

Cysylltiadau â'r Cwricwlwm

Gwers	Cysylltiad â'r Cwricwlwm
1.1	Gwybodaeth a Dealltwriaeth o'r Byd <ul style="list-style-type: none"> Meddwl am gwestiynau, gofyn y cwestiynau hynny a gwrando ar yr atebion.
1.2	Sgiliau Iaith, Llythrennedd a Chyfathrebu <ul style="list-style-type: none"> Gwrando ac ymateb yn briodol ac yn effeithiol, gan ganolbwyntio a thalu sylw'n gynyddol.
1.3	Datblygiad Creadigol <ul style="list-style-type: none"> Archwilio amrywiaeth o dechnegau a deunyddiau ac arbrofi â hwy.
1.4	Datblygiad Personol a Chymdeithasol <ul style="list-style-type: none"> Ffurfio perthnasoedd a theimlo'n ddigon hyderus i gyd-chwarae a chydweithio ag eraill.
1.5	Datblygiad Mathemategol <ul style="list-style-type: none"> Cyfrif, darllen, ysgrifennu, cymharu a threfnu rhifau, a gwerthfawrogi cadwraeth rhif.
1.6	Gwybodaeth a Dealltwriaeth o'r Byd <ul style="list-style-type: none"> Ymchwilio i amgylcheddau dysgu a geir dan do ac yn yr awyr agored, yn ogystal â chynnwys amgylchiadau naturiol wrth iddynt godi.
1.7	Gwybodaeth a Dealltwriaeth o'r Byd <ul style="list-style-type: none"> Meddwl am gwestiynau, gofyn y cwestiynau hynny a gwrando ar yr atebion. Gwybodaeth a dealltwriaeth o'r byd <ul style="list-style-type: none"> Ymchwilio i amgylcheddau dysgu a geir dan do ac yn yr awyr agored, yn ogystal â chynnwys amgylchiadau naturiol wrth iddynt godi.

Lesson	Curriculum Links
1.1	Knowledge and understanding of the World <ul style="list-style-type: none"> Thinking about questions and then asking them and listening to the answers.
1.2	Language, Literacy and Communication skills <ul style="list-style-type: none"> Listen and respond appropriately and effectively, with growing attention and concentration.
1.3	Creative Development <ul style="list-style-type: none"> Explore and experiment with a variety of techniques and materials.
1.4	Personal and Social Development <ul style="list-style-type: none"> Form relationships and feel confident to play and work cooperatively.
1.5	Mathematical Development <ul style="list-style-type: none"> Count, read, write, compare and order numbers, and appreciate the conservation of number.
1.6	Knowledge and understanding of the world <ul style="list-style-type: none"> Investigate indoor and outdoor learning environments, as well as including natural conditions as they arise.
1.7	Knowledge and understanding of the world <ul style="list-style-type: none"> Thinking about questions and then asking them and listening to the answers. Knowledge and understanding of the world <ul style="list-style-type: none"> Investigate indoor and outdoor learning environments, as well as including natural conditions as they arise.

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2.1	<p>Gwybodaeth a Dealltwriaeth o'r Byd - archwilio ac arbrofi</p> <ul style="list-style-type: none"> • Meddwl am gwestiynau, gofyn y cwestiynau hynny a gwranddo ar yr atebion. • Disgrifio'r hyn y maent wedi'i ddarganfod a chynnig esboniadau syml.
2.2	<p>Gwybodaeth a Dealltwriaeth o'r Byd - archwilio ac arbrofi</p> <ul style="list-style-type: none"> • Meddwl am gwestiynau, gofyn y cwestiynau hynny a gwranddo ar yr atebion. • Disgrifio'r hyn y maent wedi'i ddarganfod a chynnig esboniadau syml.
2.3	<p>Gwybodaeth a Dealltwriaeth o'r Byd</p> <ul style="list-style-type: none"> • Sylweddoli bod rhesymau dros rai gweithredoedd a bod y gweithredoedd hynny'n gallu esgor ar ganlyniadau. • Ymchwilio i amgylcheddau dysgu a geir dan do ac yn yr awyr agored, yn ogystal â chynnwys amgylchiadau naturiol wrth iddynt godi.
2.4	<p>Gwybodaeth a Dealltwriaeth o'r Byd</p> <ul style="list-style-type: none"> • Ymchwilio i amgylcheddau dysgu a geir dan do ac yn yr awyr agored, yn ogystal â chynnwys amgylchiadau naturiol wrth iddynt godi. • Sylweddoli bod rhesymau dros rai gweithredoedd a bod y gweithredoedd hynny'n gallu esgor ar ganlyniadau.

