

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 4 Dyfs ac Aladin	leithoedd, llythrennedd a chyfathrebu Languages, Literacy and Communication Y Celfyddydau Mynegiannol Expressive Arts	Trafod gweithgaredd yn yr amser presennol Discussing activity in the present tense Mynegi eisiau a dymuniad Expressing want and desire Gorchmynion Commands Siarad am beth mae rhywun yn ei hoffi a ddim yn ei hoffi Talking about what someone else likes and dislikes and why Siarad am beth rydych chi'n ei hoffi a ddim yn ei hoffi Talking about what you like and dislike and why Disgrifio ymddangosiad Describing appearance Siarad am deimladau person arall Talking about another person's feelings Siarad am beth mae person arall yn ei wisgo Talking about what another person is wearing - Mae ... yn ... - Mae'r ... yn ... - Chwiliwch am ... - Mae ... eisiau ... - Mae'r ... eisiau ... - Rhaid ... - Dyna ... - Dw i'n ... - Dw i'n hoffi ... - Dw i eisiau ... - Dw i ddim eisiau ... - Meddylia am ... - Edrychwch ar ... - Rwy't ti'n ... - Mae o'n ... - Mae o'n hoffi ... - Maen nhw'n ... - Beth sy'n ...?	- Pupils could act out a situation where Dyfs meets Aladdin, i.e. although Dyfs knows who Aladdin is, Aladdin does not know Dyfs and he could therefore try to get to know him: Pwy wyt ti? (Who are you?) Ble wyt ti'n byw? (Where do you live?) Beth wyt ti'n hoffi wneud? (What do you like to do?) Pryd? (When?) Wyt ti'n hoffi ...? (Do you like ...?) Beth wyt ti'n wneud yn y goedwig? (What are you doing in the woods?) - Using an appropriate lamp, pupils could act out a situation where they make three wishes: Aladdin: Beth wyt ti eisiau? (What do you want ...?) Dyfs: Dw i eisiau ... (I want ...) (Yn gynta), dw i eisiau ... ((Firstly), I want ...) (Yn ail), dw i eisiau ... ((Secondly), I want ...) (Yn drydydd), dw i eisiau ... ((Thirdly), I want ...) Encourage pupils to develop their conversations, if possible, e.g. Pam? (Why?) Achos ... (Because ...) Pryd? (When?) Dydd Sadwrn. (Saturday.) - Pupils could make a hat similar to the one Aladdin is wearing in the story. They could also decorate it. As they undertake this work, they should describe in Welsh what they are using / doing.

Uned 4 Y Bachgen a'r Blaidd	leithoedd, llythrennedd a chyfathrebu Languages, Literacy and Communication Iechyd a Lles Health and Well-being Y Celfyddydau Mynegiannol Expressive Arts Y Dyniaethau Humanities	Cyfarchion a theimladau Greetings and feelings Siarad am berson arall Introducing and talking about another person Gorchmynion Commands Gweithgareddau dyddiol ac amser Daily activities and time Siarad am deimladau person arall Talking about another person's feelings Mynegi eisiau a dymuniad Expressing want and desire Siarad am beth rydych chi'n ei hoffi a ddim yn ei hoffi Talking about what you like and dislike and why Disgrifio lleoliad rhywbeth neu rywun Describing the location of something or someone • ... ydw i • Mae ... yn ... • Mae'r ... yn ... • Chwiliwch am ... • Edrychwch ar ... • Dyma ... • Dyna ... • Dw i eisiau ... • Dw i'n hoffi ... • Mae e'n ... • Mae e'n cael ... • Mae e eisiau ... • Mae ... eisiau ... • Maen nhw'n ... • Paid â ... • Beth ydy'r ...? • Ble mae'r ...? • Does dim ...	• The context of the tale could be explained - it is one of Aesop's fables, a collection of moral tales. Pupils could discuss the tale - in Welsh or English as appropriate - in order to try and work out its moral. • Y gadair goch (The hot seat (lit. the red chair)) Pupils could take it in turn to sit in the hot seat and play the part of Dimitri: Pwy wyt ti? (Who are you?) Beth wyt ti'n wneud? (What are you doing?) Sut wyt ti? (How are you?) / Sut wyt ti'n teimlo? (How do you feel? / How are you feeling?) » Dw i'n teimlo'n hapus / ofnus. (I feel happy / frightened.) Wyt ti'n hoffi chwarae jôc? (Do you like to play jokes (lit. a joke)?) • Pupils could create a story board and / or a story map to help them learn the story, which they could perform. They could adapt the story and write a similar one.
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Uned 4 Yr Haul a'r Gwynt	leithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication Gwyddoniaeth a Thechnoleg Science and Technology	Disgrifio'r tywydd Describing the weather Siarad am berson arall Introducing and talking about another person Siarad am beth mae rhywun yn ei hoffi a ddim yn ei hoffi Talking about what someone else likes and dislikes and why Cyfarchion a theimladau Greetings and feelings Cytuno ac anghytuno Agreeing and disagreeing Gorchmynion Commands • Dw i'n ... • Chwiliwch am ... • Edrycha ar ... • Dyna ... • Dyma'r ... • Mae'r ... yn ... • Mae'r ... yn hoffi ... • Pwy sy'n ...? • Pwy ydy'r ...? • ... ydy'r ... • Rhaid ... • Mae'n ... • Tro ...	• The context of the tale could be explained - it is one of Aesop's fables, a collection of moral tales. Pupils could discuss the tale - in Welsh or English as appropriate - in order to try to work out its moral. • Y gadair goch (The hot seat (lit. the red chair)) Pupils could take it in turns to sit in the hot seat and play the part of the boy. Other members of the group could ask the following questions: Pwy wyt ti? (Who are you?) Sut wyt ti? (How are you?) / Sut wyt ti'n teimlo? (How do you feel? / How are you feeling?) » Dw i'n teimlo'n oer / boeth. (I feel cold / hot.) Beth wyt ti'n wisgo? (What are you wearing?) Beth wyt ti'n wneud? (What are you doing?) Wyt ti'n hoffi'r gwynt / haul? (Do you like the wind / sun?) • Pupils could draw a story board and / or a story map to help them learn the story, which they could perform. • They could also create a piece of artwork to depict the story and then evaluate each other's work.
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