhwng 5 ac 11 oed yn adeiladu ar y sylfeini a sefydlwyd yn ystod plentyndod cynnar.

Meddyliwch yn ôl at ein themâu blaenorol:

- Datblygiad cynnar yr ymennydd
- Perthnasoedd ac ymlyniad
- Rhyngweithio ymatebol
- Datblygiad iaith
- Chwarae ac archwilio
- Amgylchedd ehangach y plentyn

Mae plant yn parhau i ddatblygu drwy eu perthnasoedd, profiadau a'u rhyngweithio â'r byd o'u cwmpas

- Development does not start again at five.
- The development we see between 5 and 11 builds upon the foundations established during early childhood.

Think back to our previous themes:

- Early brain development
- Relationships and attachment
- Serve and return interactions
- Language development
- Play and exploration
- The child's wider environment

Children continue to develop through their relationships, experiences and interactions with the world around them

Y plentyn sy'n datblygu

The developing child

- Wrth ystyried datblygiad rhwng 5 ac 11 oed, mae angen i ni feddwl am y plentyn cyfan a'l datblygiad cyfanol.

- Mae datblygiad yn cynnwys:

Datblygiad gwybyddol

Iaith a chyfathrebu

Datblygiad emosiynol

Datblygiad cymdeithasol

Datblygiad corfforol

Hunaniaeth, annibyniaeth ac ymdeimlad o'r hunan

- Nid yw'r meysydd hyn yn datblygu ar wahân.
- Gall datblygiad mewn un maes gefnogi neu ddylanwadu ar ddatblygiad mewn maes arall.

- When considering development between 5 and 11, we need to think about the whole child and their holistic development.

- Development includes:

Cognitive development

Language and communication

Emotional development

Social development

Physical development

Identity, independence and sense of self

- These areas do not develop separately.
- Development in one area can support or influence development in another.

Gweithgaredd

Activity

- Mae plentyn yn ymuno â gêm bêl-droed.
- Mae plentyn yn esbonio rheolau gêm i ffrind.
- Mae plentyn yn aros am ei dro.
- Mae plentyn yn cwblhau pos 50 darn.
- Mae plentyn yn cysuro plentyn arall sydd wedi brifo ei hun.
- Mae plentyn yn teimlo rhwystredigaeth wrth golli gêm ond yn llwyddo i barhau i chwarae.
- Mae plentyn yn ysgrifennu cyfarwyddiadau ar gyfer gwneud rhywbeth.

Rhowch bob un o'r rhain yn y meysydd datblygu priodol.

- A child joins in a football game.
- A child explains the rules of a game to a friend.
- A child waits for their turn.
- A child completes a 50-piece puzzle.
- A child comforts another child who has hurt themselves.
- A child becomes frustrated when losing a game but manages to continue playing.
- A child writes instructions for making something.

Put each of these in appropriate developmental areas

Y plentyn cysylltiedig

The interconnected child

A yw'r enghreifftiau hyn yn perthyn i UN o'r meysydd datblygu yn unig?

Na

E.e. Gallai chwarae pêl-droed gynnwys:

- Corfforol: rhedeg, cydbwysedd, cydsymud
- Gwybyddol: cofio rheolau a gwneud penderfyniadau
- Cymdeithasol: cydweithredu a gwaith tîm
- Iaith: cyfathrebu â chyd-chwaraewyr
- Emosiynol: ymdopi ag ennill/colli

Do these examples fit into just ONE of the development areas?

No

E.g. Playing football could involve:

- Physical: running, balance, coordination
- Cognitive: remembering rules and making decisions
- Social: cooperation and teamwork
- Language: communicating with teammates
- Emotional: managing winning/losing

Y plentyn cysylltiedig

The interconnected child

- Mae plentyn 7 oed yn cael trafferth ymuno mewn gêm ar yr iard chwarae. Mae'r plentyn yn mynd yn rhwystredig, yn cerdded i ffwrdd ac yn gwrthod dychwelyd at y grŵp.

Pa feysydd datblygu a allai fod yn rhan o hyn?

Peidiwch â meddwl am "ymddygiad" yn unig.

A allai hyn gynnwys:

- Cyfathrebu?
- Dealltwriaeth gymdeithasol?
- Rheoleiddio emosiynol?
- Hyder?
- Profiadau blaenorol?
- Cymhwysedd corfforol?
- Perthnasoedd?

- A 7-year-old child is struggling to join a playground game. The child becomes frustrated, walks away and refuses to return to the group.

What areas of development might be involved?

Don't just think about "behaviour".

Could this involve:

- Communication?
- Social understanding?
- Emotional regulation?
- Confidence?
- Previous experiences?
- Physical competence?
- Relationships?

