



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

ECAD4016/C

Chwarae ac Arsylwi *Play and Observation*



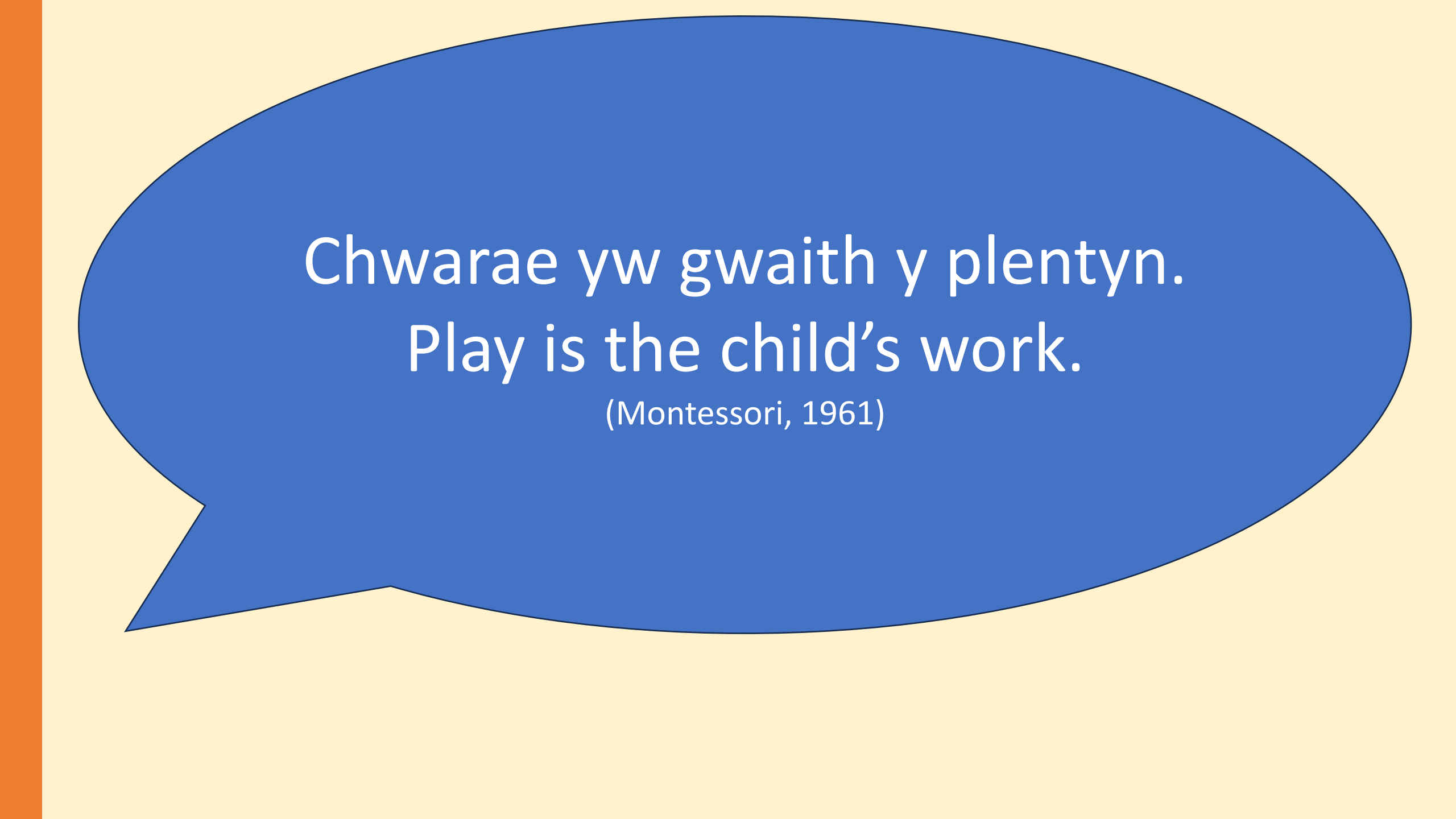
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Nod

Aim

- Archwilio diffiniadau a mathau o chwarae
 - Ystyried pwysigrwydd cyfleoedd i chwarae
 - Arsylwi ar chwarae a dysgu mewn dosbarth Dysgu Sylfaen
 - Cynllunio arsylwadau a'r goblygiadau moesegol
- *Explore definitions and types of play*
 - *Consider the importance of opportunities for play*
 - *Observing play and learning in a Foundation Learning classroom*
 - *Planning observations and the ethical implications*



Chwarae yw gwaith y plentyn.
Play is the child's work.

