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

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

Trawsnewid Addysg, Trawsnewid Bywydau
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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 gydgysylltiedig
- 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

- Meddyliwch 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'I 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 gydlynu, 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

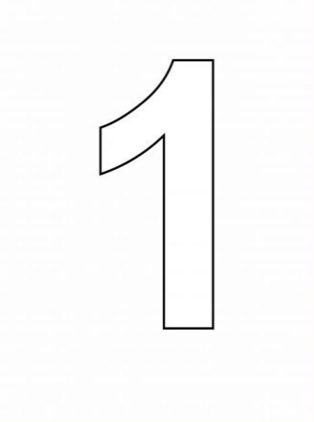
- Faint allwch chi eu cofio?
- Ysgrifennwch nhw i lawr

- Gadewch i ni drio 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

9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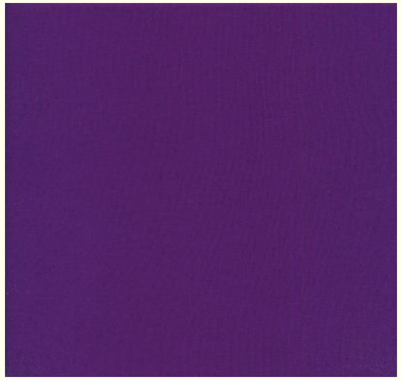


Datblygiad gwybyddol: Her 1
Cognitive development: Challenge 1

- Faint allwch chi eu cofio?
- Ysgrifennwch nhw i lawr

- How many can you remember?
- Write them down

- Beth oedd yn gwahanol?
- A oedd y her yn anoddach?

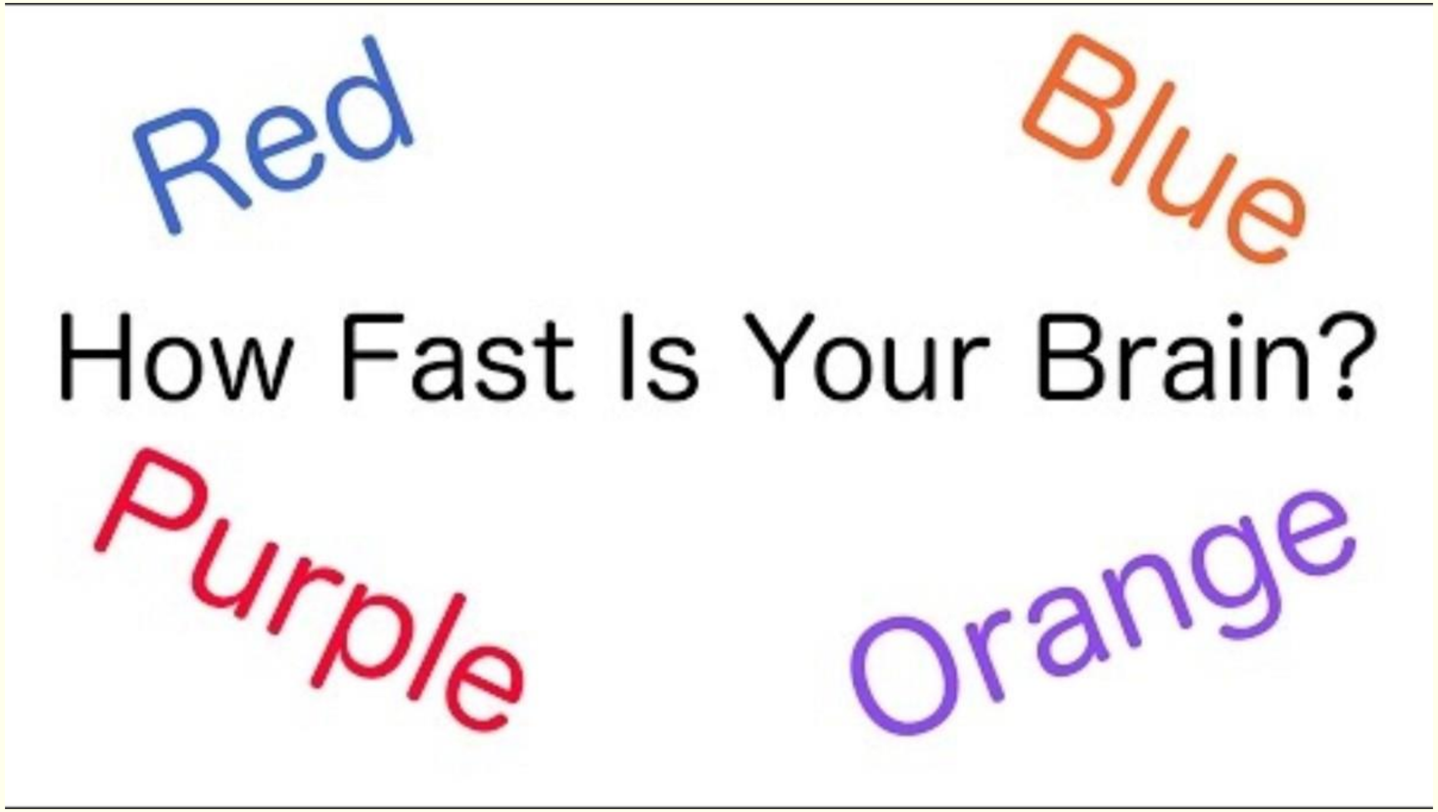
- What was different?
- Was it harder?