Datblygiad corfforol

Physical development

Yn ystod plentyndod canol, gall plant ddangos cynnydd mewn:

- Cryfder a stamina
- Cydbwysedd a chydsymud
- Rheolaeth echddygol fanwl
- Cydsymud llaw a llygad
- Cyfranogiad mewn gweithgareddau corfforol cynyddol gymhleth
- Annibyniaeth mewn tasgau bob dydd

Ond mae datblygiad corfforol yn parhau i amrywio'n sylweddol rhwng plant unigol

During middle childhood, children may demonstrate increasing:

- Strength and stamina
- Balance and coordination
- Fine motor control
- Hand-eye coordination
- Participation in increasingly complex physical activities
- Independence in everyday tasks

But physical development continues to vary considerably between individual children.

Datblygiad corfforol: Her 1

Physical development: Challenge 1

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



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 corfforol: Her 2

Physical development: Challenge 2

Taflu a dal y bêl wrth ateb cwestiynau sy'n cael eu gofyn.

- Beth yw eich hoff liw?
- Beth gawsoch chi i frecwast y bore yma?
- Enwch far siocled sy'n dechrau gyda 'M'
- Enwch ffrwyth coch
- Beth yw eich hoff anifail?

Throw and catch the ball whilst answering questions asked

- What is your favorite colour?
- What did you have for breakfast this morning?
- Name a chocolate bar starting with 'M'
- Name a red fruit
- What's your favorite animal?

Pam mae hyn yn bwysig?

Why does this matter?

- Gall cynyddu gofynion tasg effeithio ar berfformiad, hyd yn oed pan fo'r sgiliau unigol yn ymddangos yn hylaw ar eu pennau eu hunain.
- Increasing the demands of a task can affect performance, even when the individual skills seem manageable on their own.

Datblygiad gwybyddol

Cognitive development

Rhwng 5 ac 11 oed, mae plant yn datblygu'n gynyddol eu gallu i:

- Gofio a threfnu gwybodaeth
- Cynnal sylw
- Datrys problemau
- Cynllunio ymlaen llaw
- Deall achos ac effaith
- Creu cysylltiadau rhwng dysgu blaenorol a dysgu newydd
- Ystyried gwahanol safbwyntiau
- Myfyrio ar eu dysgu eu hunain

Un maes datblygu arbennig o bwysig yw **swyddogaethau gweithredol**.

Between 5 and 11, children increasingly develop their ability to:

- Remember and organise information
- Sustain attention
- Solve problems
- Plan ahead
- Understand cause and effect
- Make connections between previous and new learning
- Consider different perspectives
- Reflect on their own learning

One particularly important development is **executive functioning**.

Datblygiad gwybyddol: Her 1

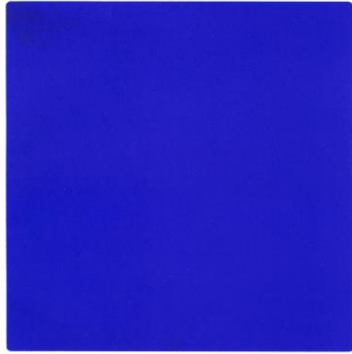
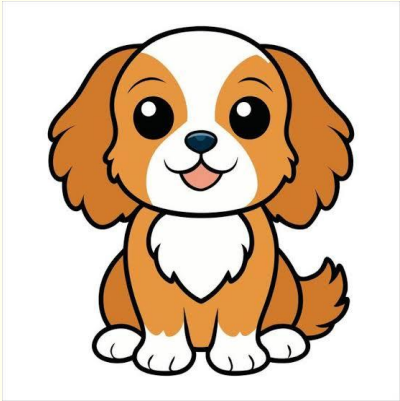
Cognitive development: Challenge 1

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

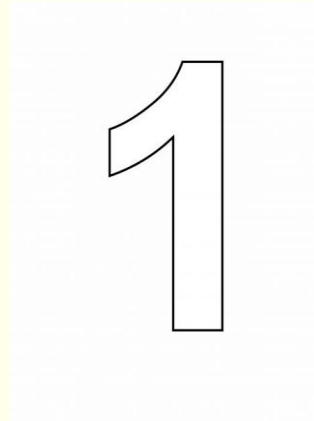
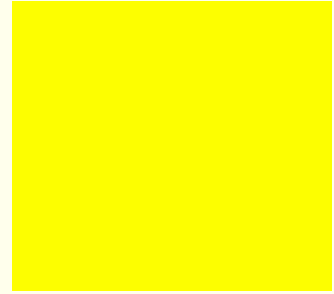
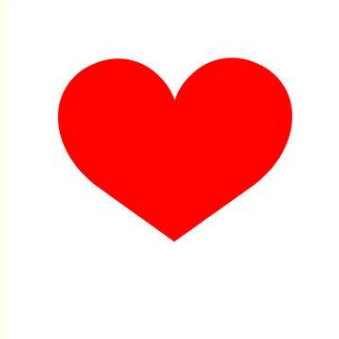
- On the next slide you'll find pictures of various items.
- Try and remember as many items as possible within the 10 seconds.



Datblygiad gwybyddol: Her 1

Cognitive development: Challenge 1

- 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 1

Cognitive development: Challenge 1

- 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?