(Montessori, 1961)









Tasg 1

Task 1

1. Sut fydddech chi'n diffinio chwarae? Pam?
2. Darllenwch y diffiniadau sydd o amgylch yr ystafell. Sefwch dan y diffiniad rydych chi'n cytuno ag e' fwyaf (1/2/3/4). Byddwch yn barod i rannu'r rheswm dros eich dewis.

1. *How would you define play? Why?*
2. *Read the definitions around the room. Stand under the definition you agree with most (1/2/3/4). Be prepared to share the reason for your choice.*

Diffinio chwarae

Defining play

- Profiadau uniongyrchol, bywyd bob dydd a phwrrpasol
 - Unigol ac unigryw i bob plentyn
 - Ymddygiad, gweithgaredd neu broses mae'r plant eu hunain yn eu cychwyn
 - Cymhleth ac anodd ei ddiffinio – dibynnu ar yr unigolyn a'r cyddestun.
- *First-hand, authentic and purposeful experiences*
 - *Individual and unique to all children*
 - *Behaviour, activity or process initiated by children themselves.*
 - *Complex and difficult to define – reliant on the individual and the context.*

(Macdonald, 2022)

Mathau o chwarae

Types of play

(Parten, 1929)

Chwarae gwag →

Chwarae unigol →

Gwyllo chwarae →

Chwarae cyfochrog →

Chwarae cysylltiadol →

Chwarae cydweithredol →

Mildred Parten's 6 Stages of Play

Types	Description
UNOCCUPIED (BIRTH - 3 MONTHS)	Children engage in sensory activities that lack focus or narrative. They may pick up, shake, and discard objects in their vicinity, or hit and giggle at a play mobile in a cot.
SOLITARY PLAY (3 MONTHS - 2 ½ YEARS)	Children play alone and independently. They are completely engrossed in their play and do not seem to notice other children. This type of play is important for developing a sense of independence, creativity, and problem-solving skills.
ONLOOKER PLAY (2 ½ YEARS - 3 ½ YEARS)	Children watch others play but do not engage in the play themselves. They may engage in conversation related to the play, asking questions or offering advice, but they do not join in the play.
PARALLEL PLAY (3 ½ YEARS - 4 ½ YEARS)	Children play separately but their activities are similar to those of the children around them. They may not interact directly, but they observe each other and often mimic each other's actions.
ASSOCIATIVE PLAY (4 - 4 ½ YEARS)	Children start to interact more with each other during play. They may share toys and ideas, but there's no large organization or common goal.
COOPERATIVE PLAY 4 ½ YEARS - UP	children play together with a common goal or organized game. They may assign roles, follow rules, and work together towards a common end.

 **COGNITIVE CORNER**

Chwarae gweithredol



Chwarae adeiladol



Chwarae dramatig



Gemau gyda rheolau



Dr. Smilansky's Stages of Play

Stage 1

Functional Play

Occurs between 1-2 years of age.

During this stage children are exploring their surroundings.



Stage 2

Constructive Play

Occurs between 2-3 years of age.

During this stage children assemble or create objects.



Stage 3

Dramatic Play

Occurs around the age of three.

Children partake in role play which gets more elaborate as they get older.



Stage 4

Games with Rules

Occurs around 5+.

During this stage children begin showing an interest in games with rules.



[Click To Learn More About The Power Of Play - see-me-and-liz.com](http://seemeandliz.com)

Mae plentyn bach yn gwrthio car tegau yn ôl ac ymlaen dro ar ôl tro ar draws y llawr, gan fwynhau'r symudiad a'r sain.	Mae plentyn bach yn sefyll yng nghornel yr ystafell, yn gwylio ei fisedd yn symud, weithiau'n cerdded o gwmpas yn ddi-bwrpas. Dydyn nhw ddim yn gwneud unrhyw gyswllt â theganau na phlant eraill.	Mae dau blentyn yn eistedd ochr yn ochr, a'r nail a'r llall yn darlunio ar eu papur ei hun. Weithiau maent yn edrych ar waith ei gilydd.	Mae plant yn chwarae "siop", yn rhannu rolau (siopwr, cwsmer), defnyddio propiau, a thrafod rheolau gyda'i gilydd.	Mae grŵp o blant yn chwarae "Snakes & Ladders", gan ddilyn rheolau cytun a chymryd eu tro.
Mae plentyn bach yn eistedd ar ei ben ei hun yn adeiladu blociau, yn canolbwyntio ar yr hyn mae'n ei wneud ond ddim yn rhyngweithio ag eraill gerllaw.	Mae plentyn yn gwylio dau arall yn chwarae gyda cheir tegau, weithiau yn gofyn cwestiynau ond ddim yn ymuno.	Mae plant yn gwisgo lan fel diffoddwyr tân, yn esgus diffodd tanau ac achub tegauau rhag perygl.	Mae grŵp o blant yn adeiladu briciau LEGO, yn rhannu darnau ac yn sgwrsio, ond pob un yn gweithio ar ei strwythur ei hun.	Mae plentyn yn defnyddio toes i wneud siapiau ac yn adeiladu cacen esgus, gan arbrofi gydag offer a gweadau.