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

- Bydd Person A yn cael llun syml.
- Ni ddylai Person B ei weld.
- Rhaid i Berson 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

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 gydlynu 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 fyddech 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
Piagets 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
- Dynameg 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

Gwyliwch 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

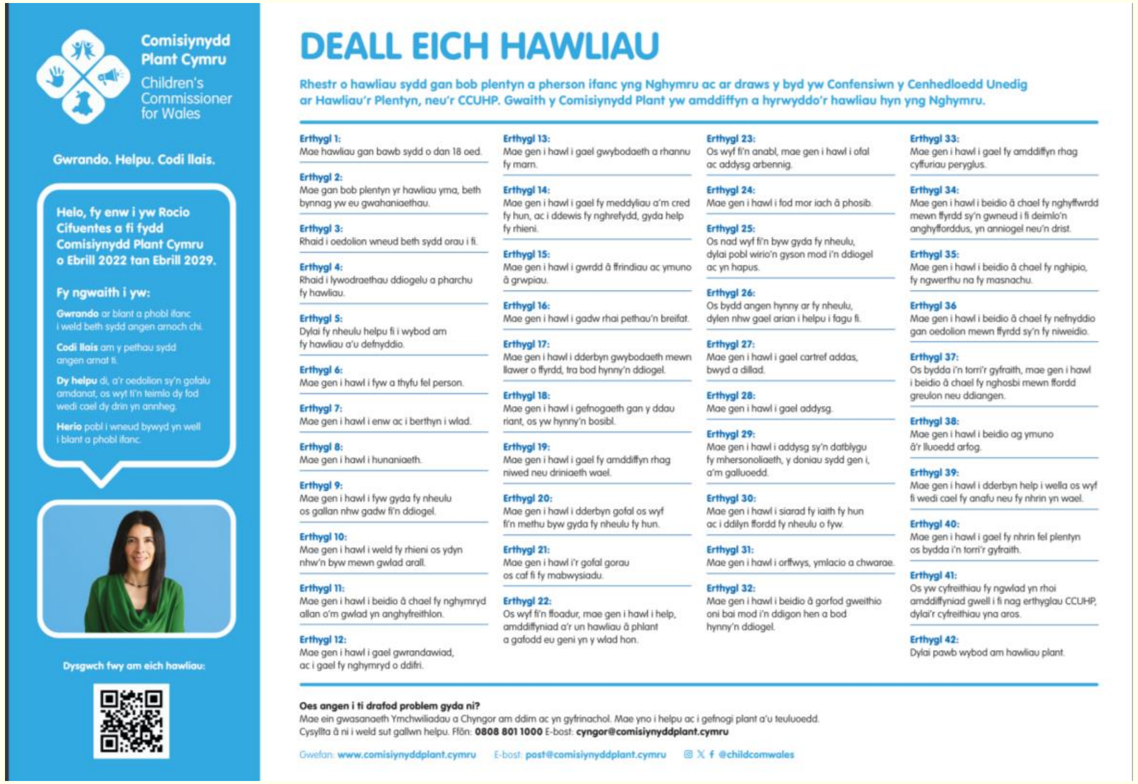
Adlewyrchwch;

- 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



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

Children's rights Wales

[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 cyfeirnodi
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