Welsh action songs
Caneuon â symudiadau

A Welsh version of 'head, shoulders, knees and toes' sang to the same tune. It is not however a direct translation so be careful to point to the correct body part.

Pen, ysgwyddau, coesau, traed

Words

Pen, ysgwyddau, coesau, traed, coesau, traed
Pen, ysgwyddau, coesau, traed, coesau, traed
Llygaid, clustiau, trwyn a ceg
Pen, ysgwyddau, coesau, traed, coesau, traed

Actions

Hands on head, hands on shoulders, hands on thighs, touch your toes, hands on thighs, touch your toes
Hands on head, hands on shoulders, hands on thighs, touch your toes, hands on thighs, touch your toes
Point to your eyes, point to your ears, point to your nose and point to your mouth
Hands on head, hands on shoulders, hands on thighs, touch your toes, hands on thighs, touch your toes

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Welsh action songs
Caneuon â symudiadau

Welsh version of 'one finger, one thumb keep moving' sung to the same tune.

Un bys, un bawd yn symud

Words

Un bys, un bawd yn symud (x3)
A dyma ni yn llon
Un bys, un bawd, un goes, un fraich yn symud (x3)
A dyma ni yn llon
Un bys, un bawd, un goes yn symud (x3)
A dyma ni yn llon
Un bys, un bawd, un goes, un fraich yn symud (x3)

Actions

Point your index finger, put up your thumb (x3)
Put your arms around yourself in a hug
Point your index finger, put up your thumb, lift one leg (x3)
Put your arms around yourself in a hug
Point your index finger, put up your thumb, lift one leg, lift one arm (x3)
Put your arms around yourself in a hug

Welsh action songs
Caneuon â symudiadau

Vocabulary

Pen (pehn)
Head

Ysgwyddau (ughs -gooeethahy)
Shoulders

Ysgwydd (úghs-gooeeth – 'th' as in 'this')
Shoulder

Coesau (kóheesahy)
Legs

Coes (kóhees)
Leg

un Goes (een ghohees)
One Leg

Traed (tráheed)
Feet

Troed (tróheed)
Foot

Llygaid (llúgh-aheed)
Eyes

Llygad (llúgh-ahd)
Eye

Clustiau (klées-teeay)
Ears

Clust (kléest)
Ear

Trwyn (trúeen)
Nose

Ceg (kéhg)
Mouth

Bysedd (búghs-ehdd – 'th' as in 'this)
Fingers

Bys (beess)
Finger

Bawd (báhwd)
Thumb

Braich (bráheech)
Arm

un Fraich (een vráheech)
One arm

Animal activity **Crefft creaduriaid**

Context:
Arts & Crafts

Learning Outcomes:
- Language
- Motor Skills
- Shape Recognition
- Colour Recognition

Overview:
A game similar to musical chairs to get children moving and talking about fruit, colours, numbers and textures.

Resources:
- Coloured Materials (various textures and colours – to match the colours of the animals)
- Laminated Animal Templates (various)
- Glue

Instructions:
- Place the animal shape templates, glue and materials on a table or flat surface.
- Invite the child/children to select a template and materials of their choice to decorate, assisting younger children in doing so if necessary, naming the colours and inviting them to feel the various textures as you go.
- Next, ask the child/children to glue the material onto the template. Take this opportunity to ask the children simple questions about the animal they have chosen (see list of example questions in the dialogue below)
- You may also sing relevant songs such as the Welsh version of 'Old McDonald', which is presented below.

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Animal activity **Crefft creaduriaid**

Phrases

There are many animals here!
Mae llawer o anifeiliaid yma!

Which one do you want?
Pa un wyt ti eisiau?
Pa un dych chi eisiau?

The … That's nice!
Y/Yr … Dyna neis!

Which colour is …..?
Pa liw yw …?

Well done, it's …!
Da iawn, ……. yw …….. !

Well done!
Da iawn!

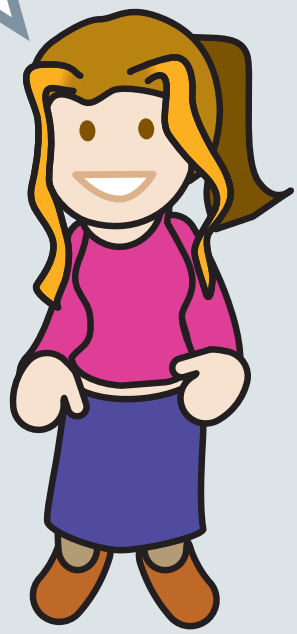
Do you want to choose some material?
Wyt ti eisiau dewis deunydd?
Dych chi eisiau dewis deunydd?

This is very (soft / fluffy / shiny etc..)!
Mae hwn yn (feddal / fflyffi / ddisglair..) iawn!

Can you glue it on the …?
Wyt ti'n gallu ei ludo ar y …?
Dych chi'n gallu ei ludo ar y …?

Here's the glue
Dyma'r glud

Well done – it looks great!
Da iawn – mae'n edrych yn fendigedig!



Following or during the activity, you may sing the Welsh version of Old McDonald

Song:

Mae gan ewyrth Ifan fferm
(Mahee gahn ehw-eerth ee-van ffehrm)
i – a – i – ai – o!

Ac ar y fferm mae ganddo fuwch
(ahk ahr ugh ffehrm mahee gahn-thoh veewch)
i – a – i – ai – o!

Gyda mŵ fan hyn, mŵ fan draw,
(guh-dah moo vahn heen, moo vahn drahw)
Mŵ, mŵ, mŵ, mŵ ar bob llaw
(moo, moo moo, moo ahr bohb llahw)

Mae gan ewyrth Ifan fferm
(Mahee gahn ehw-eerth ee-van ffehrm)
i – a – i – ai – o!

Animal activity **Crefft creaduriaid**

Grammar points:

1 In sentences such as 'Mae'n ... (It's ...), the '**n**' at the end of 'mae'n' causes certain describing words - which immediately follows - to change their initial letter. This change is called mutation.

E.g. '**M**eddal' (soft). The 'm' at the start of this word changes to **'f'**: So now – 'Mae'n **f**eddal' (it's soft)

Some initial letters disappear completely:
E.g. '**G**arw' (rough). The '**g**' disappears, so '**G**arw' changes to 'arw'. 'Mae'n arw' (It's rough)

2 If you want to say someting is very big, very small, very soft etc, the word 'iawn' (very') in Welsh comes at the end:

Mae'n feddal '**iawn**' (it's **very** soft)
Mae'n fawr **iawn** (it's **very** big)

3 The Welsh word for 'the' has more than one form. The version you use depends on the word that immediately follows it.

If the following word begins with a consonant, you use 'y' (pronounced 'ugh'). So:
Y fuwch (the cow), **y** ceffyl (the horse), **y** gath (the cat)

If the following word begins with a vowel, you use '**Yr**' (pronounced ughrr) So;
Yr anifail (the animal), **yr** afal (the apple), **yr** oren (the orange)

Finally,the word 'the' ('y' or 'yr') causes feminine words to mutate. For example: the Welsh word for 'cow' ('**b**uwch',) is feminine, so 'The cow' becomes 'Y **f**uwch'.

Animal activity **Crefft creaduriaid**

Useful Vocabulary

Anifail (Annie-vile)
Animal

Fferm (Pherrm)
Farm

Pa liw? (Pah leew?)
Which colour?

Da iawn! (Dah yáhwn!)
Well done!

Dyna neis! (Done-ah nehyss!)
That's nice!