A toddler repeatedly pushes a toy car back and forth across the floor, enjoying the movement and sound.	A toddler stands in the corner of the room, watching their fingers move, occasionally walking around aimlessly. They're not engaging with toys or other children.	Two children sit side by side, each drawing on their own paper, occasionally glancing at each other's work.	Children play "shop", assigning roles (cashier, customer), using props, and negotiating rules together.	A group of children play "Snakes and Ladders", following agreed rules and taking turns.
A toddler sits alone stacking blocks, fully absorbed and not interacting with others nearby.	A child watches two others playing with toy cars, occasionally asking questions but not joining	Children dress up as firefighters, pretending to put out fires and rescue toys from danger.	A group of children build with LEGO bricks, sharing pieces and chatting, but each working on their own structure.	A child uses playdough to make shapes and builds a pretend cake, experimenting with tools and textures.

Rhai damcaniaethau mwy cyfoes o chwarae

Some more contemporary theories of play

- Creadigol
 - Archwiliadol
 - Ffantasi
 - Dychmygus
 - Ymsymudol
 - Sgarmes
 - Cerddorol
- *Creative*
 - *Exploratory*
 - *Fantasy*
 - *Imaginative*
 - *Locomotor*
 - *Rough and tumble*
 - *Musical*

(Rees-Edwards, 2026)

Pam mae chwarae'n bwysig?

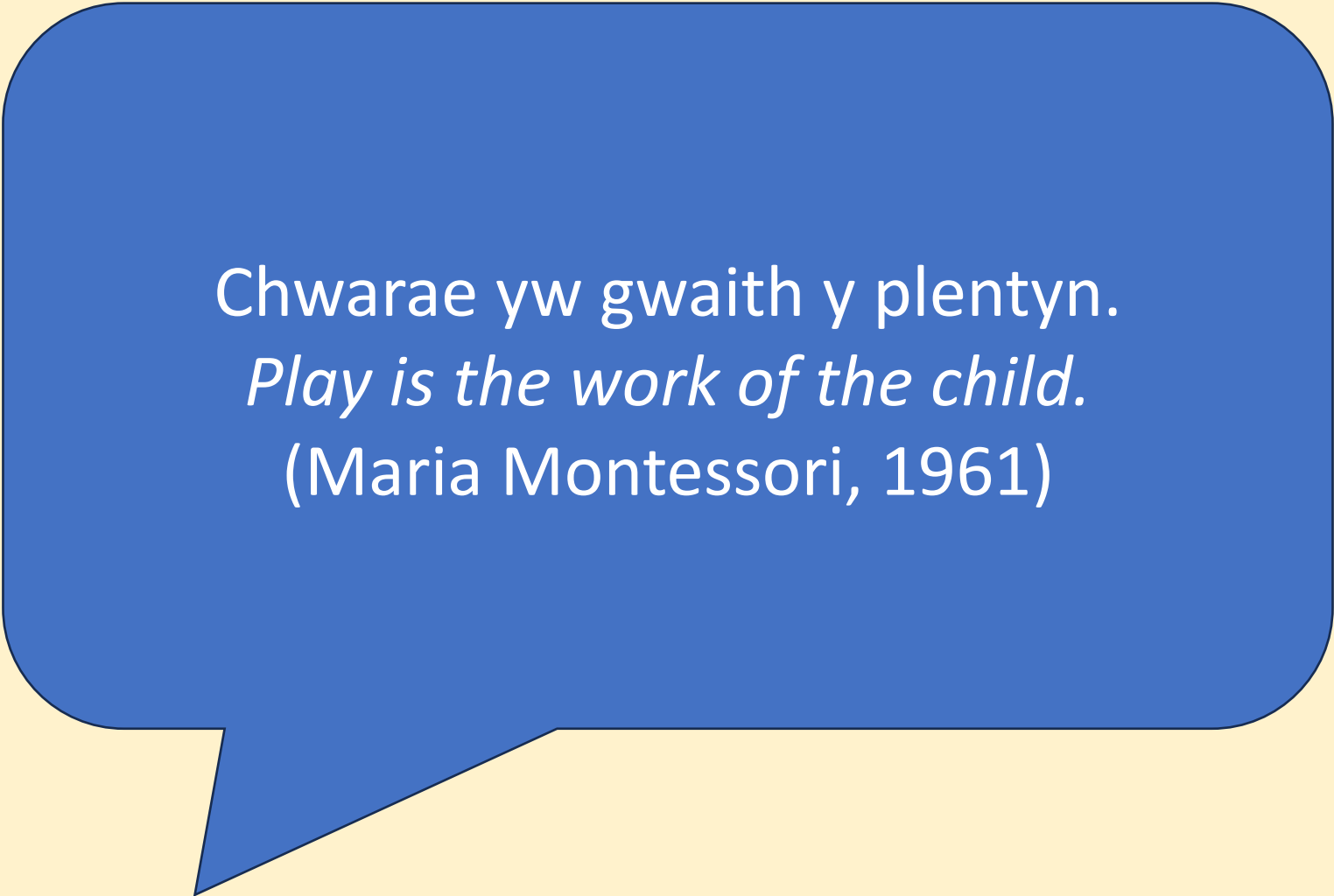
Why is play important?