Lesson	Curriculum Links
2.1	<p>Focus Knowledge and understanding of the world - exploring and experimenting</p> <ul style="list-style-type: none"> • Thinking about questions and then asking them and listening to the answers. • Describing what they have found out and offering simple explanations.
2.2	<p>Focus Knowledge and understanding of the world - exploring and experimenting</p> <ul style="list-style-type: none"> • Thinking about questions and then asking them and listening to the answers. • Describing what they have found out and offering simple explanations.
2.3	<p>Knowledge and understanding of the world</p> <ul style="list-style-type: none"> • Recognise that there are reasons for, and consequences of, some actions. • Investigate indoor and outdoor learning environments, as well as including natural conditions as they arise.
2.4	<p>Knowledge and understanding of the world</p> <ul style="list-style-type: none"> • Investigate indoor and outdoor learning environments, as well as including natural conditions as they arise. • Recognise that there are reasons for, and consequences of, some actions.

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2.5	<p>Gwyddoniaeth Ymholiad - Cynllunio</p> <ul style="list-style-type: none"> Rhagfynegiadau gan ddefnyddio gwybodaeth a dealltwriaeth flaenorol <p>Ymholiad - Datblygu</p> <ul style="list-style-type: none"> Defnyddio cyfarpar ac offer yn gywir ac yn ddiogel <p>Sut mae pethau'n gweithio - Dylid rhoi cyfle iddynt astudio:</p> <ul style="list-style-type: none"> Sut mae trydan yn cael ei ddefnyddio a sut mae'n cael ei reoli mewn cylchedau syml.
2.6	<p>Gwyddoniaeth Ymholiad - Datblygu</p> <ul style="list-style-type: none"> Defnyddio cyfarpar ac offer yn gywir ac yn ddiogel. <p>Sut mae pethau'n gweithio - Dylid rhoi cyfle iddynt astudio:</p> <ul style="list-style-type: none"> Sut mae trydan yn cael ei ddefnyddio a sut mae'n cael ei reoli mewn cylchedau syml.
2.7	<p>Fframwaith Cymru ar gyfer ABGI Datblygu Meddwl</p> <ul style="list-style-type: none"> Adnabod y cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol</p> <ul style="list-style-type: none"> Pwysigrwydd diogelwch personol
2.8	<p>Fframwaith Cymru ar gyfer ABGI Datblygu meddwl</p> <ul style="list-style-type: none"> Adnabod y cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol</p> <ul style="list-style-type: none"> Pwysigrwydd diogelwch personol.

Lesson	Curriculum Links
2.5	<p>Science Enquiry - Planning</p> <ul style="list-style-type: none"> Predictions using some previous knowledge and understanding. <p>Enquiry - Developing</p> <ul style="list-style-type: none"> Use apparatus and equipment correctly and safely. <p>How things work - They should be given opportunities to study:</p> <ul style="list-style-type: none"> The uses of electricity and its control in simple circuits.
2.6	<p>Science Enquiry - Developing</p> <ul style="list-style-type: none"> Use apparatus and equipment correctly and safely. <p>How things work - They should be given opportunities to study:</p> <ul style="list-style-type: none"> The uses of electricity and its control in simple circuits.
2.7	<p>Welsh Framework for PSHE Developing Thinking</p> <ul style="list-style-type: none"> Identify links between cause and effect. <p>Health and emotional wellbeing</p> <ul style="list-style-type: none"> The importance of personal safety.
2.8	<p>Welsh Framework for PSHE Developing Thinking</p> <ul style="list-style-type: none"> Identify links between cause and effect. <p>Health and emotional wellbeing</p> <ul style="list-style-type: none"> The importance of personal safety.