Buwch (Beewch)
Cow

Dafad (Dav-ahd)
Sheep

Ceffyl (Keph-ill)
Horse

Tarw (Ta-roo)
Bull

Iâr (Yahr)
Chicken

Mochyn
(more-ch- as in the Scottish loch -in)
Pig

Pysgodyn (Puss-gohd-in)
Fish

Cath (Car-th - 'th' as 'thing')
Cat

Meddal
(méh-thahl – 'th' as in 'this')
soft/spongy

Sych (seech)
dry

Gwlyb (gleeb)
wet

Gludiog (gleed-iog)
sticky

Moel (móeel)
bald/bare

Blewog (blehw-og)
hairy /furry/fluffy

Llyfn (llívn)
smooth/flat/even

Garw (gáh-ru)
rough/coarse

Hyblyg (húb-lig)
Flexible/pliable

Anhyblyg (ahn-húb-lig)
inflexible/rigid

Mawr (máhwr)
big/large

Bach (Bahch)
small/little/tiny

Glân (glahn)
clean/spotless

Budr (beedir)
dirty/grimy/grubby

Lliwgar (lléew-ghar)
colourful

(the descriptive words below are in their mutated form)

Mae'n … iawn (Mah-in … ya-wn)
It's very …

Feddal (Ve-th-al - 'th' as in 'the')
Soft

*e.g - **Mae'n feddal iawn** - it's very soft*

wlanog (Oohlan-ogg)
Wooly

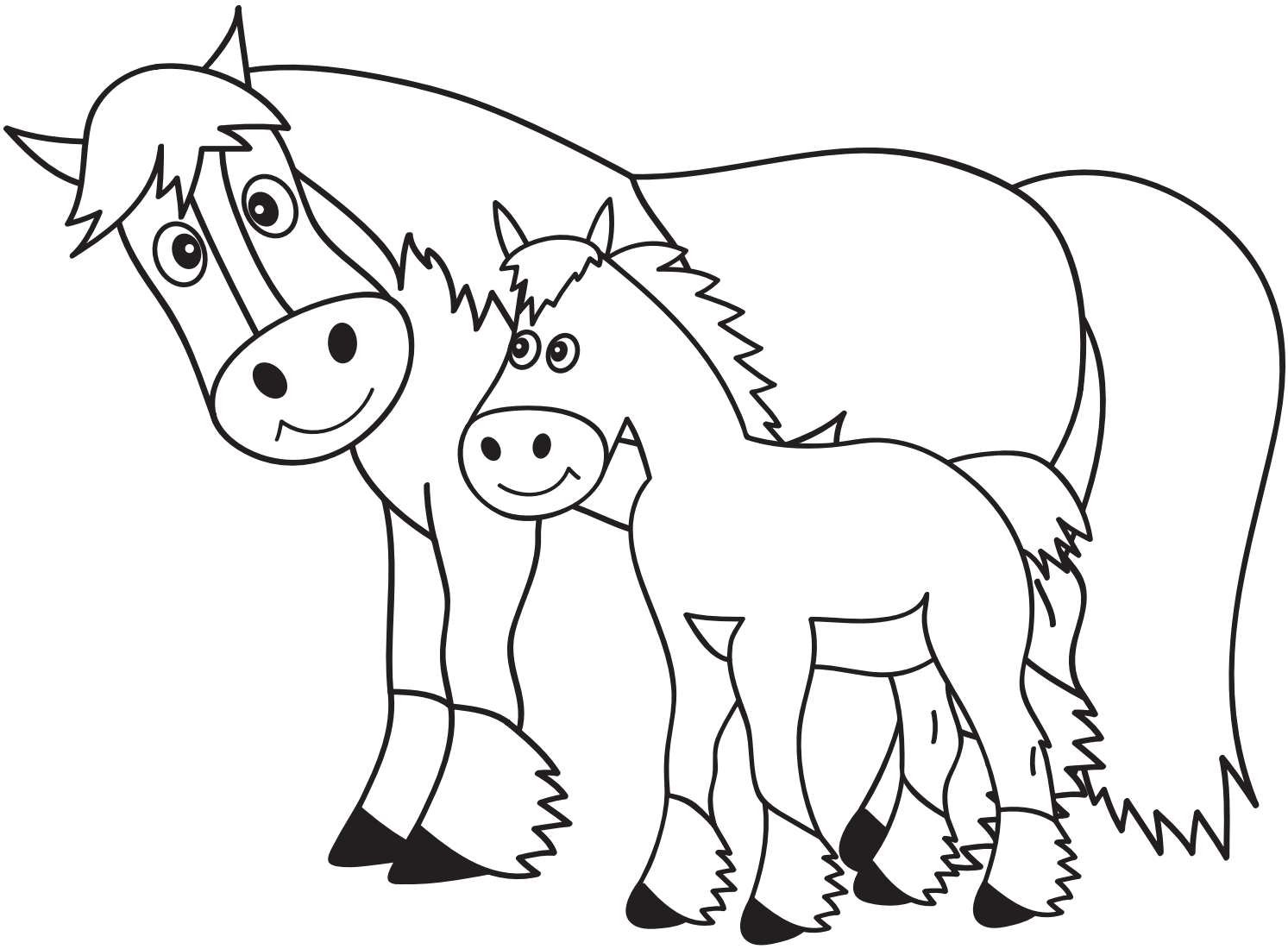
galed (Gáhl-ed)
Hard

ddisglair
(Th-ees-glaheer -'th' as in 'the')
Shiny

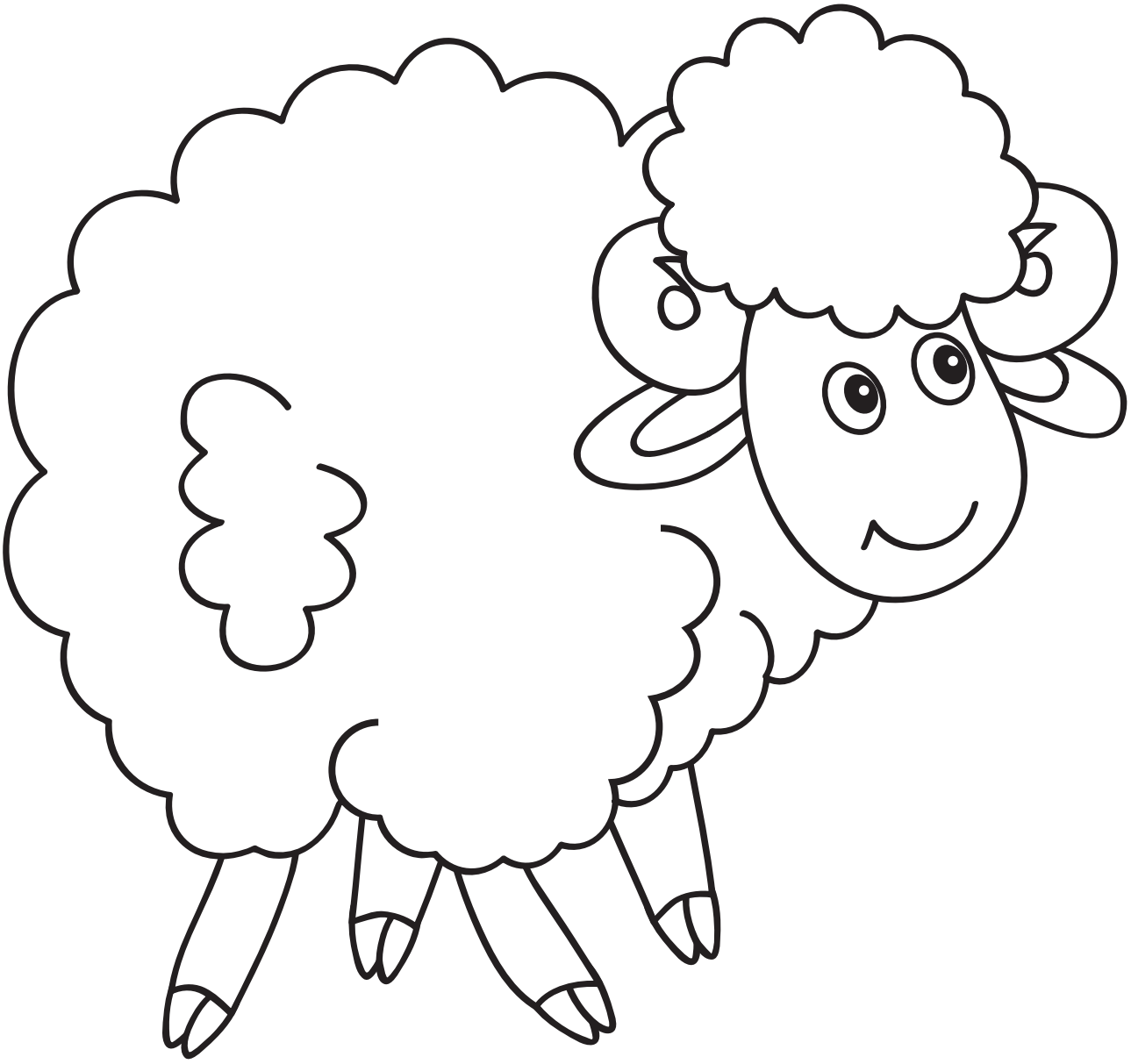
arw (Ah-roo)
Rough