- Sgil gydol oes
- Cyfrannu at bob agwedd o ddatblygiad y plentyn
 - corfforol
 - cymdeithasol
 - emosiynol
 - ieithyddol
 - gwybyddol
 - lles
 - ysbryddol
- *Life-long skill*
- *Contributes to all aspects of the child's development*
 - *physical*
 - *social*
 - *emotional*
 - *linguistic*
 - *cognitive*
 - *well-being*
 - *spiritual*

Pam mae chwarae'n bwysig?

Why is play important?

- Hawl (Erthygl 31 CCUHP)
 - Perchnogaeth
 - Grym
 - Hunan-reolaeth
 - Y plentyn sy'n arwain a rheoli
 - Datrys problemau
 - Cydweithio a chreu cydberthnasau
 - Profi llwyddiant a methiant
 - ... a llawer mwy
- *Right (Article 31 UNCRC)*
 - *Ownership*
 - *Empowerment*
 - *Self-regulation*
 - *The child leads and manages*
 - *Solve problems*
 - *Collaborate and create relationships*
 - *Experience success and failure*
 - ... *and much more*



Chwarae yw gwaith y plentyn.
Play is the work of the child.
(Maria Montessori, 1961)

Arsylwi plant
Observing
children



Pwy ddylai arsylwi?

Who should observe?

- Cyfrifoldeb ar bob ymarferydd sy'n gweithio o fewn y lleoliad/ysgol;
- Mae penderfyniadau cyfun am arsylwadau'n ychwanegu gwybodaeth werthfawr a rennir yn y broses gynllunio.
- *Responsibility of all practitioners working within the setting/school;*
- *Joint discussions about observations add valuable shared knowledge to the planning process.*

Beth ddylwn ei arsylwi?

What should we observe?

- Sgiliau a datblygiadau plant;
 - Rhyngweithio rhwng plant a'u cymheiriaid a'r oedolion;
 - Rhyngweithio plant gyda'r amgylchedd gan gynnwys eu cyflawniadau.
- *Children's skills and developments;*
 - *Interaction between children and their peers and the adults;*
 - *Children's interactions with the environment including their achievements.*