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2.9	<p>Gwyddoniaeth Ymholiad - Cynllunio</p> <ul style="list-style-type: none"> Rhagfynegiadau gan ddefnyddio gwybodaeth a dealltwriaeth flaenorol. <p>Ymholiad - Datblygu</p> <ul style="list-style-type: none"> Defnyddio cyfarpar ac offer yn gywir ac yn ddiogel. <p>Ymholiad - Myfyrio</p> <ul style="list-style-type: none"> Dechrau gwerthuso canlyniadau yn erbyn meini prawf llwyddiant. Penderfynu a oedd yr ymagwedd/dull yn llwyddiannus. Cysylltu'r dysgu â sefyllfaoedd tebyg, yn yr ysgol ac mewn mannau eraill.
2.10	<p>Gwyddoniaeth Ymholiad - Cynllunio</p> <ul style="list-style-type: none"> Rhagfynegiadau gan ddefnyddio gwybodaeth a dealltwriaeth flaenorol. <p>Ymholiad - Datblygu</p> <ul style="list-style-type: none"> Defnyddio cyfarpar ac offer yn gywir ac yn ddiogel. <p>Ymholiad - Myfyrio</p> <ul style="list-style-type: none"> Dechrau gwerthuso canlyniadau yn erbyn meini prawf llwyddiant. Penderfynu a oedd yr ymagwedd/dull yn llwyddiannus. Cysylltu'r dysgu â sefyllfaoedd tebyg, yn yr ysgol ac mewn mannau eraill.

Lesson	Curriculum Links
2.9	<p>Science Enquiry - Planning</p> <ul style="list-style-type: none"> Predictions using some previous knowledge and understanding. <p>Enquiry - Developing</p> <ul style="list-style-type: none"> Use apparatus and equipment correctly and safely. <p>Enquiry - Reflecting</p> <ul style="list-style-type: none"> Beginning to evaluate outcomes against success criteria. Deciding whether the approach/method was successful. Linking the learning to similar situations, within and outside school.
2.10	<p>Science Enquiry - Planning</p> <ul style="list-style-type: none"> Predictions using some previous knowledge and understanding. <p>Enquiry - Developing</p> <ul style="list-style-type: none"> Use apparatus and equipment correctly and safely. <p>Enquiry - Reflecting</p> <ul style="list-style-type: none"> Beginning to evaluate outcomes against success criteria. Deciding whether the approach/method was successful. Linking the learning to similar situations, within and outside school.

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2.11	<p>Fframwaith Cymru ar gyfer ABGI - Datblygu Meddwl</p> <ul style="list-style-type: none"> Adnabod y cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol</p> <ul style="list-style-type: none"> Pwysigrwydd diogelwch personol.
2.12	<p>Gwyddoniaeth - Sut mae pethau'n gweithio</p> <ul style="list-style-type: none"> Sut mae trydan yn cael ei ddefnyddio a sut mae'n cael ei reoli mewn cylchedau syml.
2.13	<p>Gwyddoniaeth</p> <p>Dylai disgyblion adeiladu ar eu profiadau blaenorol a dylid eu haddysgu o fewn cyd-destun yr adran sgiliau. Dylent ystyried yn arbennig:</p> <p>Sut mae pethau'n gweithio</p> <ul style="list-style-type: none"> Grymoedd o wahanol fathau e.e. disgyrchiant, grymoedd magnetig a ffrithiant, gan gynnwys gwrthiant aer. Sut y gall grymoedd effeithio ar symudiad a sut y gellir cymharu grymoedd. <p>ABGI</p> <p>Datblygu Meddwl</p> <p>Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> Ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol</p> <p>Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> Ddangos agwedd gyfrifol at gadw'r meddwl a'r corff yn ddiogel ac yn iach.

