

Teitl Llyfr Book Title	Meysydd Dysgu a Phrofiad Areas of Learning and Experience	Ffwythiannau Cyfathrebu Communicative Functions (link to The Language Continuum and Progression Steps)	Awgrymiadau Suggested Activities
Uned 2 Culhwch ac Olwen	Ieithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication Y Dyniaethau Humanities Y Celfyddydau Mynegiannol Expressive Arts	Siarad am berson arall Introducing and talking about another person Cyfarchion a theimladau Greetings and feelings Siarad am beth mae rhywun yn ei hoffi a ddim yn ei hoffi Talking about what someone else likes and dislikes and why Mynegi eisiau a dymuniad Expressing want and desire Disgrifio lleoliad rhywbeth neu rywun Describing the location of something or someone Gorchmynion Commands - Mae'r ... yn ... <i>Mae'r Pod-antur yn teithio drwy amser.</i> - Chwiliwch am ... <i>Chwiliwch am y robot yn y stori.</i> - Dyma ... <i>Dyma Culhwch, a dyma Olwen.</i> - Mae ... yn hoffi ... <i>Mae Culhwch yn hoffi Olwen yn fawr.</i> ... ydw i <i>Ysbaddaden ydw i.</i> - Dyma'r ... <i>Dyma'r brenin Arthur.</i> - Mae ... yn ... <i>Mae Culhwch yn siarad gyda'r brenin Arthur.</i> - Mae e eisiau ... <i>Mae e eisiau priodi Olwen.</i> - Dw i eisiau ... <i>Dw i eisiau priodi Olwen.</i> - Rhaid ... <i>Rhaid chwilio am grib a siswrn i dorri gwallt a barf Ysbaddaden.</i> - Ble mae'r ...? <i>Ble mae'r grib a'r siswrn?</i> - Dyna'r ... <i>Dyna'r mochyn gwyllt.</i> - Dw i'n mynd ... <i>Dw i'n mynd i briodi Olwen.</i> - Maen nhw'n mynd ... <i>Maen nhw'n mynd 'nôl i'r castell.</i> - Dim ... <i>Dim symud!</i>	- Role play In threes, pupils could act out a situation where Culhwch introduces Olwen to Arthur: Helo. (Hello.) Sut wyt ti? (How are you?) Dyma ... (This is ...) Ble wyt ti'n byw? (Where do you live?) » (Dw i'n byw) yn y castell. ((I live) in the castle.) Wyt ti'n hoffi ...? (Do you like ...?) Ydw. (Yes, I do.) / Nac ydw. (No, I don't.) » Wyt ti eisiau priodi Culhwch? (Do you want to marry Culhwch?) » Ydw. (Yes, I do.) etc. - Pupils could act out various scenes from the tale and could compose music to accompany the scene where Arthur and Culhwch chase the wild boar. - Collage Pupils could make a collage to depict various scenes from the tale. This would entail planning, discussing, making and evaluating. Please see the teachers' guidelines.

Uned 2

Miriam

leithoedd, llythrennedd a chyfathrebu

Languages, Literacy and Communication

Y Dyniaethau

Humanities

Cyfarchion a theimladau

Greetings and feelings

Siarad am berson arall

Introducing and talking about another person

Siarad am ymddangosiad a chymeriad person arall

Talking about another person's appearance and character

Siarad am beth mae person arall yn ei wisgo

Talking about what another person is wearing

Siarad am beth rydych chi'n ei hoffi a ddim yn ei hoffi

Talking about what you like and dislike and why

Siarad am beth mae rhywun yn ei hoffi a ddim yn ei hoffi

Talking about what someone else likes and dislikes and why

- ... ydw i
He!o, Miriam ydw i.
- Dyma ...
Dyma Mam a fi'n chwarae gyda'r dreidel.
- Rydyn ni'n ...
Rydyn ni'n deulu lldewig.
- Mae ... yn ...
Mae Dad a Noah yn gwisgo cap arbennig.
- Dw i'n hoffi ...
Dw i'n hoffi chwarae gêm lldewig.
- Dw i'n ...
Dw i'n troi'r dreidel.
- Dw i eisiau ...
Dw i eisiau ennill siocled.
- Mae ... yn hoffi ...
Mae Noah yn hoffi chwarae gyda'r dreidel hefyd.
- Mae'r ... yn ...
Mae'r Shabbat yn dda.
- Mae hi'n ...
Mae hi'n plethu.
- Mae ... ar y ...
Mae hadau ar y bara.
- ... ydy ...
Challah ydy enw'r bara yma.
- Beth ydy ...?
Beth ydy swper Shabbat?