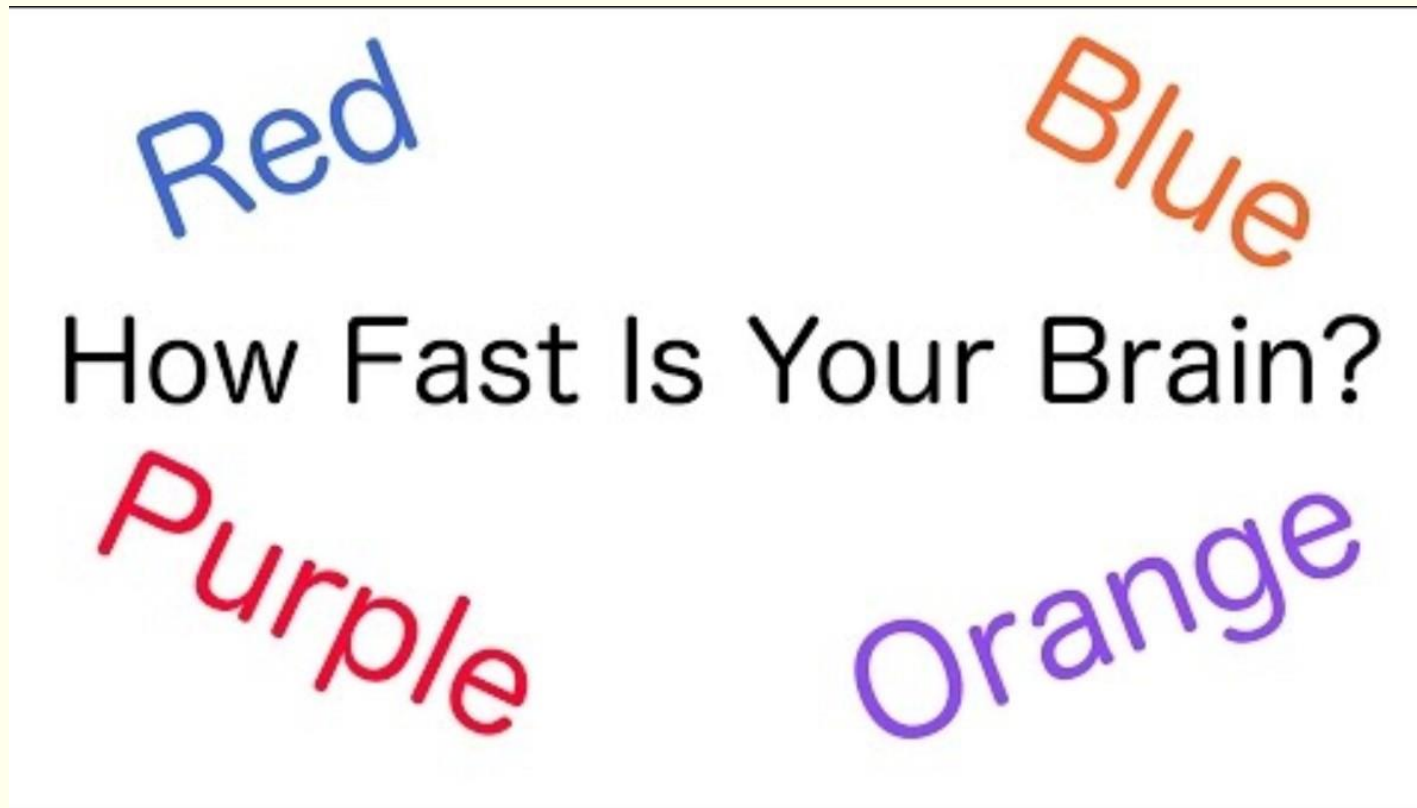
Datblygiad gwybyddol

Cognitive development

- Trafodwch: Sut y gallai cof gweithio gwael edrych yn ymarferol?
- A allem ni weithiau ddehongli anhawster datblygiadol fel "peidio â gwrando"?
- Discuss: What might poor working memory look like in practice?
- Could we sometimes interpret a developmental difficulty as "not listening"?

Swyddogaeth weithredol – Prawf Stroop

Executive function- Stroop test



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

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

Split into pairs

- 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.

- 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

Meddwl yn par a rhannu

Think pair share

Mae plentyn yn cael trafferth mynegi ei syniadau a'i deimladau.

Sut gallai hyn effeithio ar:

- Eu cyfeillgarwch?
- Eu dysgu?
- Eu hyder?
- Eu lles cyffredinol?

A child struggles to express their ideas and feelings.

How might this affect:

- Their friendships?
- Their learning?
- Their confidence?
- Their overall wellbeing?

Wrth I chi datblygu eich llyfr llofion ystyriwch

As you develop your scrapbook consider

Sut mae iaith a chyfathrebu yn cyfrannu at les plant?