fflyffi (Fluff-ee)
Fluffy

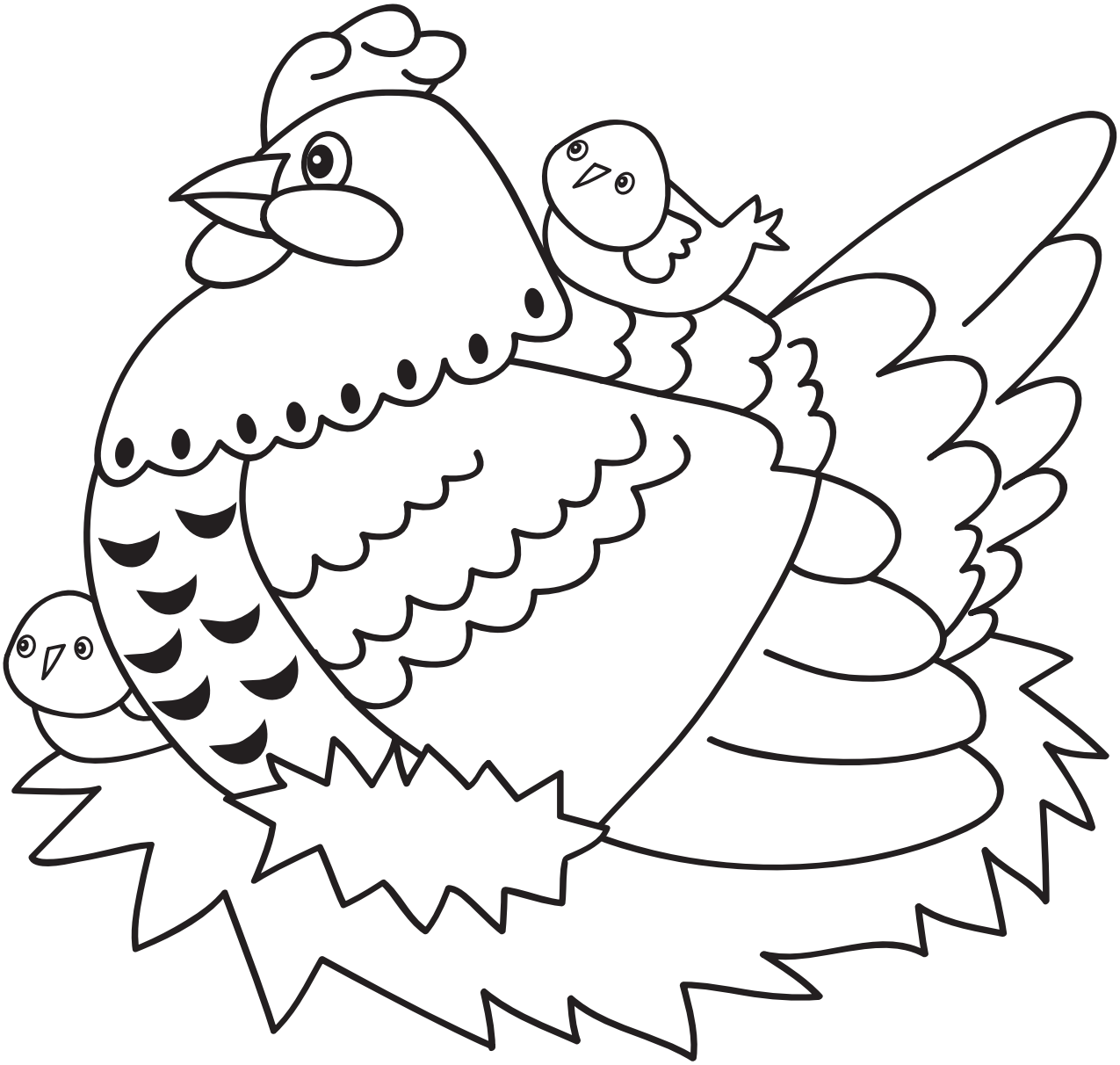
flewog (Vlair-wog)
Furry



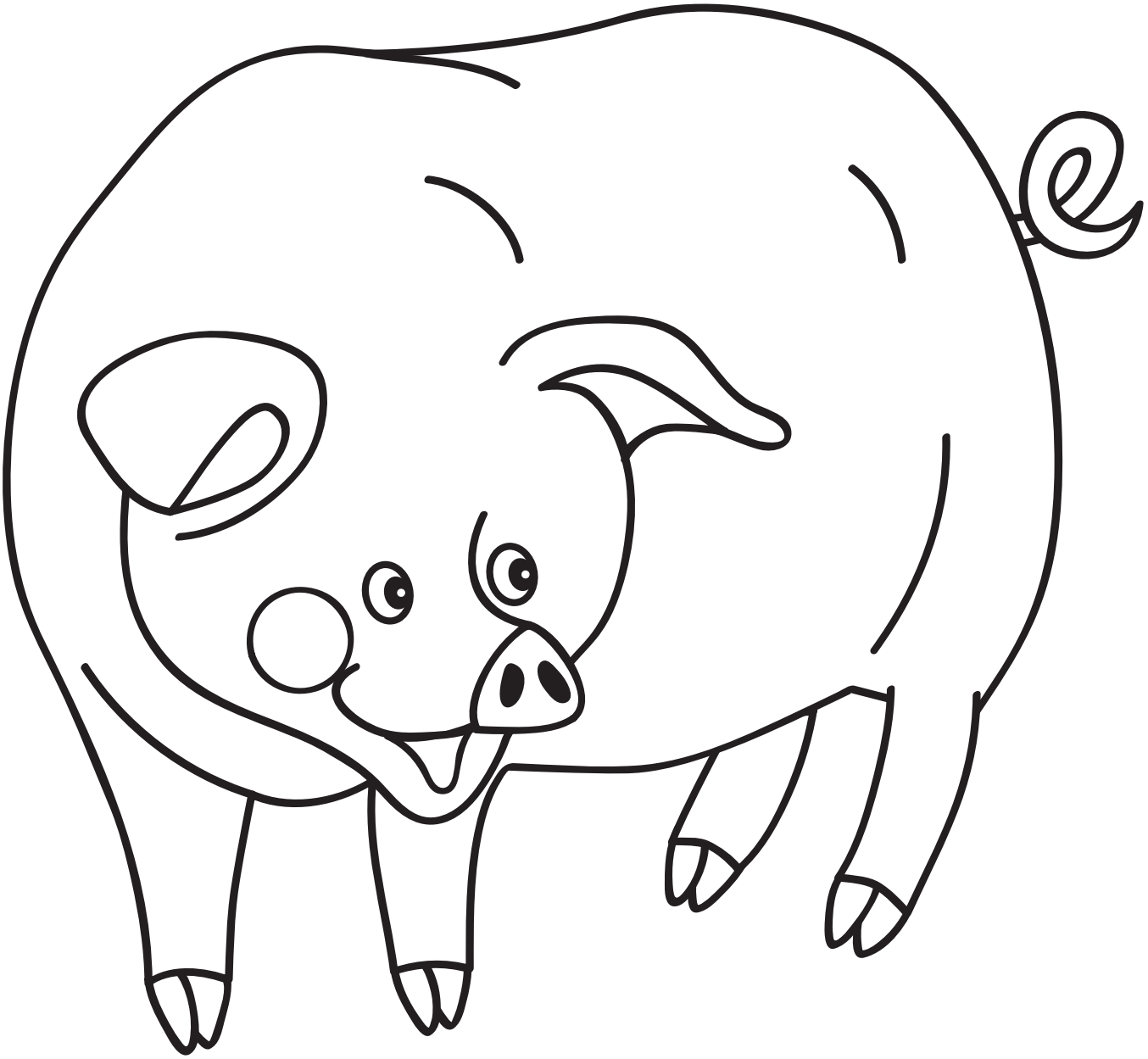
Ceffyl Horse



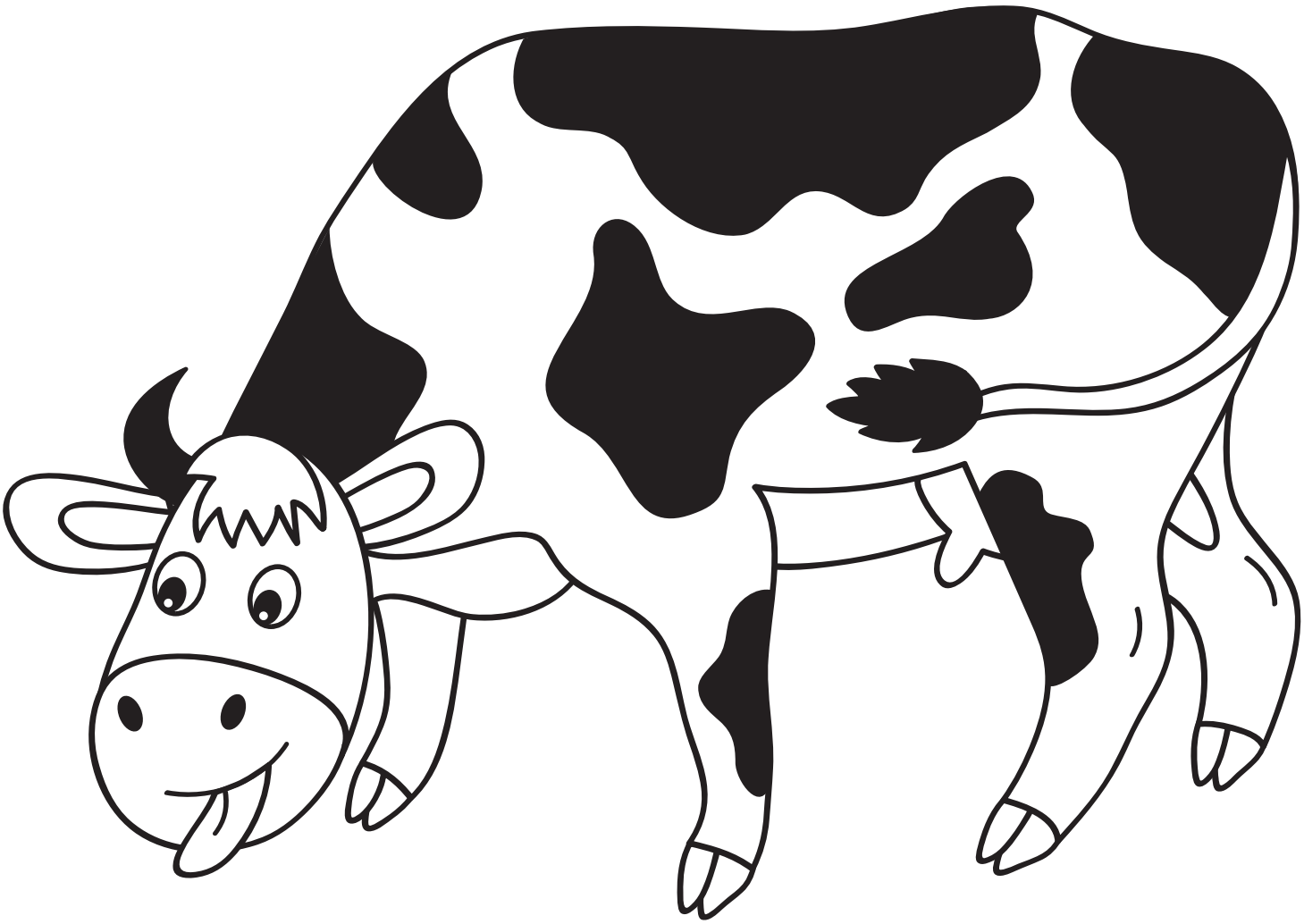
Dafad Sheep



Iâr Chicken



mochyn Pig



Buwch Cow

The fruit bowl **Y fowlen ffrwythau**

Context:
Circle time

Learning Outcomes:
- Colour recognition
- Counting
- Turn Taking
- Name fruit
- Exploring Different Textures

Overview:
A game similar to musical chairs to get children moving and talking about fruit, colours, numbers and textures.

Resources:
- Fruit Bowl x2
- Fruit
- Fruit photographs (see additional)
- Different colour baskets (same colour and number as fruits where possible).

Instructions:
- Children to sit in a circle or group and introduced to the topic of fruit. Practitioner to have two bowls, one filled with a variety of fruit (aim for as many different colours, sizes and textures as possible for a discussion point) and the other with photographs or other imitation of fruit (wooden fruit etc.). It is essential that there are at least two of every fruit in the second bowl.
- Practitioner should show the children a real fruit and ask open ended questions where possible.
- Pass the fruit around the circle and encourage discussion where possible. Continue until all the fruit has been passed around the circle and each child has had an opportunity to take part in a discussion.
- Each child to be given an imitation of fruit from the second bowl (photographs, wooden fruit etc.).
- The practitioner will call the name of the fruit. Children holding that fruit will swap places. Continue until all children have swapped places.
- When everyone has swapped places the practitioner will ask the children to find and retrieve something in the room that is the same colour of the particular fruit.
- The items that have been retrieved should be placed in the basket. Practitioner to take this opportunity to reinforce colours and names of items.
- Sing Un, dau, tri Banana to finish.

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The fruit bowl **Y fowlen ffrwythau**

Useful Vocabulary:

What fruit is this?
Pa ffrwyth yw hwn?

What colour is it?
Pa liw yw e?