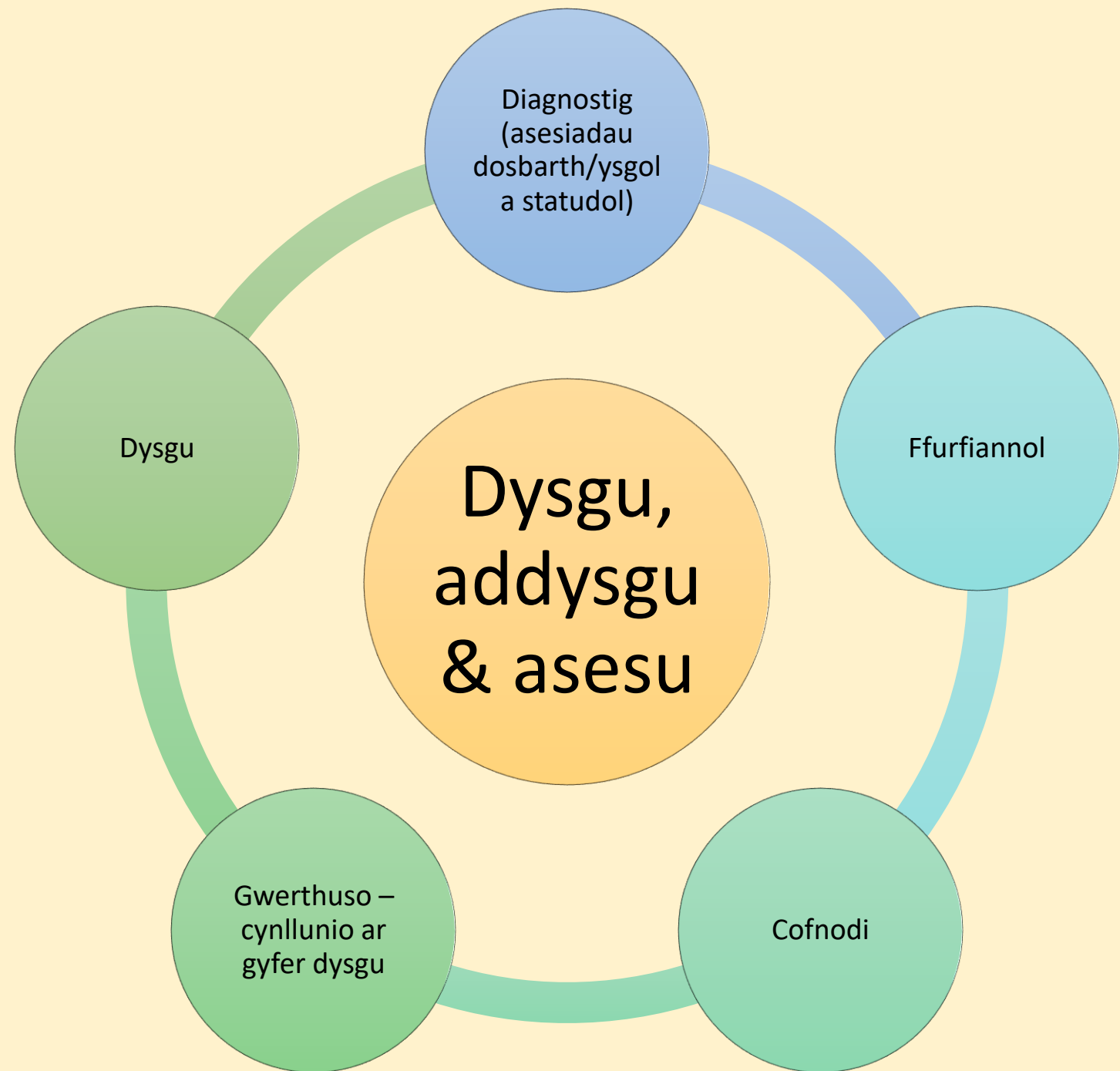
Parch a moeseg

Respect and ethics

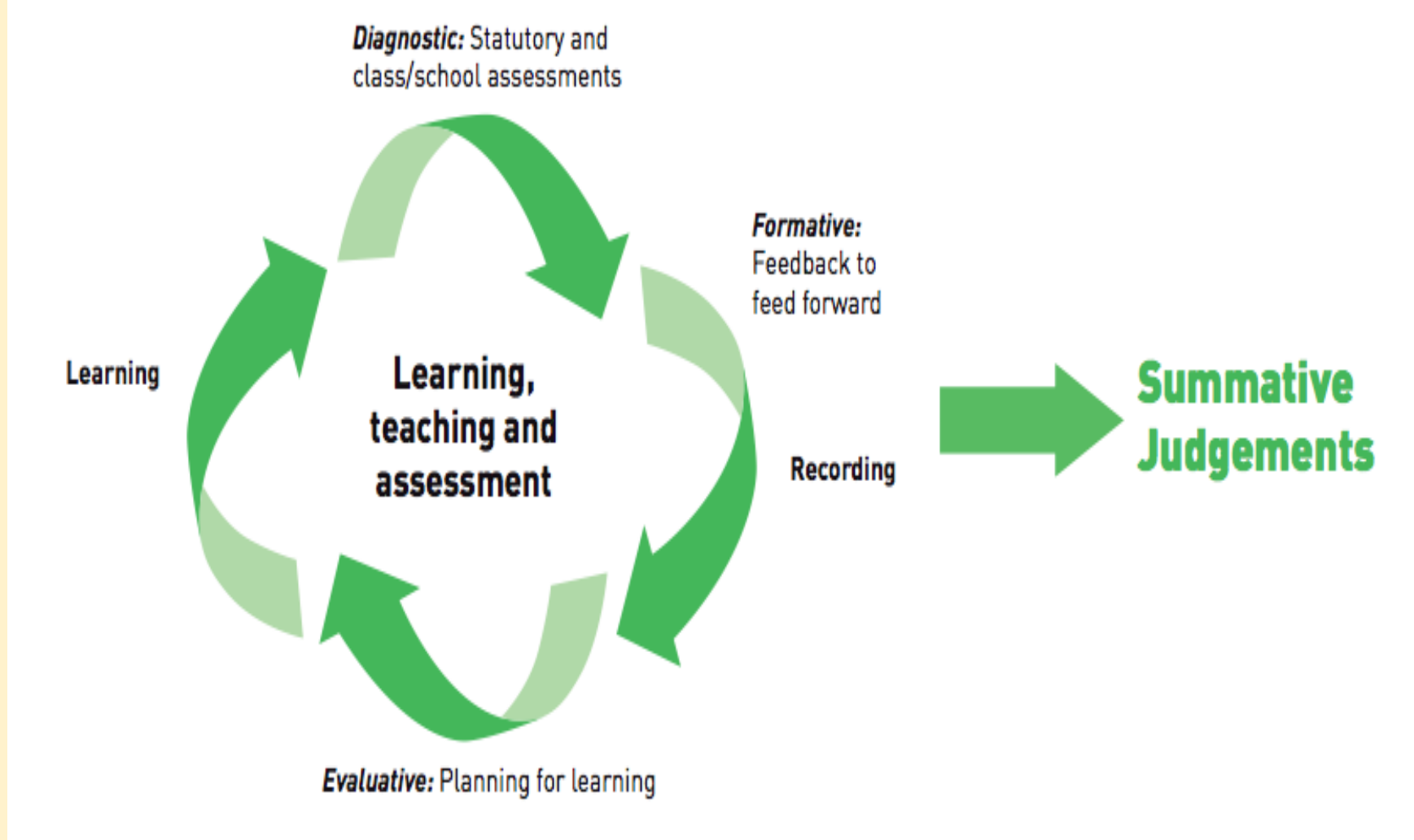
- Priodoli rhinweddau positif dysgwr;
- Trin y dysgwr fel person synhwyrol;
- Helpu dysgwyr i werthuso eu cynnydd;
- Gonestrwydd;
- Trin pawb gydag urddas;

- *Attribute the learner positive qualities;*
 - *Treat learner as a sensible person;*
 - *Help learners to evaluate their progress;*
 - *Honesty;*
 - *Treat all with dignity;*
- (Katz – 2008).*