Pa fentrau, gwasanaethau neu ymyriadau sydd ar gael i gefnogi plant ag anghenion lleferydd, iaith a chyfathrebu?

- Therapi Lleferydd ac iaith
- Dosbarthiadau sy'n hybu cyfathrebu
- Dulliau ELKLAN
- Rhaglenni ymyrryd cynnar
- Gwasanaethau cymorth i deuluoedd

How does language and communication contribute to children's wellbeing?

What initiatives, services or interventions are available to support children with speech, language and communication needs?

- Speech and Language Therapy
- Communication-friendly classrooms
- ELKLAN approaches
- Early intervention programmes
- Family support services

Datblygiad cymdeithasol a emosiynol

Social and emotional development

Wrth i blant symud drwy blentyndod canol, mae eu byd cymdeithasol yn aml yn dod yn fwy cymhleth.

Ystyriwch bwysigrwydd cynyddol:

- Cyfeillgarwch
- Grwpiau cyfoedion
- Perthyn
- Cydweithio
- Gwrthdaro a negodi
- Cymharu cymdeithasol
- Deall safbwyntiau pobl eraill
- Annibyniaeth oddi wrth oedolion
- Hunaniaeth

As children move through middle childhood, their social world often becomes increasingly complex.

Consider the growing importance of:

- Friendships
- Peer groups
- Belonging
- Cooperation
- Conflict and negotiation
- Social comparison
- Understanding other people's perspectives
- Independence from adults
- Identity

Datblygiad cymdeithasol a emosiynol

Social and emotional development

Dyma Alex, 8 oed

- Mae Alex yn mwynhau adeiladu modelau cymhleth a gall ganolbwyntio ar y rhain am gyfnodau hir.
- Yn ystod gweithgareddau grŵp cyfan, mae Alex yn aml yn colli trywydd cyfarwyddiadau aml-gam.
- Mae gan Alex ddau ffrind agos ond gall ei chael hi'n anodd anghytundebau ac weithiau mae'n cerdded i ffwrdd o gemau.
- Mae Alex yn mwynhau siarad ag oedolion am ei hoff bynciau ond mae'n cyfrannu'n llai aml yn ystod trafodaethau grŵp mwy.
- Yn ystod Addysg Gorfforol, mae Alex yn cymryd rhan yn frwdfrydig ond mae'n gweld rhai gweithgareddau sy'n gofyn am gydlyn yn heriol.

Meet Alex, aged 8

- Alex enjoys building complex models and can concentrate on these for long periods.
- During whole-group activities, Alex frequently loses track of multi-step instructions.
- Alex has two close friends but can find disagreements difficult and sometimes walks away from games.
- Alex enjoys talking to adults about favourite topics but contributes less frequently during larger group discussions.
- During PE, Alex participates enthusiastically but finds some activities requiring coordination challenging.

Tasg Grwp

Group task

Mewn grwpiau:

1. Pa gryfderau gallwch chi eu nodi?
2. Pa feysydd datblygu gallwch chi eu nodi?
3. Ble mae'r meysydd datblygu yn gorgyffwrdd?
4. Beth gallai Alex fod ei angen gan oedolion?
5. Beth fydddech chi eisiau ei wybod cyn gwneud unrhyw dybiaethau?

In groups:

1. What strengths can you identify?
2. What developmental areas can you identify?
3. Where do the developmental areas overlap?
4. What might Alex need from adults?
5. What would you want to know before making any assumptions?

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

Damcaniaeth Piaget

Piaget's theory

Y Cyfnod Gweithrediadau Pendant- Tua 7–11 oed

Mae plant yn datblygu gallu cynyddol i:

- Feddwl yn rhesymegol
- Dosbarthu a threfnu
- Deall achos ac effaith
- Ystyried mwy nag un agwedd ar broblem
- Deall gwahanol safbwyntiau

Ond,

Mae profiadau ymarferol a diriaethol yn parhau i fod yn bwysig.

Concrete Operational Stage- Approximately 7–11 years

Children become increasingly able to:

- Think logically
- Classify and organise
- Understand cause and effect
- Consider more than one aspect of a problem
- Understand different perspectives

But,

Children still benefit enormously from concrete, hands-on experiences.

Profi'r ddamcaniaeth

Testing the theory



Damcaniaeth Piaget

Piagets theory

Felly, beth mae hyn yn ei ddweud wrthym am sut mae plant rhwng 5 ac 11 oed yn dysgu?

- Awgrymodd Piaget y gall plant iau weithiau ganolbwyntio'n gryf ar yr hyn y gallant ei weld ar unwaith. Felly, er enghraifft, efallai y byddant yn meddwl bod y gwydr talach yn cynnwys mwy o ddŵr yn syml oherwydd bod lefel y dŵr yn uwch.
- Mae plant yn elwa ar weld a gwneud, nid dim ond cael gwybod pethau.
- Gall deunyddiau diriaethol helpu plant i ddeall cysyniadau haniaethol.
- Gall ateb plentyn ddweud rhywbeth wrthym am sut mae'r plentyn yn rhesymu, nid dim ond a yw'r ateb yn gywir neu'n anghywir.
- Ni fydd plant o'r un oedran o reidrwydd yn rhesymu yn yr un ffordd yn union.