Have you eaten one before?
Wyt ti wedi bwyta un o'r blaen?
Dych chi wedi bwyta un o'r blaen?

Do you like to eat…….?
Wyt ti'n hoffi bwyta …….?
Dych chi'n hoffi bwyta….?

How many do I have?
Faint sy gyda fi?

What fruit do you have?
Pa ffrwyth sy gyda ti?
Pa ffrwyth sy gyda chi?

Can you find something else that's……?
Wyt ti'n gallu dod o hyd i rywbeth arall sy'n …..?
Dych chi'n gallu dod o hyd i rywbeth arall sy'n ……?

How does the ……. feel?
Sut mae'r……. yn teimlo?

It's …..
Mae'n …..

Colours:

Red
Coch (cohch)

Blue
Glas (glahs)

Yellow
Melyn (meh-leen)

Orange
Oren (oh-ren)

Purple
Porffor (pór-phor)

Black
Du (dee)

White
Gwyn (gwin)

Grey
Llwyd (llweed)

Pink
Pinc (pink)

Numbers:

One
Un (een))

Two
Dau (dái)

Three
Tri (tree)

Four
Pedwar (péd-uahr)

Five
Pump (pimp)

Six
Chwech (chooéch)

Seven
Saith (sáheeth)

Eight
Wyth (úeeth)

Nine
Naw (now)

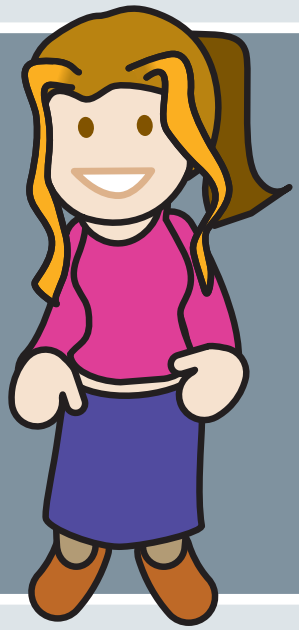
Ten
Deg (dehg)

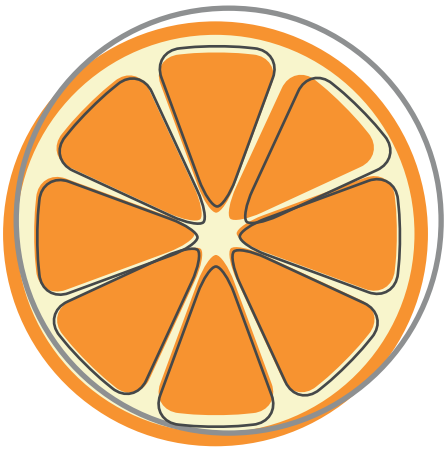
Song:

(one, two, three bananas)
Un, dau, tri banana,
Pedwar, pump, chwe banana,
Saith, wyth, naw banana
Deg banana melyn

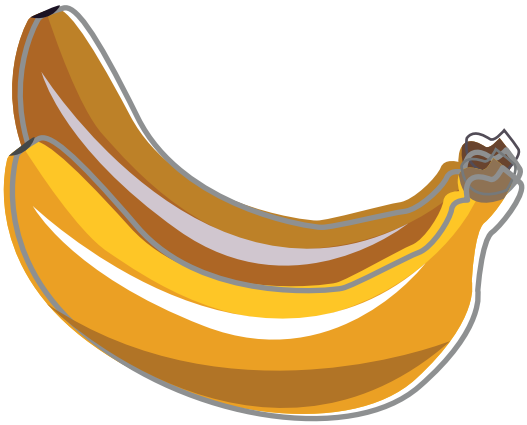
Phonetically
Ee-n, dai, tree banana
Pehd-uar, pimp, chooeh banana
Sáheeth, úeeth, now banana
Dehg banana mehl-een

Continue song using different fruits and their associated colours.



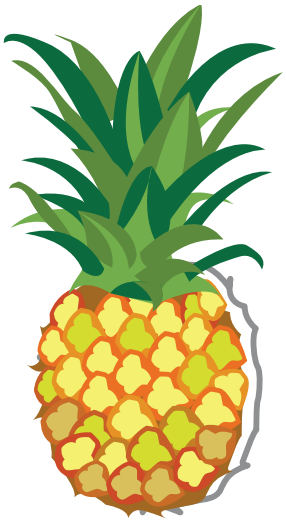


Oren (oh-rehn)

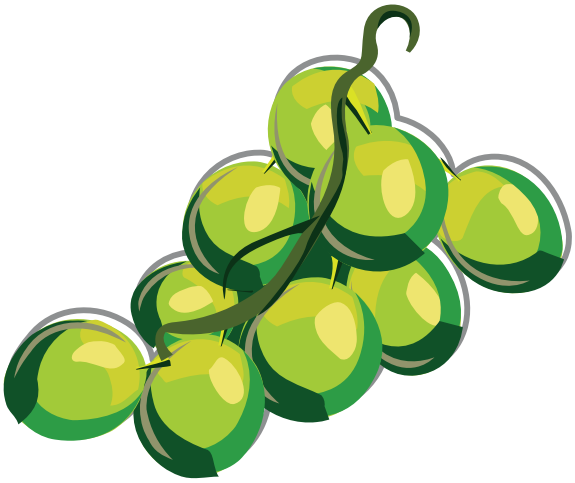


Banana (ba-ná-na)

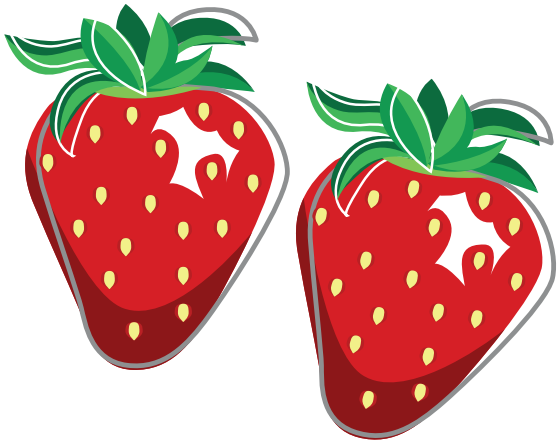
Afal (ahv-ahl)



Pîn-afal (Peen ah-vahl)



Grawnwin (Gráhwn-ween)



Mefus (Mehv-is)

The fruit bowl **Y fowlen ffrwythau**

Note:
When you're describing things in Welsh – saying how big, small or rough something is – sometimes the letters at the beginning of the words change (mutate).

So, if you wanted to say: 'It's …. big' in Welsh, you say: 'Mae'n ….fawr (instead of mawr)

Vocabulary

Caled (káh-lehd)
hard/solid

Meddal (méh-thahl – 'th' as in 'this')
soft/spongy

Sych (seech)
dry

Gwlyb (gleeb)
wet

Gludiog (gleed-iog)
sticky

Moel (móheel)
bald/bare

Blewog (blehw-og)
hairy /furry/fluffy

Llyfn (llívn)
smooth/flat/even

Garw (gáh-ru)
rough/coarse

Hyblyg (húb-lig)
Flexible/pliable

Anhyblyg (ahn-húb-lig)
inflexible/rigid

Mawr (máhwr)
big/large

Bach (bahch)
small/little/tiny

Glân (glahn)
clean/spotless

Budr (beedir)
dirty/grimy/grubby

Lliwgar (lleew-ghar)
colourful

Phrase

Mae'n galed (máhyn gáh-lehd)

Mae'n feddal (máhyn véh-thahl)

Mae'n sych – No change (máhyn seech)

Mae'n wlyb (máhyn leeb)

Mae'n lydiog (máhyn leed-iog)

Mae'n foel (máhyn vóheel)

Mae'n flewog (máhyn vlehw-og)

Mae'n llyfn – No change (máhyn llívn)

Mae'n arw (máhyn áh-ru)

Mae'n hyblyg – No change (máhyn húb-lig)

Mae'n anhyblyg – No change (máhyn ahn-húb-lig)

Mae'n fawr (máhyn váhwr)

Mae'n fach (máhyn vahch)

Mae'n lân (máhyn lahn)

Mae'n fudr (máhyn veedir)

Mae'n lliwgar – No change (máhyn lleew-ghar)

Making music **Cylch cerdd**

Context:
Music & Creative Play

Learning Outcomes:
- Language
- Motor Skills
- Taking Turns
- Counting

Overview:
To enable children to recognise and play various musical instruments after taking turns to retrieve them from under a blanket or sheet. Children will also have the opportunity to sing and play together and to recognise and play along to different speeds of music.

