

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 5 Dial	Ieithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication Iechyd a Lles Health and Well-being Y Celfyddydau Mynegiannol Expressive Arts	Disgrifio lleoliad Describing a location Siarad am ymddangosiad a chymeriad person arall Talking about another person's appearance and character Siarad am deimladau person arall Talking about another person's feelings Siarad am beth rydych chi'n ei hoffi a ddim yn ei hoffi Talking about what you like and dislike Gorchmynion Commands Mynegi eisiau a dymuniad Expressing want and desire Trafod gweithgaredd yn yr amser presennol Discussing activity in the present tense Trafod cynlluniau ar gyfer y dyfodol Discussing future plans • Bydd o'n ... <i>Mae o eisiau'r bwyd gorau – neu bydd o'n flin.</i> • Mae ... yn ... • Mae'r ... yn ... • Chwiliwch am ... • Dw i'n ... • Dw i eisiau ... • Dw i'n hoffi ... • Dw i ddim yn ... • Dyma ... • Dyma'r ... • Mae'n ... • Mae o'n ... • Mae hi'n ... • Maen nhw'n ... • Edrychwch ar ... • Mae'n ddrwg gen i! • Rhaid ... • Rhaid i ... • Beth ydy ...? • Beth ydy'r ...? • Mae ... eisiau ... • Mae o eisiau ... • Beth am ...? • Doedd dim ... • Dyna'r ... • Ble mae ...? • Ble mae'r ...?	• Pupils could design a story board or design and produce a piece of artwork to recount the tale in this book. • They could make invitations to the party that is held at the palace or they could even arrange their own party, which would involve discussing appropriate food, drink, entertainment, music, clothes etc. • Y gadair goch (The hot seat, (lit. The red chair)) Pupils could take part in a hot-seating activity, where they ask for Dafydd's personal details and ask for information about what happens at the party and how he is feeling. • Pupils could learn the story, act it and adapt it.

Uned 5 Dŵr – Y Ffeithiau!	leithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication Gwyddoniaeth a Thechnoleg Science and Technology Mathemateg a Rhifedd Mathematics and Numeracy Y Dyniaethau Humanities	Disgrifio'r tywydd Describing the weather Rhifau, lliwiau a phatrymau Numbers, colours and patterns Gosod cefndir a rhoi digwyddiadau mewn trefn Setting the scene and sequencing events Gorchmynion Commands Disgrifio lleoliad Describing a location • Mae ... yn ... • Mae'r ... yn ... • Mae'r ... wedi ... • Rhaid ... • Rhaid i ... • ... ydw i • ... ydy o • Dw i'n ... • Dw i ddim yn ... • Beth ydy'r ...? • Mae'n ... • Mae o'n ... • Mae hi'n ... • Dydy hi ddim yn ... • Edrychwch ar ... • Does dim ... • Mae ... yn y ... • Rydyn ni'n ... • Beth sy wedi ...? • Sut ydych chi'n ...? • Ble maen nhw'n ...?	• Pupils could design and use questionnaires to collect information about how they - and other people - use water daily. They could then draw graphs based on their findings and explain these simply, e.g. Mae (deg) yn cael cawod bob dydd. ((Ten) have a shower every day.) • After reading O ble mae'r dŵr yn dod? (Where does the water come from?), pupils could write their own explanations, including diagrams as appropriate. They could then explain these diagrams orally. • Experiments referred to in this book could be undertaken – in addition to other experiments relating to water / plant growth etc. • Pupils could undertake further research into life in Uganda, e.g. climate, life-style, food, national flag etc.
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