So what does this tell us about how children aged 5–11 learn?

- Piaget suggested that younger children can sometimes focus strongly on what they can immediately see. So, for example, they may think the taller glass contains more water simply because the level of the water is higher.
- Children benefit from seeing and doing, not just being told.
- Concrete materials can help children understand abstract concepts.
- A child's answer can tell us something about how the child is reasoning, not simply whether the answer is right or wrong.
- Children of the same age won't necessarily reason in exactly the same way.

Rôl yr oedolyn

The role of the adult

- Sut mae oedolion yn cefnogi lles plant yn ystod y cyfnod hwn o fywyd?
- Beth sy'n digwydd pan nad yw plant yn cael cefnogaeth briodol?
- How do adults support children's wellbeing during this life stage?
- What happens when children do not receive appropriate support?

Damcaniaeth Vygotsky

Vygotskys theory

- Mae Vygotsky yn ein hatgoffa nad yw'r hyn na all plentyn ei wneud yn annibynnol eto o reidrwydd yn rhywbeth nad yw'n gallu ei ddysgu.

Gall oedolion neu gyfoedion sydd â mwy o wybodaeth ddarparu:

- Modelu
- Awgrymiadau
- Cwestiynau
- Arddangosiadau
- Anogaeth
- Adborth
- Sgaffaldio

- Vygotsky reminds us that what a child cannot yet do independently is not necessarily something they are incapable of learning.

Adults or more knowledgeable peers can provide:

- Modelling
- Prompts
- Questions
- Demonstrations
- Encouragement
- Feedback
- Scaffolding

Damcaniaeth Bruner

Bruners theory

- Credai Bruner bod plant yn dysgu orau pan fyddant yn archwilio ac yn darganfod yn weithredol ar eu liwt eu hunain.

Awgrymodd y gall oedolion gefnogi dysgu drwy:

- Ddarparu fframwaith cymorth ar gyfer dysgu
- Gofyn cwestiynau
- Darparu cymorth pan fo angen
- Lleihau'r cymorth yn raddol wrth i hyder dyfu

- Bruner believed that children learn best when they actively explore and discover for themselves.

He suggested adults can support learning through:

- Scaffolding learning
- Questioning
- Providing support when needed
- Gradually reducing support as confidence grows

Damcaniaeth Bruner

Bruners theory



Damcaniaeth Erikson

Eriksons theory

Diwydrwydd ac Israddoldeb

Diwydrwydd

- Pan fydd plant yn profi llwyddiant, gallant ddatblygu:
- Hyder
- Cymhwysedd
- Credu ynddynt eu hunain
- Cymhelliant

Industry and Inferiority

Industry

- When children experience success they may develop:
- Confidence
- Competence
- Self-belief
- Motivation

Damcaniaeth Erikson

Eriksons theory

Teimlad o fod yn israddol

- Pan fydd plant yn profi methiant, beirniadaeth neu waharddiad dro ar ôl tro, gallant ddatblygu:
- Hunan-barch isel
- Diffyg hyder
- Teimladau o annigonolrwydd
- Llai o gymhelliant

Inferiority

- When children repeatedly experience failure, criticism or exclusion they may develop:
- Low self-esteem
- Lack of confidence
- Feelings of inadequacy
- Reduced motivation

Trafodwch

Discuss

Meddyliwch am blentyn sy'n dysgu reidio beic.

Sut gallai:

- Canmoliaeth
 - Anogaeth
 - Ymarfer
 - Oedolion sy'n cynnig cefnogaeth
- ...effeithio ar eu hyder a'u lles?

Think about a child learning to ride a bicycle.

How might:

- Praise
- Encouragement
- Practice
- Supportive adults

..influence their confidence and wellbeing?

Datblygu trwy Chwarae

Developing through Play

- Ydych chi byth yn rhy hen i chwarae?
- Are you ever too old to play?



Datblygu trwy Chwarae

Developing through Play

- Beth sy'n digwydd i chwarae ar ôl 5?
- A yw chwarae yn diflannu, neu a yw'n newid?
- What happens to play after 5?
- Does play disappear, or does play change?

Datblygu trwy Chwarae 5+

Developing through Play 5+

- Rheolau mwy cymhleth
- Mwy o drafod a negodi
- Bydoedd dychmygol mwy manwl
- Cystadlu
- Gwaith tîm
- Strategaeth
- Hiwmor
- Mwy o annibyniaeth
- Adeiladu mwy cymhleth
- Chwarae digidol
- Risg
- Dymeg cyfeillgarwch
- More complex rules
- Greater negotiation
- More elaborate imaginary worlds
- Competition
- Teamwork
- Strategy
- Humour
- Greater independence
- More complex construction
- Digital play
- Risk
- Friendship dynamics

Pa datblygiad sy'n digwydd fan hyn?
What development is happening here?



