

<p>Teitl Llyfr Book Title</p>	<p>Meysydd Dysgu a Phrofiad Areas of Learning and Experience</p>	<p>Ffwythiannau Cyfathrebu Communicative Functions (link to The Language Continuum and Progression Steps)</p>	<p>Awgrymiadau Suggested Activities</p>
<p>Uned 3 Ein Stori Ni</p>	<p>Ieithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication</p> <p>Y Dyniaethau Humanities</p> <p>Iechyd a Lles Health and Well-being</p>	<p>Siarad am beth mae person arall yn ei wisgo Talking about what another person is wearing</p> <p>Siarad am deimladau person arall Talking about another person's feelings</p> <p>Disgrifio lleoliad Describing a location</p> <p>Gorchmynion Commands</p> <p>Mynegi eisiau a dymuniad Expressing want and desire</p> <p>Trafod beth mae rhywun wedi'i wneud Discussing what one has done</p> <p>Trafod gweithgaredd yn yr amser presennol Discussing activity in the present tense</p> <ul style="list-style-type: none"> • "... dywedodd ... "Hwyl fawr" dywedodd Mam yn dawel. • Stoplodd ... • Mae ... yn ... • Mae'r ... yn ... • ... ydw i • Dw i'n ... • Dw i eisiau ... • Dw i'n byw ... • Dw i'n mynd ... • Dw i wedi ... • Dw i ddim yn ... • Dyma ... • Mae ... eisiau ... • Mae'n ... • Mae hi'n ... • Mae e'n ... • Rydyn ni'n ... <ul style="list-style-type: none"> • Maen nhw'n ... • Rydych chi'n ... • Beth ydy'r ...? • Beth am ...? • Roeddwn i'n ... • Roedd ... yn ... • Roedd ... ar y ... • Roedd hi'n ... • Roedden ni'n ... • Roedden nhw'n ... • Roedden nhw eisiau ... • Es i ... • Eisteddais i ... • Edrychais i ... • Atebais i ... 	<ul style="list-style-type: none"> • Pupils could read letters sent by evacuees during the Second World War which are available on the internet. They could compare the experiences of these three children with the experiences of other evacuees: Roedd George yn teithio ar y trên ac roedd ... yn teithio ar y trên hefyd. (George travelled by train and ... travelled by train too.) Roedd George yn teithio ar y trên ond roedd ... yn teithio ar y bws. (George travelled by train but ... travelled by bus.) • Pupils could undertake research to find out what kind of toys children played with during the period. They could then suggest which toys the children in this book would have packed in their cases. • Pupils could compare what they pack in their bags when they go away on holiday with what these children packed. • They could also look at the clothes worn by these and other characters from the period (e.g. on the internet) and compare the fashion during the Second World War with that of today. • Pupils could take part in a hot-seating session where they ask one of these characters questions. It would be easier if pupils used present tense patterns, as if they were asking during the period featured in the book.

<p>Uned 3 Byw yn ystod yr Ail Ryfel Byd</p>	<p>leithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication</p> <p>Y Dyniaethau Humanities</p> <p>Mathemateg a Rhifedd Mathematics and Numeracy</p>	<p>Siarad am beth mae person arall yn ei wisgo Talking about what another person is wearing</p> <p>Gorchmynion Commands</p> <p>Disgrifio lleoliad rhywbeth neu rywun Describing the location of something or someone</p> <p>Mynegi eisiau a dymuniad Expressing want and desire</p> <p>Disgrifio siâp a maint Describing shape and size</p> <p>Trafod beth mae rhywun wedi'i wneud Discussing what one has done</p> <ul style="list-style-type: none"> • Mae'r ... yn ... • Edrychwch ar ... • Beth ydych chi'n ...? • Dyma ... • Mae'n ... • Roedd ... yn ... • Roedd ... yn mynd ... • Roedd ... eisiau ... • Roedd ... yn y ... • Roedd ... ar y ... • Doedd dim ... • Rhaid ... • Roedd hi'n ... • Roedden nhw'n ... 	<ul style="list-style-type: none"> • Pupils should answer the questions that are included on some of the pages. They could also focus on the posters that are seen throughout the book and then design new ones to give advice or encouragement during the war years. • The section on food refers to some of the foods that were rationed during the war. Pupils could undertake further research to see what other foods were rationed and the quantities that people were allowed to buy in a week. • They could construct a model of an Anderson shelter and make model furniture to place inside. • They could compare and contrast their lives with the lives of people during the Second World War.
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