Lesson	Curriculum Links
2.11	<p>Welsh Framework for PSHE - Developing Thinking</p> <ul style="list-style-type: none"> Identify links between cause and effect. <p>Health and emotional wellbeing</p> <ul style="list-style-type: none"> The importance of personal safety.
2.12	<p>Science - How things work</p> <ul style="list-style-type: none"> The uses of electricity and its control in simple circuits.
2.13	<p>Science</p> <p>Pupils should build on their previous experiences and be taught within the context of the skills section. They should have particular regard to:</p> <p>How things work</p> <ul style="list-style-type: none"> Forces of different kinds, e.g., gravity magnetic and friction, including air resistance. The ways in which forces can affect movement and how forces can be compared. <p>PSHE</p> <p>Developing Thinking</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> Use some prior knowledge to explain links between cause and effect. <p>Health and emotional wellbeing</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> Display a responsible attitude towards keeping the mind and body safe and healthy.

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2.14	<p>Cwricwlwm Cenedlaethol Cymru ABGI Datblygu Meddwl</p> <p>Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> • ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith. <p>lechyd a lles emosiynol</p> <p>Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> • ddangos agwedd gyfrifol at gadw'r meddwl a'r corff yn ddiogel ac yn iach.
2.15	<p>Daeryddiaeth</p> <p>Sgiliau Daeryddiaeth:</p> <p>Archwilio</p> <ul style="list-style-type: none"> • Mesur, casglu a chofnodi data trwy waith ymchwil ymarferol a gwaith maes, a defnyddio ffynonellau eilaidd e.e. defnyddio offer i fesur glaw, defnyddio GIS, cynllunio holiaduron. • Trefnu a dadansoddi tystiolaeth, datblygu syniadau i gael hyd i atebion a thynnu casgliadau, e.e. defnyddio taenlen data, cymharu data tywydd. <p>ABGI Datblygu Meddwl</p> <p>Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> • Ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith. <p>Lechyd a lles emosiynol</p> <p>Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> • Ddangos agwedd gyfrifol at gadw'r meddwl a'r corff yn ddiogel ac yn iach.

Lesson	Curriculum Links
2.14	<p>Learners should be given opportunities to;</p> <p>Use some prior knowledge to explain links between cause and effect.</p> <p>Health and emotional well-being</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Display a responsible attitude towards keeping the mind and body safe and healthy.
2.15	<p>Geography Skills: Investigation</p> <ul style="list-style-type: none"> • Measure, collect and record data through carrying out practical investigations and fieldwork, and using secondary sources, e.g. use instruments to measure rainfall, use GIS, design questionnaires. • Organise and analyse evidence, develop ideas to find answers and draw conclusions, e.g. use a data spreadsheet, compare weather data. <p>PSHE Developing Thinking</p> <p>Learners should be given opportunities to;</p> <ul style="list-style-type: none"> • Use some prior knowledge to explain links between cause and effect. <p>Health and emotional wellbeing</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Display a responsible attitude towards keeping the mind and body safe and healthy.

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2.16	<p>ABGI Datblygu Meddwl Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> Ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> Ddangos agwedd gyfrifol at gadw'r meddwl a'r corff yn ddiogel ac yn iach.
3.1	<p>Gwyddoniaeth Sut mae pethau'n gweithio</p> <ul style="list-style-type: none"> Dylai'r disgyblion ddefnyddio a datblygu eu sgiliau, eu gwybodaeth a'u dealltwriaeth drwy ymchwilio i'r wyddoniaeth sydd yn rhan o ystod o ddyfeisiau/peiriannau cyfoes a gwerthuso gwahanol adnoddau egni a'r posibiladau. <p>Ymholiad</p> <ul style="list-style-type: none"> Dylai'r disgyblion gael cyfleoedd i gynnal gwahanol fathau o ymholi, e.e. chwilio am batrymau, archwilio, dosbarthu ac adnabod, gwneud pethau, profi teg, defnyddio a chymhwyso modelau, trwy ddilyn yr ymagwedd/dull arfaethedig, ei adolygu pan fydd angen, a phan fo'n briodol. <p>ABGI Datblygu Meddwl Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> Ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> Gymryd cyfrifoldeb cynyddol dros gadw'r meddwl a'r corff yn ddiogel ac yn iach.

