



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

ECAD6051C
Iechyd a Lles

Cynllunio i gefnogi ymgyrch Cenedlaethol
Pwysau Iach Cymru Iach

ECAD6051
Health & Wellbeing

Planning to support National initiative
Healthy Weight Healthy Wales



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Ymgyrch Cenedlaethol National Initiative



Strategaeth pwysau iach (Pwysau Iach Cymru Iach) | LLYW.CYMRU



Healthy weight strategy (Healthy Weight Healthy Wales) | GOV.WALES

Cwricwlwm Iechyd a Lles

2. Datganiadau o'r hyn sy'n bwysig

Gwylwch y datganiadau o'r hyn sy'n bwysig yn BSL.

 Mandadol

Mae datblygu iechyd a lles y corff yn arwain at fuddiannau gydol oes.

Gall y Maes hwn fod o gymorth i ddysgwyr ddeall y ffactorau sy'n effeithio ar iechyd a lles y corff. Mae hyn yn cynnwys arferion sy'n hybu iechyd megis gweithgareddau corfforol gan gynnwys chwaraeon a gweithgareddau eraill; deiet cytbwys; gofal a hylendid personol; cwsg; ac amddiffyn rhag haint. Mae hefyd yn cynnwys dealltwriaeth o arferion sy'n niweidio iechyd.

Trwy ddeall hyn, gall dysgwyr ddatblygu arferion gwybodus, cadarnhaol sy'n eu hannog i warchod, yn ogystal â pharchu eu hunain ac eraill. Mae'r arferion hyn yn cefnogi ymdeimlad dysgwyr o hunan-werth, eu hwyliau'n gyffredinol a'u lefelau egni.

Bydd dysgwyr yn cael eu hannog i ddatblygu'r hyder, cymhelliant, gallu corfforol, gwybodaeth a dealltwriaeth a fydd o gymorth iddyn nhw fyw bywyd iach a gweithredol sy'n hyrwyddo iechyd a lles y corff cadarnhaol.

Outlook

Disgrifiadau dysgu - Hwb

+

gov.wales/cwricwlwm-i-gymru/iechyd-a-lles/disgrifiadau-dysgu/

Measuring wellbein... The Science of Well... Cite it! Interim references Interactive lessons Mental health toolk...

▼ Mae datblygu iechyd a lles y corff yn arwain at fuddiannau gydol oes.

Cam cynnydd 1	Cam cynnydd 2	Cam cynnydd 3
Rwy'n dechrau gwneud cysylltiadau rhwng fy neiet a'm hiechyd a lles corfforol.	Rwyf wedi datblygu dealltwriaeth fy mod angen deiet cytbwys, ac rwy'n gallu gwneud dewisiadau gwybodus am y bwyd rwy'n ei fwyta a'i baratoi i gefnogi fy iechyd a lles corfforol.	Rwy'n gallu egluro pwysigrwydd deiet cytbwys a maeth, a'r effaith mae fy newisiadau yn eu cael ar fy iechyd a lles corfforol. Rwy'n gallu cynllunio a pharatoi prydau maethlon, sylfaenol.

Health and Wellbeing curriculum

2. Statements of what matters

View these statements of what matters in [British Sign Language \(BSL\)](#).

Mandatory

Developing physical health and well-being has lifelong benefits.

This Area can help learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection. It also includes an understanding of health-harming behaviours.

From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners' sense of self-worth, their overall mood and energy levels.

Learners will be encouraged to develop the confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and active lifestyles which promote good physical health and well-being.

▼ Developing physical health and well-being has lifelong benefits.

Progression step 1

I have the confidence and motivation to move in different ways and I am beginning to develop control of [gross motor movements](#) and [fine motor movements](#) in different environments, moving safely in response to instructions.

I am beginning to make connections between my diet and my physical health and well-being.

Progression step 2

I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.

I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.

Progression step 3

I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.

I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.

SCHOOLS

Thousands of primary and special schools take part every year with 89% reporting the children ate more veggies. Checkout all the activities, resources, lesson plans and ideas we have to help.

► FIND OUT MORE...



► FIND OUT MORE...