Resources:
- Simple Musical Instruments (ukulele / kazoo / whistle / drum / tambourine / small keyboard / bells / triangle / shakers)
- Large sheet or blanket to cover the instruments
- Lyric / Song Sheet for the practitioners

(If you do not have a variety of instruments you may like to make some as a separate activity with the children by putting rice in plastic containers or placing elastic bands around empty margarine pots and so on..)

Instructions:
- Place the instruments under the sheet or blanket in the centre of a room with children and practitioners sat in a circle around them.
- In turn, children go to lift up the sheet and select their instrument before returning to sit in the circle. They will then be invited to try to play their instrument to accompany the song:

Chwarae'r (instrument)
Chwarae'r (instrument)
Dyma ni yn chwarae'r (instrument)'
(to the tune of three blind mice)

- Change the '(instrument)' in the song each time to the name of the one the child has just selected.

- All the children will then be invited to imitate the sound which it made, with assistance from the practitioners if required, before the next child takes their turn. Continue the first part of the activity until all of the children in the circle have an instrument.

- When all the children have an instrument, the practitioners should then invite them to join in singing the song 'Dwi'n Hoffi Chwarae', which is a version of the song 'Dwi'n Hoffi Cyfri'. They should make sure that they sing the song at different speeds while the children all play along together with their chosen instrument.

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Making music **Cylch cerdd**

Dialogue

I wonder what's under the sheet?
Tybed beth sy o dan y flanced?

Shall we find out?
Beth am weld?

….. would you like to go first?
…. wyt ti eisiau mynd yn gynta?
…. dych chi eisiau mynd yn gynta?

- What's this?
- **Beth yw hwn?**

- (Name of instrument), Well done!
- **(Enw'r offeryn) Da iawn!**

- How about a song? (Sing the first song – Playing the … Playing the … Here we are, Playing the ….)
- **Beth am gân?**

Sing the song:-
Chwarae'r …… (name the instrument)
Chwarae'r ……..(name the instrument)
Dyma ni'n chwarae'r ……(name the instrument)

- Which sound does it make? … Well done!
- **Pa sŵn mae'n wneud? … Da iawn!**

- Who's next?
- **Pwy sy nesa?**

- Well done – it looks great!
- **Da iawn – mae'n edrych yn fendigedig!**

Repeat the above five phrases until all the children in the circle have had a go and have an instrument each
Ail-adroddwch y bum brawddeg uchod hyd nes bod pob plentyn yn y cylch wedi cael tro a chael offeryn.

How about we sing another song?
Beth am ganu cân arall?

Together this time!
Gyda'n gilydd tro hyn!

I wonder what's under the sheet?
Canu'r gân:

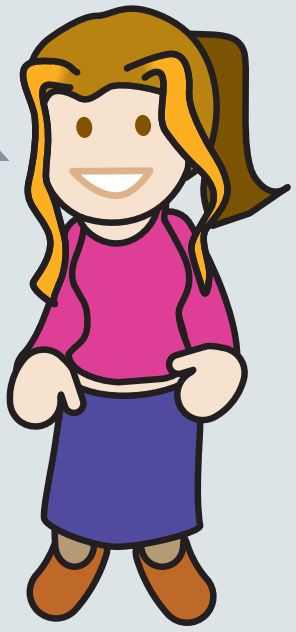
Dw i'n hoffi chwarae,
Dw i'n hoffi chwarae,
Dw i'n hoffi chwarae,
Chwarae fel hyn!

Dw i'n chwarae'n araf,
Dw i'n chwarae'n araf,
Dw i'n chwarae'n araf,
Araf fel hyn!

Dw i'n chwarae'n gyflym,
Dw i'n chwarae'n gyflym,
Dw i'n chwarae'n gyflym,
Chwarae fel hyn!

Dw i'n chwarae'n dawel/ddistaw
Dw i'n chwarae'n dawel,
Dw i'n chwarae'n dawel,
Dawel fel hyn!

Dw i'n chwarae'n swnllyd,
Dw i'n chwarae'n swnllyd,
Dw i'n chwarae'n swnllyd,
Swnllyd fel hyn!



Making music **Cylch cerdd**

Useful Vocabulary

Offeryn (Off-éhr-in)
Instrument

Canu (Kán-ee)
Sing (verb)

Cân (Kahn)
Song

Sŵn (Soon)
Sound

Taro (Táh-roh)
Knock/beat (drum)

Chwarae (Chooáre-ay)
Play

Dw i'n hoffi (Doeen hóff-ee)
I like

Dw i'n chwarae (Do-een Chooáre-ay)
I play

Araf (Áhr-ahv)
Slow

Cyflym (Kúghv-lym)
Fast

Tawel / Distaw (Táh-well / Deést-ahw)
Quiet

Swnllyd (Swn-llid)
Noisy

Uchel (Eech-ehl)
Loud

Gwichlyd (Gweech-lid)
Squeaky

Llyfn (Lleevn)
Smooth

Caled (Káhl-ed)
Hard

Meddal (Méh-thahl – 'the' as in 'this')
Soft

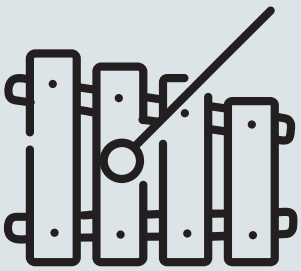
Melys (Méh-lees)
Sweet

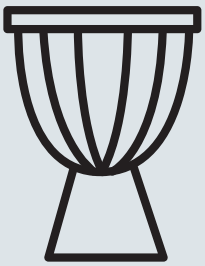
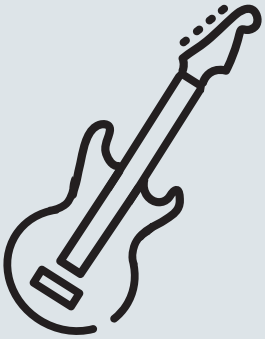
Hyfryd/Neis (Húghv-reed - Néhees)
Nice

Da iawn! (Dah yahun!)
Well done!

Pa un? (Pah een?)
Which?

Pwy sy nesa? (Puy see néhss-ah?)
Who's next?



