

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 Hei o'r Ffindir!	Ieithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication Y Dyniaethau Humanities Mathemateg a Rhifedd Mathematics and Numeracy	Disgrifio lleoliad rhywbeth neu rywun Describing the location of something or someone Dyddiau'r wythnos a misoedd y flwyddyn Days of the week and months of the year Gorchmynion Commands Rhifau, lliwiau a phatrymau Numbers, colours and patterns Disgrifio'r tywydd Describing the weather Siarad am beth mae rhywun yn ei hoffi a ddim yn ei hoffi Talking about what someone else likes and dislikes and why <ul style="list-style-type: none"> • Mae ... yn ... • Mae'r ... yn ... • Edrychwch ar ... • Chwiliwch am ... • Ydych chi'n ...? (Ydyn/Nac ydyn) • Dyma ... • Beth ydy ...? • Mae'n ... • Mae hi'n ... • Mae ... yn hoffi ... • Maen nhw'n ... • Mae ... yn y ... 	<ul style="list-style-type: none"> • After undertaking research work, pupils could use the format and language of this book, and the book about Spain, as a template to write about other countries – or about Wales if they have not already done so in Pack 3. • They could compare the weather in northern and southern Finland during the summer and winter in order to calculate the difference in temperature and they could also compare the weather in Finland with the weather in Wales. They could draw graphs to show the temperatures in both countries. • They could search for Finnish recipes which they could prepare. They could also search for further information about alternative Finnish competitions and create pieces of artwork to represent them. In addition, pupils could express opinions about these competitions.

<p>Uned 4 ¡HOLA o Sbaen!</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>Disgrifio lleoliad rhywbeth neu rywun Describing the location of something or someone</p> <p>Rhifau, lliwiau a phatrymau Numbers, colours and patterns</p> <p>Gorchmynion Commands</p> <p>Disgrifio'r tywydd Describing the weather</p> <p>Siarad am beth mae person arall yn ei wisgo Talking about what another person is wearing</p> <p>Dyddiau'r wythnos a misoedd y flwyddyn Days of the week and months of the year</p> <ul style="list-style-type: none"> • Mae ... yn ... • Mae'r ... yn ... • Edrychwch ar ... • Ydych chi'n ...? (Ydyn/Nac ydyn) • Beth ydy ...? • Dyma ... • Dyna ... • Mae'n ... • Mae hi'n ... • Dydy hi ddim yn ... • Chwiliwch am ... • Maen nhw'n ... • Maen nhw'n cael ... • Maen nhw'n hoffi ... • Mae ... yn hoffi ... • Rhaid ... • Rhaid i ... • Mae ... 	<ul style="list-style-type: none"> • After undertaking research work, pupils could use the format and language of this book, and the book about Finland, as a template to write about other countries – or about Wales if they have not already done so in Pack 3. • They could compare the weather in northern and southern Spain during the summer and winter in order to calculate the difference in temperature and they could also compare the weather in Spain with the weather in Wales. They could draw graphs to show the temperature in both countries. • They could play handball or pelota, make Spanish dishes, such as tortillas, or tapas, search for further information about Spanish fiestas and create colourful pieces of artwork or colourful masks or models. In addition, pupils could discuss and express opinions about the Pamplona festival and then write about this festival – in Welsh or English as appropriate.
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<p>Uned 4 Cerddorion Bremen</p>	<p>leithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication</p> <p>Iechyd a Lles Health and Well-being</p> <p>Y Celfyddydau Mynegiannol Expressive Arts</p>	<p>Siarad am berson arall Introducing and talking about another person</p> <p>Gorchmynion Commands</p> <p>Siarad am deimladau person arall Talking about another person's feelings</p> <p>Mynegi eisiau a dymuniad Expressing want and desire</p> <p>Disgrifio lleoliad rhywbeth neu rywun Describing the location of something or someone</p> <p>Trafod gweithgaredd yn yr amser presennol Discussing activity in the present tense</p> <ul style="list-style-type: none"> I ffwrdd â ... <i>I ffwrdd â nil</i> Wrth eu bodd ... <i>Mae'r anffelliad wrth eu bodd.</i> Mae ... yn ... Mae'r ... yn ... Chwiliwch am ... Dw i'n ... Dw i eisiau ... Dw i wrth fy modd ... Dw i'n mynd ... Beth sy'n bod? Beth wyt ti'n ...? Rwy't ti'n ... Mae'n ... Mae e'n ... Mae hi'n ... Mae hi eisiau ... Mae ... eisiau ... Dydy ... ddim yn ... Beth am ...? Beth ydy'r ...? Rydyn ni'n ... Rydyn ni eisiau ... Maen nhw'n ... Maen nhw'n mynd ... Nefi wen! Rhaid ... Rhaid i ... 	<ul style="list-style-type: none"> Pupils could learn and perform the tale by following steps advocated by Pie Corbett, e.g. they could draw story maps, learn the story, undertake a host of activities to reinforce their grasp of the tale, before adapting it to create their own tales. Pupils could create pieces of artwork to convey different sections of the tale or they could draw different scenes, create a cartoon strip or make models of the characters, which could be animated.
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