Neges allweddol

Key message

- Nid yw chwarae yn peidio â bod yn werthfawr ar gyfer datblygiad dim ond oherwydd bod plentyn yn dechrau'r ysgol.
- Play doesn't stop being developmentally valuable because a child starts school.

Pam mae datblygiad yn bwysig i blant?

Why does development matter for children?

Nid yw datblygiad yn ymwneud yn unig â'r hyn y gall plant ei wneud.

Mae datblygiad yn dylanwadu ar:

- Hyder
- Cyfeillgarwch
- Dysgu
- Cyfranogiad
- Annibyniaeth
- Lles

Development is not only about what children can do.

Development influences:

- Confidence
- Friendships
- Learning
- Participation
- Independence
- Wellbeing

Datblygiad a lles

Development and wellbeing

Wellbeing is defined as a state in which an individual is able to realise their abilities, cope with the normal stresses of life, work productively, and contribute to their community (World Health Organization, 2022).

Rhwystrau I ffynnu: Tlodi ac anghydraddoldeb

Barriers to thriving: Poverty and inequality

Gwylwch y fideo byr ac ystyriwch:

- Sut gallai tlodi effeithio ar ddatblygiad corfforol plentyn?
- Sut gallai tlodi effeithio ar ddatblygiad gwybyddol a dysgu?
- Sut gallai tlodi effeithio ar les cymdeithasol ac emosiynol?
- Pa ffactorau amddiffynnol a allai helpu i leihau'r effeithiau hyn?
- Sut gallai ymarferwyr gefnogi plant a theuluoedd sy'n profi tlodi ac anghydraddoldeb?

Watch the short video and consider:

- How might poverty affect a child's physical development?
- How might poverty affect cognitive development and learning?
- How might poverty affect social and emotional wellbeing?
- What protective factors could help reduce these impacts?
- How could practitioners support children and families experiencing poverty?

Rhwystrau I ffynnu: Tlodi ac anghydraddoldeb

Barriers to thriving: Poverty and inequality



Source: BBC Newsnight (2024)

Rhwystrau I ffynnu: Tlodi ac anghydraddoldeb

Barriers to thriving: Poverty and inequality

Adlewyrchwch;

- Sut gallai tlodi effeithio ar ddatblygiad corfforol plentyn?
- Sut gallai tlodi effeithio ar ddatblygiad gwybyddol a dysgu?
- Sut gallai tlodi effeithio ar les cymdeithasol ac emosiynol?
- Pa ffactorau amddiffynnol a allai helpu i leihau'r effeithiau hyn?
- Sut gallai ymarferwyr gefnogi plant a theuluoedd sy'n profi tlodi ac anghydraddoldeb?

Reflect;

- How might poverty affect a child's physical development?
- How might poverty affect cognitive development and learning?
- How might poverty affect social and emotional wellbeing?
- What protective factors could help reduce these impacts?
- How could practitioners support children and families experiencing poverty?

Hawliau Plant Cymru



Comisiynydd
Plant Cymru
Children's
Commissioner
for Wales

Gwranddo. Helpu. Codi llais.

Helo, fy enw i yw Rocio Cifuentes a fi fydd Comisiynydd Plant Cymru o Ebrill 2022 tan Ebrill 2029.

Fy ngwaith i yw:
Gwranddo ar blant a phobl ifanc, i weld beth sydd angen amoch chi.
Codi llais am y pethau sydd angen amoch fi.
Dy helpu di, a'r oedolion sy'n gofalu amdanat, os wyt i'n helpu di fod wedi cael dy ddi yn anafus.
Herio pobl i wneud bywyd yn well i blant a phobl ifanc.



Dysgwch fwy am eich hawliau:



DEALL EICH HAWLIAU

Rhestr o hawliau sydd gan bob plentyn a pherson ifanc yng Nghymru ac ar draws y byd yw Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn, neu'r CCUHP. Gwaith y Comisiynydd Plant yw amddiffyn a hyrwyddo'r hawliau hyn yng Nghymru.