Making music **Cylch cerdd**

Names of common instruments:

piano (peeahn-oh)
Piano

allweddell
(ahll-wéth-ehll – 'th' as is 'this')
Keyboard

gitâr (guee-táhr)
Guitar

gitâr fâs (guee-táhr – váhs)
Bass guitar

gitâr drydan
(guee-táhr dréd-ahn)
Electric guitar

banjo (báhn-joh)
Banjo

mandolin (mahn-doh-lín)
Mandolin

iwcalili (eew-kahl-eé-lee)
Ukulele

clychau (klúgh-chay)
Bells

ffidil (féed-eel)
Violin

fiola (vee-óh-lah)
Viola

sielo (cheél-oh)
Cello

bâs dwbl (bahss doó-bull)
Double Bass

telyn (tél-in)
Harp

ffliwt (fleewt)
Flute

clarinét (clahr-in-éht)
Clarinet

obo (óh-boh)
Oboe

Melys (Méh-lees)
Sweet

Basŵn (bah-sóon)
Basoon

corn (kóhrn)
Horn

corn Ffrengig
(kóhrn ffréhng-eeg)
French Horn

trwmped (tróóm-pehd)
Trumpet

trombôn (trohm- bóhne)
Trombone

tiwba (téew-bah)
Tuba

drwm (droom)
Drum

drymiau (drúghm-eeay)
Drums

seiloffon (sáy-loh-ffohn)
Xylophone

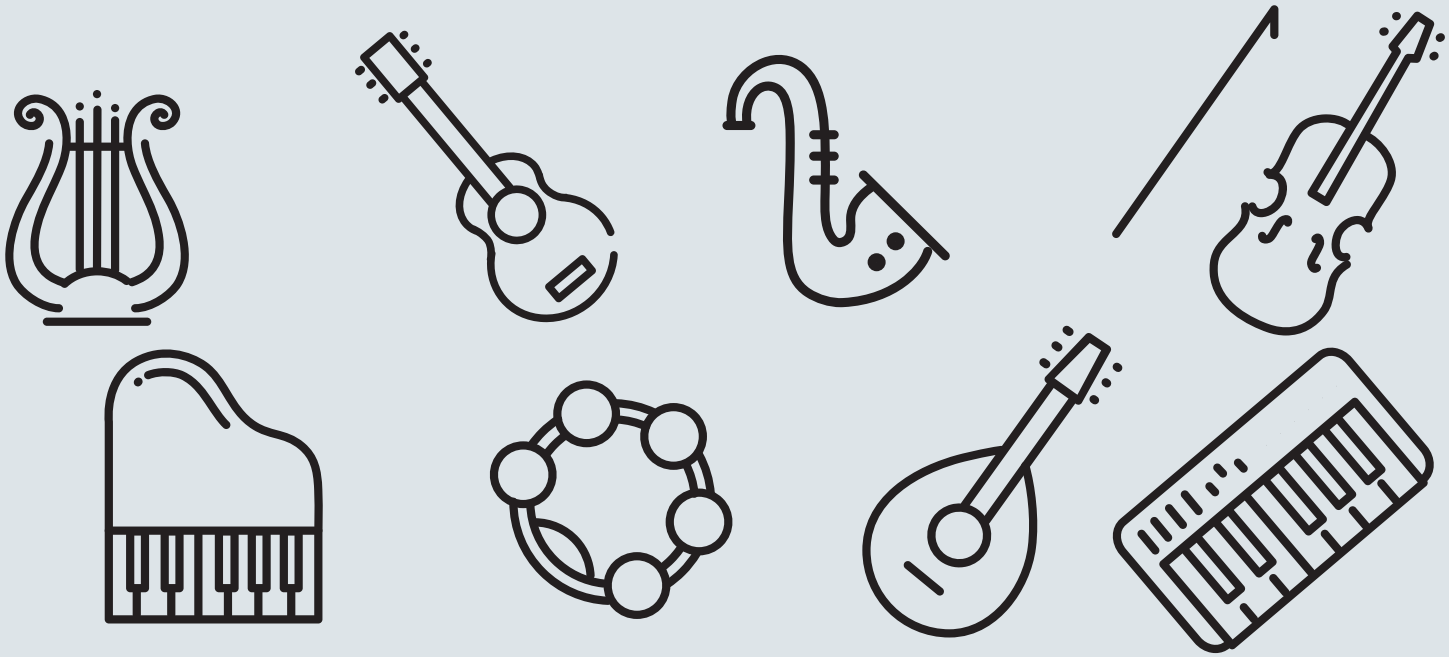
recorder (reh-kóhr-dehr)
Recorder

chwiban tun (chwée-bahn tin)
Penny whistle

sacsoffon (sáhks-oh-ffohn)
Saxophone

tambwrîn (tahm-boo-réen)
Tambourine

triongl (tree-óngl)
Triangle



Making music **Cylch cerdd**

Talking about instruments and describing the sounds they make.

If we want to ask what something is, we use: Beth yw hwn? (behth eewe hwn?) - What's this?

When we answer, we put the name of the object first and the rest of the sentence comes afterwards:

Piano yw hwn (peeahn-oh eewe hwn)
It's a **piano** or *This is* a **piano**.

Likewise for each instrument:

Gitâr yw hwn - Bâs yw hwn - Trwmped yw hwn
It's a **guitar** – It's a **bass** – It's a **trumpet** etc

If we want to describe describe the sound an instrument makes, we can use the word 'Sŵn' (sound) and then put the descripive word after it:

Sŵn distaw (soon deest-ahw)
a quiet sound

Sŵn gwichlyd (soon gweech-lid)
a squeaky sound

Likewise for all the other descriptive words:

Sŵn caled – a **hard** sound
Sŵn melys – a **sweet** sound
Sŵn neis - a **nice** sound
Sŵn uchel – a **loud** sound
Sŵn llyfn – a **smooth** sound

You might notice that the word 'sŵn' doesn't cause any changes (mutation) to the word that comes after it.

People who help us
Pobl sy'n ein helpu

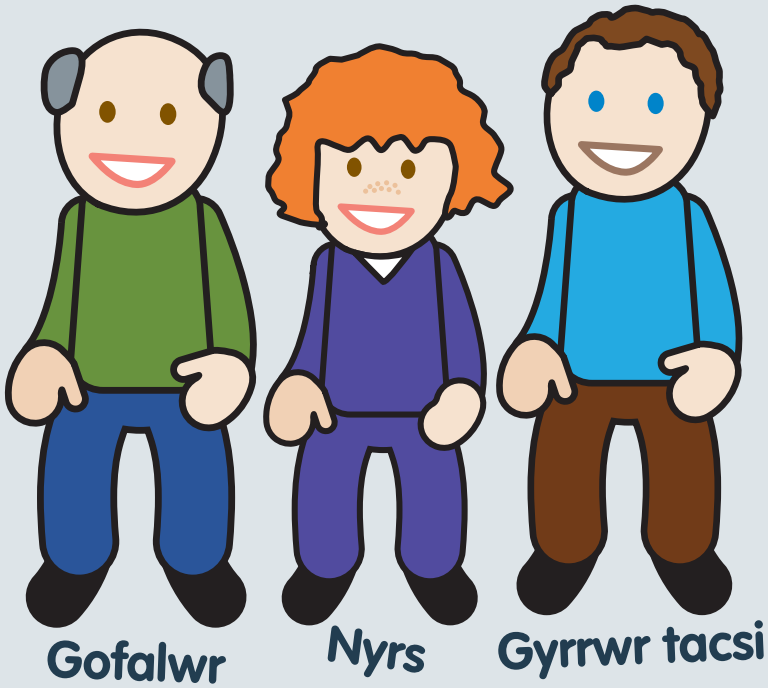
Context:
Small World

Learning Outcomes:
- Word recognition
- Recall of words
- Turn Taking
- Listening to instructions
- Verbal Communication
- Non verbal communication

Overview:
A set of resource sheets with songs, pronunciation and activities to help extend small world play.