[Schools - Eat Them To Defeat Them](#)

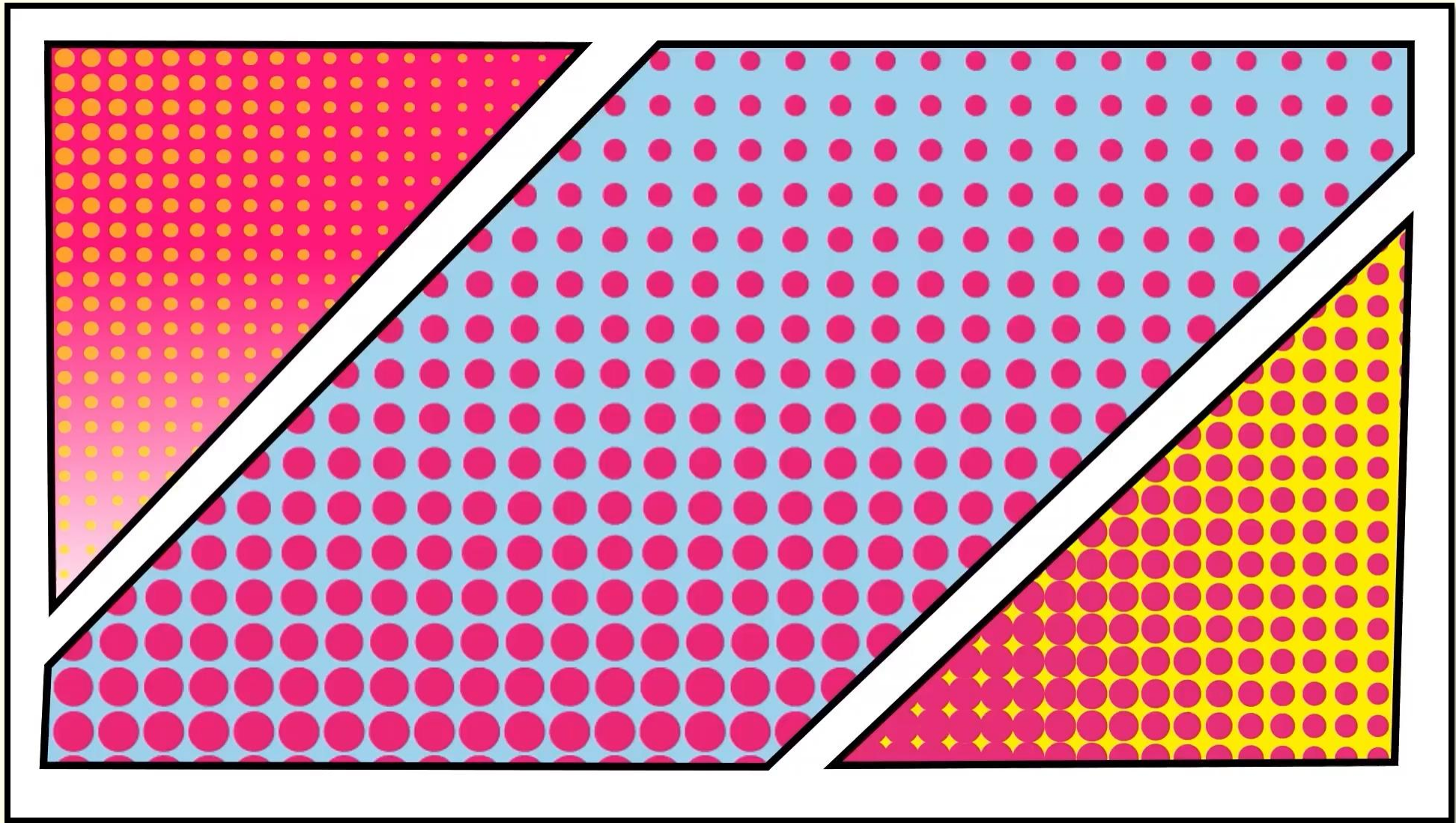


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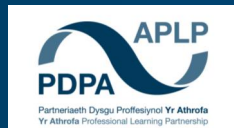
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Tasg

Mewn parau, ewch ati i greu fideo gan ddefnyddio 'Stop Motion' i hybu **Bwyteuach y Llysiau i'w Llethu** mewn dosbarth Dysgu Sylfaen. Ystyriwch beth yw 'Bwriad y wers' a'r 'Meini Prawf Llwyddiant' y wers.

Creativity is inventing,
experimenting, growing,
taking risks, breaking rules,
making mistakes,
and having fun.

- Mary Lou Cook

@MAKEITINDESIGN

Task

In pairs, plan and create a video using 'Stop Motion' to promote **Eat them to defeat them**. Consider the Learning Intention and the Success Criteria for your lesson.

[Cynlluniau Gwersi / lesson plans - Eat Them To Defeat Them](#)

[Ysgolion - Eat Them To Defeat Them](#)