Erthygl 1: Mae hawliau gan bobw sydd o dan 18 oed.	Erthygl 13: Mae gen i hawl i gael gwybodaeth a rhannu fy mam.	Erthygl 23: Os wyt i'n anaf, mae gen i hawl i ofal ac addysg arbennig.	Erthygl 33: Mae gen i hawl i gael fy amddiffyn rhag cyffuriau peryglus.
Erthygl 2: Mae gan bob plentyn yr hawliau yma, beth bynnag yw eu gwahaniaethau.	Erthygl 14: Mae gen i hawl i gael fy meddyllau a'm cred fy hun, ac i ddewis fy nghyfelydd, gyda help fy rhieni.	Erthygl 24: Mae gen i hawl i fod mor iach â phosib.	Erthygl 34: Mae gen i hawl i beidio â chael fy nghyflwrdd mewn ffyrdd sy'n gweud i fi deimlo'n anghyfforddus, yn annogol neu'n drist.
Erthygl 3: Rhaid i oedolion wneud beth sydd orau i fi.	Erthygl 15: Mae gen i hawl i gwrdd â ffrindiau ac ymuno â grwpiau.	Erthygl 25: Os nad wyt i'n byw gyda fy nheulu, dylai pobl wrio'n gyson mod i'n ddiogel ac yn hapus.	Erthygl 35: Mae gen i hawl i beidio â chael fy nghipio, fy ngwerthu na fy masnachu.
Erthygl 4: Rhaid i fywddorau ddiogelu a pharchu fy hawliau.	Erthygl 16: Mae gen i hawl i gadw rhaith pethau'n breifat.	Erthygl 26: Os bydd angen hynny ar fy nheulu, dylai nhw gael arian i helpu i fagu fi.	Erthygl 36: Mae gen i hawl i beidio â chael fy nethyddia gan oedolion mewn ffyrdd sy'n fy niweidio.
Erthygl 5: Dylai fy nheulu helpu fi i wybod am fy hawliau a'u deffnyddio.	Erthygl 17: Mae gen i hawl i dderbyn gwybodaeth mewn llawer o ffyrdd, tra bod hynny'n bosibl.	Erthygl 27: Mae gen i hawl i gael cartref addas, bwyd a dillod.	Erthygl 37: Os bydda i'n torri'r gyfraith, mae gen i hawl i beidio â chael fy nghosbi mewn ffordd greulon neu ddangen.
Erthygl 6: Mae gen i hawl i fyw a thylu fel person.	Erthygl 18: Mae gen i hawl i gefnogaeth gan y ddau riant, os yw hynny'n bosibl.	Erthygl 28: Mae gen i hawl i gael addysg.	Erthygl 38: Mae gen i hawl i beidio ag ymuno o'r lluoedd arfog.
Erthygl 7: Mae gen i hawl i enw ac i berthyn i wlad.	Erthygl 19: Mae gen i hawl i gael fy amddiffyn rhag niwed neu ddiriaeth wael.	Erthygl 29: Mae gen i hawl i addysg sy'n datblygu fy mhersonolaeth, y doniau sydd gen i, a'm galluedd.	Erthygl 39: Mae gen i hawl i dderbyn help i wella os wyt i wedi cael fy anafu neu fy nhrin yn wael.
Erthygl 9: Mae gen i hawl i fyw gyda fy nheulu os gallan nhw gadw fi'n ddiogel.	Erthygl 20: Mae gen i hawl i dderbyn gofal os wyt i'n methu byw gyda fy nheulu fy hun.	Erthygl 30: Mae gen i hawl i siarad fy iaith fy hun ac i ddilyn ffordd fy nheulu a fyw.	Erthygl 40: Mae gen i hawl i gael fy rhin fel plentyn os bydda i'n torri'r gyfraith.
Erthygl 10: Mae gen i hawl i weld fy rhieni os ydyn nhw'n byw mewn gwlad arall.	Erthygl 21: Mae gen i hawl i'r gofal gorau os cafi fi fy mabwysiadu.	Erthygl 31: Mae gen i hawl i orffwys, ymlacio a chwarae.	Erthygl 41: Os yw cyfreithiau fy ngwlad yn rhoi amddiffyniad gwell i fi nag erthyglau CCUHP, dylai'r cyfreithiau yna aros.
Erthygl 11: Mae gen i hawl i beidio â chael fy nghymryd allan a'm gwlad yn anghyfreithlon.	Erthygl 22: Os wyt i'n ffordur, mae gen i hawl i help, amddiffyniad a'r un hawliau â phlant a gofodd eu geni yn y wlad hon.	Erthygl 32: Mae gen i hawl i beidio â gorfod gweithio oni bai mod i'n ddiglen hen a bod hynny'n ddiogel.	Erthygl 42: Dylai pawb wybod am hawliau plant.
Erthygl 12: Mae gen i hawl i gael gwrandawriad, ac i gael fy nghymryd o ddi.			

Oes angen i fi drafod problem gyda ni?
Mae ein gwasanaeth Ymchwiliadau a Chynghor am ddim ac yn gyfrinachol. Mae yno i helpu ac i gefnogi plant a'u teuluoedd. Cysyllto â ni i weld sut gallwn helpu. Ffôn: 0800 801 1000 E-bost: cyngor@comisiynyddplant.cymru

Gwefan: www.comisiynyddplant.cymru E-bost: post@comisiynyddplant.cymru X f @childcomwales

[9681-CCfW-Know-Your-Rights-Poster-Artwork-Welsh_AW.pdf](#)

Children's rights Wales



Comisiynydd
Plant Cymru
Children's
Commissioner
for Wales

Listens. Helps. Speaks up.

Hello, my name is Rocio Cifuentes and I'll be the Children's Commissioner for Wales from April 2022 until April 2029.