Cylchdro



A cycle

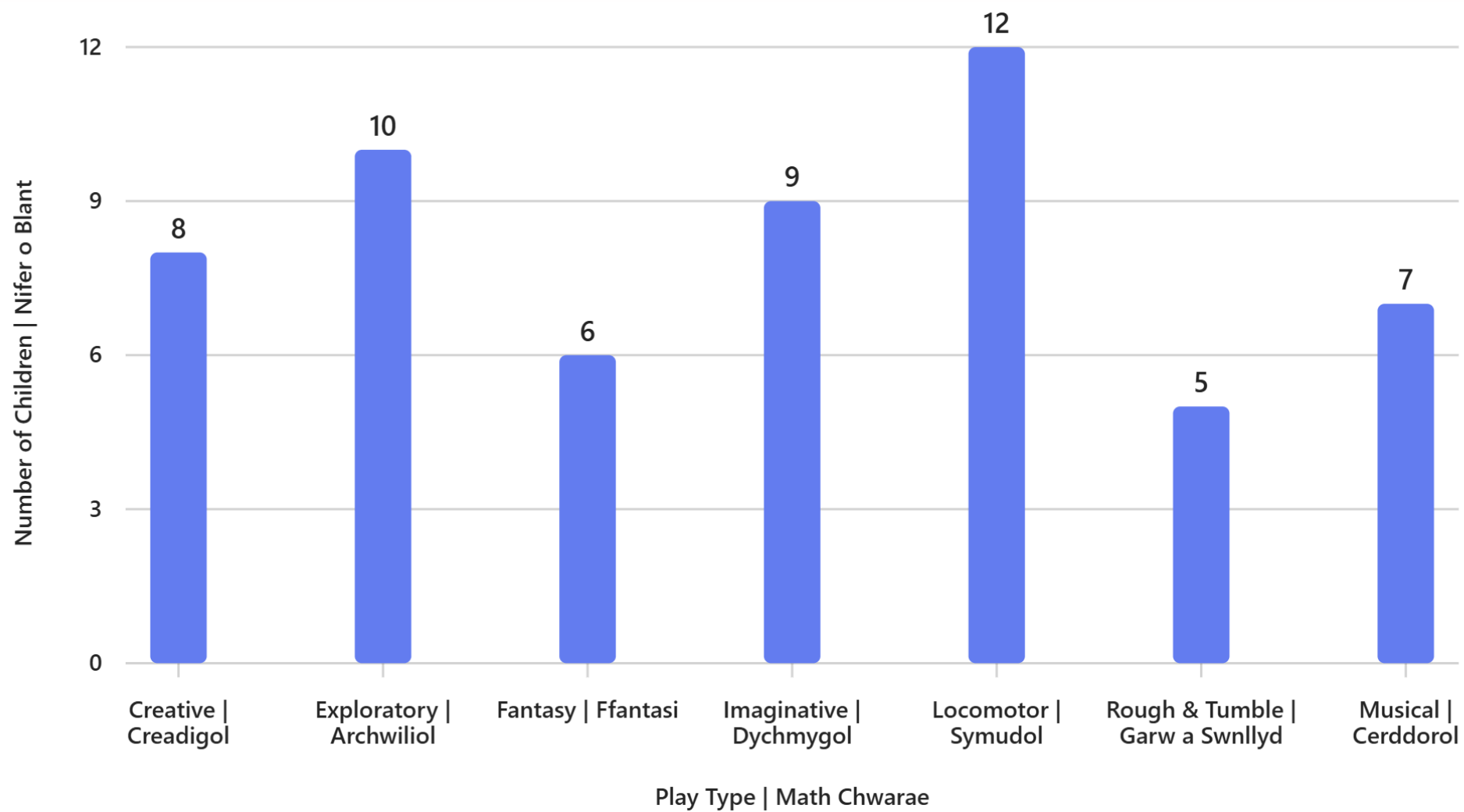


Technegau Arsylwi

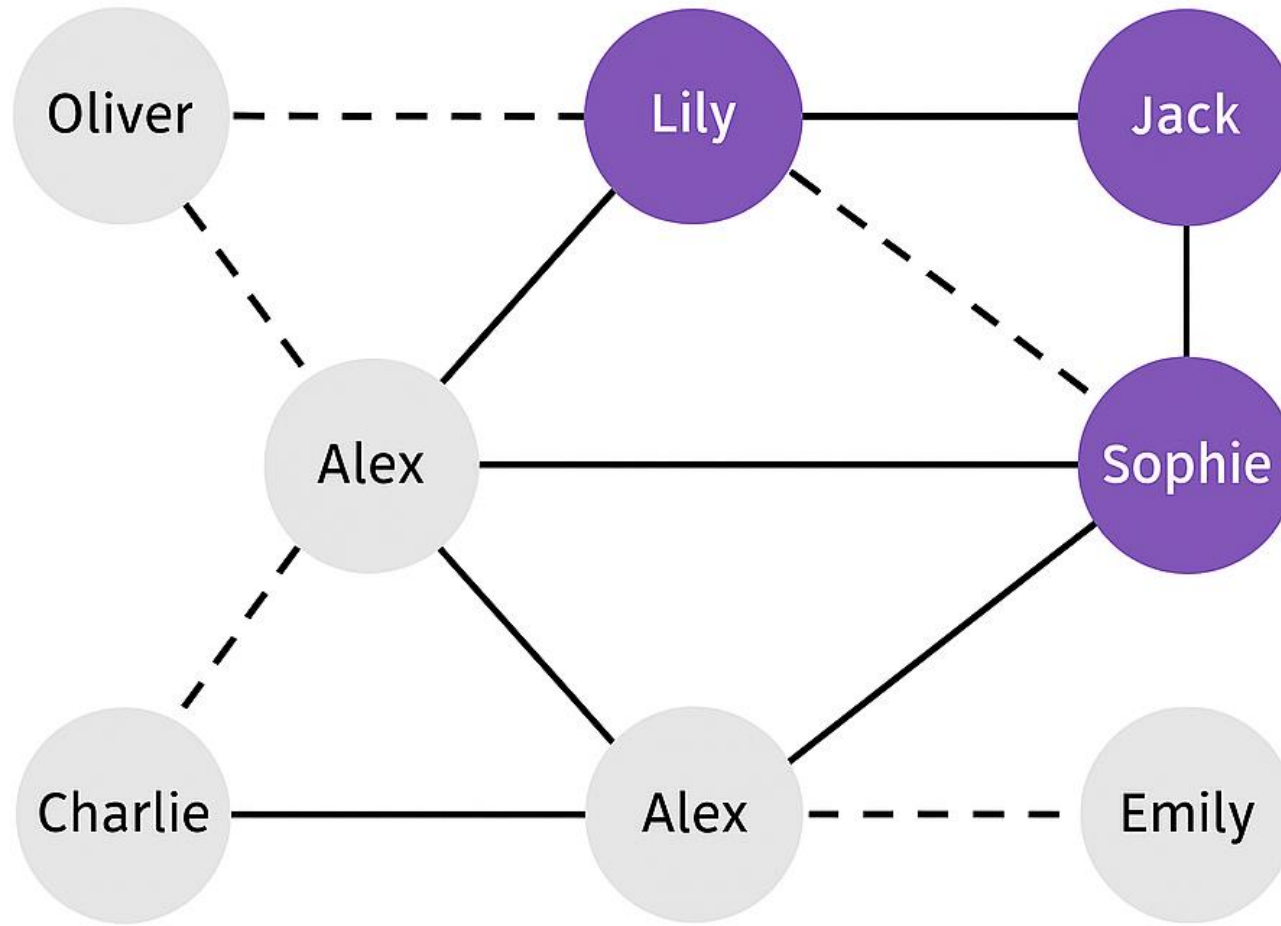
Observation Techniques

- Cofnodion ysgrifenedig e.e. llyfr nodiadau; taflen gofnodi; 'post-its';
- Samplau o amser a digwyddiad;
- Graffiau, siartiau a histogramau;
- 'Plentyn targed';
- Cyfryngau digidol e.e. ffotograffau, fideos, ffeiliau sain;
- Sosiogramau;
- Siartiau tic;
- PMI / positif, minws, diddorol.
- *Written records e.g. notebook; record sheet;*
- *Time and event samples;*
- *Graphs, charts and histograms;*
- *'Target child';*
- *Digital media e.g. photos, videos, audio files;*
- *Sociograms;*
- *Tickcharts;*
- *PMI (Positive, Minus, Interesting) grid.*





Sosiógram / Sociogram



— Amsellgarwch / Antipathy — Cyfeillgarwch / Friendship

Prif ystyraethau

Key considerations

- Mynd ati gyda llygaid ffres;
 - Safle ymholi;
 - Ffocysu ar broses;
 - Arsylwi mewn ystod o sefyllfaoedd;
 - Defnyddio amrywiaeth o ddulliau;
 - Gwerthuso'ch arsylwi;
 - Gweithredu ar eich canfyddiadau.
- *Approach with fresh eyes;*
 - *Position of enquiry;*
 - *Focus on process;*
 - *Observe in a range of situations;*
 - *Use a variety of methods;*
 - *Evaluate your observation;*
 - *Act upon your findings.*

CYNNWYS

INCLUDE

- Dyddiad
- Enw'r sawl sy'n arsylwi
- Plentyn e.e. blaenlythrennau/ ffugenw
- Oed cywir a rhyw
- Amser cychwyn a gorffen
- Y dull a ddefnyddiwyd
- Nod yr arsylwad
- Cyd-destun e.e. nifer o blant ac oedolion

- *Date*
- *Name of observer*
- *Child e.g. initials/ alias*
- *Exact age and gender*
- *Start and finish times*
- *Method used*
- *Aim of observation*
- *Context e.g. number of adults and children*

‘Observation is like a camera shot, and although it is said that the camera does not lie, it may distort’

(Sharman et al, 2007:3)







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Darllen pellach

Further reading

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