- Jewish children play with the dreidel as they celebrate Hanukkah and apples and honey are usually eaten to celebrate Rosh Hashana, the Jewish New Year. Further work could be undertaken in relation to these festivals, if appropriate.
- Children could draw images to depict the Shabbat meal and could write sentences to accompany these images. These images could be assembled into a large display entitled 'Swper Shabbat'.
- They could also create a piece of artwork to depict sunset on a Friday evening and incorporate images and words associated with the Shabbat meal.
- Further work could be undertaken in relation to foods that are acceptable / unacceptable to Jewish people and pupils could design an appropriate menu for a Shabbat meal. They could also invite a friend to this meal, e.g.
Wyt ti eisiau dod i swper Shabbat nos Wener?
(Do you want to come to a Shabbat supper Friday evening?) They could also decide what smart clothes to wear to a Shabbat meal.
- They could write a gweddi (prayer) of thanks for friends, food, clothes, school, etc. They could then read their prayer aloud:
Gawn ni weddio. (Let us pray.)
Gweddïwn. (Let us pray.)
- Pupils could also write a short piece describing what they usually do on a Friday night and could draw images to accompany it.

Uned 2

Y Parti Gwisg Ffansi

Ieithoedd, Llythrennedd a Chyfathrebu
Languages, Literacy and Communication

Y Celfyddydau Mynegiannol
Expressive Arts

Iechyd a Lles
Health and Well-being

Siarad am deimladau person arall
Talking about another person's feelings

Gorchmynion
Commands

Disgrifio ymddangosiad
Describing appearance

Siarad am beth rydych chi'n ei hoffi a ddim yn ei hoffi
Talking about what you like and dislike and why

Siarad am berson arall
Introducing and talking about another person

Siarad am ymddangosiad a chymeriad person arall
Talking about another person's appearance and character

Siarad am beth mae person arall yn ei wisgo
Talking about what another person is wearing

- Mae'r ... yn ...
Mae'r Pod-antur yn teithio i Gymru.
- Chwiliwch am ...
Chwiliwch am y robot yn y stori.
- Wyt ti'n ...?
Wyt ti'n gallu dod? (Ydw/Nac ydw)
- Mae ... yn mynd ...
Mae plant Blwyddyn 3 a 4 yn mynd i barti gwisg ffansi yn yr ysgol.
- Maen nhw'n ...
Maen nhw'n hapus iawn!
- Mae ... yn ...
Mae Beca'n gwisgo fel tywysoges.
- Dw i'n hoffi ...
Dw i'n hoffi'r dillad.
- Dyma ...
Dyma Dan.
- Pwy wyt ti?
- Mae e'n hoffi ...
Mae e'n hoffi gwisgo dillad Siwper Dan!
- Mae e'n ...
Mae e'n gweld Mrs Jones yn y ffenest.
- Bobl bach!
- Beth am ...?
Ond beth am Beca a Rhian?

- This book could provide an opportunity to discuss bullying and particular attention could be paid to the type of bullying that occurs in this book, i.e. making fun of someone else. This could lead on to talking about feelings, e.g.
Sut mae Dan yn teimlo? (How does Dan feel?)
Sut mae Beca / Rhian / Mrs Jones yn teimlo? (How does Beca / Rhian / Mrs Jones feel?)
» **yn hapus** (happy)
» **yn drist** (sad)
» **yn nerfus** (nervous)
» **yn ofnus** (frightened)
Pupils could compare how these characters feel **ar y dechrau** (at the beginning) and **ar y diwedd** (at the end): **Sut mae Beca'n teimlo ar y dechrau?** (How does Beca feel at the beginning?)
Sut mae Beca'n teimlo ar y diwedd? (How does Beca feel at the end?)
- Role play
Pupils could act the story. They could also role-play various scenes associated with a party, e.g.
dod i'r parti (coming to the party, e.g. greeting each other etc.)
chwarae gemau (playing games – e.g. giving instructions, playing language games etc.)
bwyta bwyd (eating food – e.g. offering each other food, expressing opinions etc.)
cyfarfod â ffrind newydd (meeting a new friend, e.g. getting to know each other etc.)
- Please note: This book provides an opportunity to explain the significance of the circumflex [^] that is to be found above some letters in Welsh by showing that the â in tân and dân is much longer than the a in the name Dan.