It's my job to:

- Listen to children and young people to find out what you need.
- Speak up about the things you need.
- Help you, and those who care for you, if you think you've been treated unfairly.
- Challenge people to make life better for children and young people.



Learn more about your rights:



KNOW YOUR RIGHTS

The United Nations Convention on the Rights of the Child, or the UNCRC, is a list of rights that all children and young people in Wales and across the world have. It's the Children's Commissioner's job to protect and promote these rights in Wales.

Article 1: Everyone under 18 has rights.	Article 12: I have the right to be listened to and be taken seriously.	Article 22: If I am a refugee, I have a right to help, protection, and the same rights as children born in this country.	Article 33: I have the right to be protected from dangerous drugs.
Article 2: All children have these rights no matter what their differences are.	Article 13: I have the right to get information and share my views.	Article 23: If I am disabled, I have the right to special care and education.	Article 34: I have the right not to be touched in ways that make me feel uncomfortable, unsafe or sad.
Article 3: Adults must do what's best for me.	Article 14: I have the right to have my own thoughts and beliefs and to choose my religion, with help from my parents.	Article 24: I have the right to be as healthy as possible.	Article 35: I have the right not to be kidnapped, sold or trafficked.
Article 4: Governments must protect and respect my rights.	Article 15: I have the right to meet with friends and join groups.	Article 25: If I am not living with my family, people should keep checking I am safe and happy.	Article 36: I have the right not to be used by adults in ways that harm me.
Article 5: My family should help me know and use my own rights.	Article 16: I have the right to keep some things private.	Article 26: If my family need it, they should get money to help bring me up.	Article 37: If I break the law, I have the right not to be punished in a cruel or unnecessary way.
Article 6: I have the right to live and grow as a person.	Article 17: I have the right to get information in lots of ways, so long as it's safe.	Article 27: I have the right to have a proper home, food and clothing.	Article 38: I have the right not to join the armed forces.
Article 7: I have a right to a name and to belong to a country.	Article 18: I have the right to support from both parents, if possible.	Article 28: I have the right to an education.	Article 39: I have the right to help to get better if I have been hurt or badly treated.
Article 8: I have the right to an identity.	Article 19: I have the right to be protected from being hurt or badly treated.	Article 29: I have the right to an education which develops my personality, talents and abilities.	Article 40: I have the right to be treated as a child if I break the law.
Article 9: I have a right to live with my family if they can keep me safe.	Article 20: I have the right to be looked after if I can't live with my own family.	Article 30: I have a right to speak my own language and to follow my family's way of life.	Article 41: If the laws in my country protect me better than the articles of the UNCRC then those laws should stay.
Article 10: I have the right to see my parents if they live in another country.	Article 21: I have the right to have the best care if I am adopted.	Article 31: I have a right to rest, relax and play.	Article 42: Everyone should know about children's rights.
Article 11: I have the right not to be taken out of my country illegally.		Article 32: I have the right not to have to work unless I am old enough and it is safe.	

Do you need to talk to us about a problem?
Our Investigations and Advice service is free and confidential. It's there to help and support children and their families. Get in touch to find out how we can help. Phone: **0800 801 1000** Email: **advice@childrenscommissioner.wales**

Website: www.childrenscommissioner.wales Email: post@childrenscommissioner.wales @ X f @childcomwales

[9681-CCfW-Know-Your-Rights-Poster-Artwork-English AW.pdf](#)

Beth mae lles cadarnhaol yn edrych fel I blentyn rhwng 5 ac 11?

What might positive wellbeing look like for a child ages 5-11?

Gall plentyn brofi lles cadarnhaol pan fyddant yn:

- Teimlo'n ddiogel
- Cael perthnasoedd cefnogol
- Teimlo eu bod yn cael eu cynnwys
- Cael cyfleoedd i chwarae
- Teimlo'n hyderus yn eu galluoedd
- Gallu mynegi emosiynau mewn ffordd briodol
- Cael ymdeimlad o berthyn

A child may experience positive wellbeing when they:

- Feel safe
- Have supportive relationships
- Feel included
- Have opportunities to play
- Feel confident in their abilities
- Can express emotions appropriately
- Have a sense of belonging

Yr aseiniad

The assignment

Wrth i chi ddatblygu eich llyfr lloffion, ystyriwch:

- Sut mae plant yn datblygu'n gymdeithasol, yn emosiynol ac yn wybyddol
- Pwysigrwydd chwarae a dysgu
- Ffactorau sy'n hyrwyddo gwydnwch
- Effaith tlodi ac anghydraddoldeb
- Hawliau plant
- Mentrau lles a gwasanaethau cymorth
- Damcaniaethau ac ymchwil perthnasol

As you develop your scrapbook consider;

- How children develop socially, emotionally and cognitively
- The importance of play and learning
- Factors that promote resilience
- The impact of poverty and inequality
- Children's rights
- Wellbeing initiatives and support services
- Relevant theories and research

Rhestr cyfeirnod

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