Lesson	Curriculum Links
2.16	<p>PSHE Developing Thinking Learners should be given opportunities to:</p> <ul style="list-style-type: none"> Use some prior knowledge to explain links between cause and effect. <p>Health and emotional well-being Learners should be given opportunities to:</p> <ul style="list-style-type: none"> Display a responsible attitude towards keeping the mind and body safe and healthy.
3.1	<p>Science How things work</p> <ul style="list-style-type: none"> Pupils should use and develop their skills, knowledge and understanding by investigating the science involved in a range of contemporary devices /machines and evaluate different energy resources and possibilities. <p>Enquiry</p> <ul style="list-style-type: none"> Pupils should be given opportunities to carry out different types of enquiry, e.g. pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models, by following the planned approach/method, revising it where necessary, and where appropriate. <p>PSHE Developing Thinking Learners should be given opportunities to:</p> <ul style="list-style-type: none"> Use some prior knowledge to explain links between cause and effect. <p>Health and emotional well-being Learners should be given opportunities to:</p> <ul style="list-style-type: none"> Display a responsible attitude towards keeping the mind and body safe and healthy.

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3.2	<p>Gwyddoniaeth Sut mae pethau'n gweithio</p> <ul style="list-style-type: none"> Dylai'r disgyblion ddefnyddio a datblygu eu sgiliau, eu gwybodaeth a'u dealltwriaeth drwy ymchwilio i'r wyddoniaeth sydd yn rhan o ystod o ddyfeisiau/peiriannau cyfoes a gwerthuso gwahanol adnoddau egni a'r posibiliadau. Sut y defnyddir adnoddau egni adnewyddadwy ac anadnewyddadwy i gynhyrchu trydan a goblygiadau'r penderfyniadau a wneir ynghylch eu defnydd. Technolegau sydd wrthi'n cael eu datblygu, a allai arwain at ddefnyddio adnoddau egni'n fwy effeithlon neu eu defnyddio mewn ffyrdd newydd, e.e. ceir sy'n cael eu pweru gan hydrogen, defnyddio olew/gasohol yn lle diesel/petrol.
3.3	<p>Gwyddoniaeth Ymholiad</p> <ul style="list-style-type: none"> Dylai'r disgyblion gael cyfleoedd i gynnal gwahanol fathau o ymholi, e.e. chwilio am batrymau, archwilio, dosbarthu ac adnabod, gwneud pethau, profi teg, defnyddio a chymhwyso modelau, trwy ddilyn yr ymagwedd/dull arfaethedig, ei adolygu pan fydd angen, a phan fo'n briodol. <p>Dylunio a Thechnoleg</p> <p>Dylid rhoi cyfleoedd i'r disgyblion feithrin eu gallu ym maes dylunio a thechnoleg drwy gyfrwng:</p> <ul style="list-style-type: none"> Myfyrion ynghylch gwaith dylunwyr, dyfeiswyr, penseiri a chogyddion, gan gynnwys y rhai o Gymru.

Lesson	Curriculum Links
3.2	<p>Science How things work</p> <ul style="list-style-type: none"> Pupils should use and develop their skills, knowledge and understanding by investigating the science involved in a range of contemporary devices /machines and evaluate different energy resources and possibilities. How renewable and non-renewable energy resources are used to generate electricity and the implications of decisions made about their use. Technologies under development, which may lead to more efficient use of energy resources or using them in new ways, e.g. hydrogen-powered cars, using cooking oil/gasohol, as replacements for diesel/petrol.
3.3	<p>Science Enquiry</p> <ul style="list-style-type: none"> Pupils should be given opportunities to carry out different types of enquiry, e.g. pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models, by following the planned approach/method, revising it where necessary, and where appropriate. <p>Design Technology</p> <p>Pupils should be given opportunities to develop their design and technology capability through:</p> <ul style="list-style-type: none"> Reflecting on the work of designers, inventors, architects and chefs, including those from Wales.

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3.4	<p>ABGI Datblygu Meddwl Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> • Ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> • Gymryd cyfrifoldeb cynyddol dros gadw'r meddwl a'r corff yn ddiogel ac yn iach.
3.5	<p>ABGI Datblygu Meddwl Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> • Ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> • Gymryd cyfrifoldeb cynyddol dros gadw'r meddwl a'r corff yn ddiogel ac yn iach.
3.6	<p>Gwyddoniaeth Dylai'r disgyblion adeiladu ar eu profiadau blaenorol a dylid eu haddysgu o fewn cyd-destun yr adran sgiliau. Dylent ystyried yn arbennig:</p> <ul style="list-style-type: none"> • Ymholiad gwyddonol • Materion moesegol, cymdeithasol, economaidd ac amgylcheddol a'r modd y maent yn rhyngweithio â gwyddoniaeth.

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3.4	<p>PSHE Developing Thinking Learners should be given opportunities to;</p> <ul style="list-style-type: none"> • Use some prior knowledge to explain links between cause and effect. <p>Health and emotional well-being Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Display a responsible attitude towards keeping the mind and body safe and healthy.
3.5	<p>PSHE Developing Thinking Learners should be given opportunities to;</p> <ul style="list-style-type: none"> • Use some prior knowledge to explain links between cause and effect. <p>Health and emotional well-being Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Display a responsible attitude towards keeping the mind and body safe and healthy.
3.6	<p>Science Pupils should build on their previous experiences and be taught within the context of the skills section. They should have particular regard to:</p> <ul style="list-style-type: none"> • Scientific enquiry • Ethical, social, economic and environmental issues and their interaction with science.

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Gwers	Cysylltiad â'r Cwricwlwm
3.7	<p>ABGI Datblygu Meddwl Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> Ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> Gymryd cyfrifoldeb cynyddol dros gadw'r meddwl a'r corff yn ddiogel ac yn iach.
3.8	<p>ABGI Datblygu Meddwl Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> Ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> Gymryd cyfrifoldeb cynyddol dros gadw'r meddwl a'r corff yn ddiogel ac yn iach.

Lesson	Curriculum Links
3.7	<p>ABGI Datblygu Meddwl Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> Ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> Gymryd cyfrifoldeb cynyddol dros gadw'r meddwl a'r corff yn ddiogel ac yn iach.
3.8	<p>PSHE Developing Thinking Learners should be given opportunities to;</p> <ul style="list-style-type: none"> Use some prior knowledge to explain links between cause and effect. <p>Health and emotional well-being Learners should be given opportunities to:</p> <ul style="list-style-type: none"> Display a responsible attitude towards keeping the mind and body safe and healthy.

Cysylltiadau â'r Cwricwlwm

Gwers	Cysylltiad â'r Cwricwlwm
3.9	<p>Gwyddoniaeth Sgiliau - Sgiliau ymholi ac ymarferol Dylid rhoi cyfleoedd i'r disgyblion:</p> <ul style="list-style-type: none"> Gasglu data o ffynonellau gwreiddiol neu eilaidd, gan gynnwys defnyddio ffynonellau ac offer TGCh. <p>Sgiliau ymholi ac ymarferol Dylid rhoi cyfleoedd i'r disgyblion:</p> <ul style="list-style-type: none"> Werthuso dulliau o gasglu data ac ystyried eu dilysrwydd a'u dibynadwyedd fel tystiolaeth. <p>Egni, trydan a phelydriadau <ul style="list-style-type: none"> Gellir mesur trosglwyddiadau egni a chyfrifo eu heffeithlonrwydd, sy'n bwysig wrth ystyried costau economaidd ac effeithiau, amgylcheddol defnyddio egni. <p>Y Ddaear gynaliadwy Sut mae pethau'n gweithio <ul style="list-style-type: none"> Technolegau sydd wrthi'n cael eu datblygu, a allai arwain at ddefnyddio adnoddau egni'n fwy effeithlon neu eu defnyddio mewn ffyrdd newydd, e.e. ceir sy'n cael eu pweru gan hydrogen, defnyddio olew/gasohol yn lle diesel/petrol. </p></p>
3.10	<p>Datblygu Rhif Dylai'r disgyblion adeiladu ar eu profiadau blaenorol a dylid eu haddysgu o fewn cyd-destun yr adran sgiliau. Dylent ystyried yn arbennig:</p> <ul style="list-style-type: none"> Ymholiad gwyddonol Datblygiadau gwyddonol a thechnolegol, eu manteision, eu hanfanteision a'u risgiau Materion moesegol, cymdeithasol, economaidd ac amgylcheddol a'r modd y maent yn rhyngweithio â gwyddoniaeth.

Lesson	Curriculum Links
3.9	<p>Science Skills - Enquiry and practical skills Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> Collect data from primary or secondary sources, including using ICT sources and tools. <p>Enquiry and practical skills Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> Evaluate methods of collection of data and consider their validity and reliability as evidence. <p>Energy, electricity and radiations <ul style="list-style-type: none"> Energy transfers can be measured and their efficiency calculated, which is important in considering the economic costs and environmental effects of energy use. <p>The sustainable Earth How things work <ul style="list-style-type: none"> Technologies under development, which may lead to more efficient use of energy resources or using them in new ways, e.g. hydrogen-powered cars, using cooking oil/gasohol, as replacements for diesel/petrol. </p></p>
3.10	<p>Developing Number Pupils should build on their previous experiences and be taught within the context of the skills section. They should have particular regard to:</p> <ul style="list-style-type: none"> Scientific enquiry Scientific and technological developments, their benefits, drawbacks and risks Ethical, social, economic and environmental issues and their interaction with science.

Cysylltiadau â'r Cwricwlwm

Gwers	Cysylltiad â'r Cwricwlwm
3.11	<p>ABGI Datblygu Meddwl Dylid rhoi cyfleoedd i ddysgwyr:</p> <ul style="list-style-type: none"> Ddefnyddio peth gwybodaeth flaenorol I esbonio'r cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol Dylid rhoi cyfleoedd I ddysgwyr:</p> <ul style="list-style-type: none"> Ddangos agwedd gyfrifol at gadw'r meddwl a'r corff yn ddiogel ac yn iach.
3.12	<p>Gwyddoniaeth Cyd-ddibyniaeth organebau Bydd y disgyblion yn defnyddio a datblygu eu sgiliau, eu gwybodaeth a'u dealltwriaeth drwy ymchwilio sut y mae bodau dynol yn annibynnol ac, er hynny, yn dibynnu ar organebau eraill er mwyn goroesi, a chymhwyso hyn i fywyd mewn gwledydd lle mae gwahanol lefelau o ddatblygu economaidd.</p> <p>ABGI Datblygu Meddwl Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> ddangos agwedd gyfrifol at gadw'r meddwl a'r corff yn ddiogel ac yn iach.

Lesson	Curriculum Links
3.11	<p>PSHE Developing Thinking Learners should be given opportunities to:</p> <ul style="list-style-type: none"> Use some prior knowledge to explain links between cause and effect. <p>Health and emotional wellbeing Learners should be given opportunities to:</p> <ul style="list-style-type: none"> Display a responsible attitude towards keeping the mind and body safe and healthy.
3.12	<p>Science Interdependence of organisms Pupils use and develop their skills, knowledge and understanding by investigating how humans are independent yet rely on other organisms for survival, applying this to life in countries with different levels of economic development.</p> <p>PSHE Developing Thinking Learners should be given opportunities to:</p> <ul style="list-style-type: none"> use some prior knowledge to explain links between cause and effect. <p>Health and emotional well-being Learners should be given opportunities to:</p> <ul style="list-style-type: none"> display a responsible attitude towards keeping the mind and body safe and healthy.

Cysylltiadau â'r Cwricwlwm

Gwers	Cysylltiad â'r Cwricwlwm
3.13	<p>Cymraeg - Ysgrifennu Ystod</p> <p>Dylid rhoi cyfleoedd i'r disgyblion:</p> <ol style="list-style-type: none"> ysgrifennu ar gyfer amrywiaeth o bwrpasau gan gynnwys difyrru, cyflwyno gwybodaeth, mynegi barn, cyfleu teimladau a syniadau ysgrifennu ar gyfer amrywiaeth eang o gynulleidfaoedd real a dychmygus, e.e. yr hunan, cyd-ddisgyblion, disgyblion iau, athrawon, teulu affrindiau ysgrifennu mewn amrywiaeth eang o ffurfiau e.e. stori, cerdd, sgript, taflen, poster, hysbyseb, adroddiad, dyddiadur, nodiadau, testun electronig, portread, cyfarwyddiadau, holiadur, adolygiad, erthygl, araith, ymson ysgrifennu mewn ymateb i amrywiaeth eang o symbyliadau clywedol, gweledol a chlywedol, e.e. stori, cerdd, eu diddordebau, eu gweithgareddau a'u profiadau yn y dosbarth a thu hwnt, rhaglen deledu, cerflun <p>Daearyddiaeth</p> <p>Lleoli lleoedd, amgylcheddau a phatrymau. Amgylcheddau dan fygythiad; nodweddion a phosibiliadau ar gyfer eu datblygiad cynaliadwy.</p> <p>Dinasyddion y dyfodol: materion yng Nghymru a'r byd ehangach o fyw mewn modd cynaliadwy a chyfrifoldebau bod yn ddinesydd byd-eang.</p> <p>ABGI - Datblygu Meddwl</p> <p>Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> ddefnyddio peth gwybodaeth flaenorol I esbonio'r cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol</p> <p>Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> ddangos agwedd gyfrifol at gadw'r meddwl a'r corff yn ddiogel ac yn iach.

Lesson	Curriculum Links
3.13	<p>English - Writing Range</p> <p>Pupils should be given opportunities to improve and extend their skills in writing through:</p> <ol style="list-style-type: none"> writing for a range of purposes, e.g. engage, empathise, create effects, analyse, persuade, explore ideas and opinions in literature and the media, writing for a range of real or imagined audiences, writing in a range of forms, writing in response to a wide range of visual, audio and written stimuli. <p>Geography</p> <p>Locating, places, environments and patterns.</p> <p>Threatened environments: characteristics of, and possibilities for, their sustainable development.</p> <p>Tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen.</p> <p>PSHE - Developing Thinking</p> <p>Learners should be given opportunities to;</p> <ul style="list-style-type: none"> Use some prior knowledge to explain links between cause and effect. <p>Health and emotional wellbeing</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> Display a responsible attitude towards keeping the mind and body safe and healthy.

Cysylltiadau â'r Cwricwlwm

Gwers	Cysylltiad â'r Cwricwlwm
3.14	<p>ABGI Datblygu Meddwl</p> <p>Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> • Ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith. <p>Iechyd a lles emosiynol</p> <p>Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> • Ddangos agwedd gyfrifol at gadw'r meddwl a'r corff yn ddiogel ac yn iach.
3.15	<p>ABGI Datblygu Meddwl</p> <p>Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> • Ddefnyddio peth gwybodaeth flaenorol i esbonio'r cysylltiadau rhwng achos ac effaith <p>Iechyd a lles emosiynol</p> <p>Dylid rhoi cyfleoedd i'r dysgwyr:</p> <ul style="list-style-type: none"> • Gymryd cyfrifoldeb cynyddol dros gadw'r meddwl a'r corff yn ddiogel ac yn iach

Lesson	Curriculum Links
3.14	<p>English - Writing Range</p> <p>PSHE</p> <p>Developing Thinking</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Use some prior knowledge to explain links between cause and effect. <p>Health and emotional well-being</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Display a responsible attitude towards keeping the mind and body safe and healthy.