Resources:
- Small World items

Instructions:
- Set up a small world area for children to explore using the theme of 'People who help us'.
- Encourage the children to play freely and discuss what they can see.
- Ask key open questions to the child/children to encourage a discussion to take place with regards to the roles of people who help us.
- Use the small world resources to role play scenarios to encourage children to question what could happen and how to find help if needed.



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People who help us
Pobl sy'n ein helpu

Useful phrases:

How many …… do you have?
Sawl……sy gyda ti?
Sawl……sy gyda chi?

How does…… help us?
Sut mae …… yn ein helpu ni?

Have you ever seen a ….?
Wyt ti erioed wedi gweld …?
Dych chi erioed wedi gweld…?

Where do they work?
Ble maen nhw'n gweithio?

Which one is the……?
Pa un yw'r…..?

Can you say .....?
Wyt ti'n gallu dweud .....?
Dych chi'n gallu dweud .....?

Can you show me the…..?
Wyt ti'n gallu dangos y/yr….. i fi?
Dych chi'n gallu dangos y/yr …..i fi ?

What do you think her job is?
Beth wyt ti'n feddwl yw ei swydd hi?
Beth dych chi'n feddwl yw ei swydd hi?

Vocabulary- People who help us:

Teacher
Athro (Male) (áth-roh - 'th' as in 'think')
Athrawes (Female) Ath-ráh-wes -'th' as in 'think')

Caretaker
Gofalwr (goh-vál-wr)

Nurse
Nyrs (núhrs)

Vet
Milfeddyg (meel-vêh-thig)

Friend
Ffrind (ffreend)

Lollipop Lady / Man
Dyn lolipop (Male) (deen lollipop)
Dynes lolipop (Female) duhn-ehs lollipop

Firefighter
Diffoddwr tân (Diff-oth-wr tahn)

Traffic warden
Warden Traffig (wáhr-den trah-ffig)

Builder
Adeiladwr (ad-ei-láh-dwr)

Police man
Plismon (Plées-mon).

Paramedic
Parafeddyg (pa-ra-véh-thig)

Doctor
Meddyg (méh-thig)

People who help us
Pobl sy'n ein helpu

Song:

(She'll be coming round the mountain)
Fi yw'r plismon gorau yn y byd

Fi yw'r plismon gorau yn y byd
Fi yw'r plismon gorau yn y byd
Fi yw'r plismon gorau
Fi yw'r plismon gorau,
Fi yw'r plismon gorau yn y byd
Canu aye aye yippee yippee aye…

(I am the best police man in the world
I am the best policeman in the world
I am the best
I am the best
I am the best police man in the world
Singing aye aye yippee yippee aye…)

Change the occupation as required.

Fi yw'r athro gorau yn y byd….. etc

Fi yw'r adeiladwr gorau yn y byd….. etc

Fi yw'r nyrs gorau yn y byd …… etc

Song:
(The big ship sails)
Mae Postmon Pat yn cerdded lawr y stryd

Mae Postmon Pat yn cerdded lawr y stryd,
Cerdded lawr y stryd,
Cerdded lawr y stryd
Mae Postman Pat yn cerdded lawr y stryd,
Stomp, stomp, stomp, stomp, stomp, stomp

Mae Postmon Pat yn curo ar y drws,
Curo ar y drws,
Curo ar y drws,
Mae Postmon Pat yn curo ar y drws
Cnoc, cnoc, cnoc, cnoc, cnoc, cnoc

Mae Postmon Pat yn gweiddi "Bore da"
Gweiddi bore da
Gweiddi bore da
Mae Postmon Pat yn gweiddi bore da
Bore da i chi

Mae Postman Pat yn cario bag mawr brown
Cario bag mawr brown
Cario bag mawr brown
Mae Postman Pat yn cario bag mawr brown
Cario bag mawr brown

People who help us
Pobl sy'n ein helpu

More Jobs - Mwy o swyddi:

Gyrrwr bws (gér-wr boos)
bus driver

Gyrrwr ambiwlans (gér-wr ám-biw-lahns)
ambulance driver

Gyrrwr tacsi (gér-wr táhk-see)
taxi driver

Siopwr (shóp-wr)
shopkeeper

Prifathro (male)
(preev-áth-roh) 'th' as in 'think'
headmaster

Prifathrawes (female)
(preev-ath-ráhw-ehs) 'th' as in 'think'
headmistress

Peldroediwr (pehl-dróheed-eewr)
footballer

Chwaraewr rygbi (chwar-éy-wr rug-bee)
rugby player

Peiriannydd (peheer-yán-ith)
engineer

Cynllunydd (cun-lleen-ith)
Designer

Cogydd (Kóh-gith)
cook/chef

Cigydd (Keeh-gith)
butcher

Pysgotwr (puhs-góh-tour)
fisherman

Dawnsiwr (male) (dáhoon-shoor)
dancer

Dawnswraig (female) (dáhoonsh-wrahig)
dancer

Nodiadau/Notes:

1. 'th' to be pronounced as in 'this' unless otherwise shown

2. The word 'the' has only one form in English.
In Welsh, there are alternative forms of 'the', depending on the word that comes after it.

With words starting with a vowel (a,e,i,o,u), the form is 'yr (ehr)':

Yr afal (the apple – ehr áh-val)
Yr oren (the orange – ehr óh-ren)
Yr adeiladwr (the builder – ehr ad-ei-láh-dwr)

With words starting with a consonant (b,c,d,f, g,h,j,k,l…etc), the form is 'y' (eh):

Y gofalwr (the caretaker – eh goh-váh-lwr)
Y meddyg (the doctor - eh mēh-thig)
Y car (the car – eh cahr)

3. With sentences such as: 'Which one is the……?, if you want to be specific, and ask 'Which one is the red one/green one/big one etc, you need to add 'un' (een) to the Welsh sentence:

Which is the red one? – **Pa un yw'r un coch?**

Which is the big one? – **Pa un yw'r un mawr?**

Create with clay **Clai creadigol**

Context:
Playdough & Clay

Learning Outcomes:
- Language
- Motor Skills
- Shape Recognition
- Counting
- Colour Recognition

Overview:
To enable children to recognise and form various shapes using playdough. They will have the opportunity to shape the playdough 'rolls' themselves, recognise and choose which colours to use in doing do, and select the correct number of edges for each shape.

Resources:
- Fruit Bowl x2
- Fruit
- Fruit photographs (see additional)
- Different colour baskets (same colour and number as fruits where possible).

Instructions:
- Place the laminated shape templates on a table or flat surface.
- Invite the child/children to start creating different coloured rolls / 'sausages' by using their hands to roll out the clay, assisting younger children in doing so if necessary, naming the colours and counting the rolls as you go.
- Next, ask the child/children to select a template and ask them to place a playdough roll along each edge of the shape, again counting and naming the colours as they do so. You may ask them to select rolls of the same colours if it is age-appropriate to do so.
- You may also extend the activity by providing various matching shape cutters and encouraging children to select the correct one to make a solid version of each shape as well as the outline they have previously made on the template.

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Images: Thinkstock

Create with clay **Clai creadigol**

Useful phrases:

Shall we make some clay rolls?
Beth am wneud rholiau clai?

Here's the clay – this is how we roll it!
Dyma'r clai – dyma sut mae rholio!

Well done!
Da iawn!

We have enough rolls now.
Mae digon o roliau nawr.

Can you choose a shape?
Wyt ti'n gallu dewis siâp?
Dych chi'n gallu dewis siâp?

Which shape is that?
Pa siâp yw hwn?

That's a …..! Well done
Dyna ….! Da iawn ti

How many sides? Can you count them?
Sawl ochr? Wyt ti'n gallu cyfri?
Sawl ochr? Dych chi'n gallu cyfri?

… sides! Well done!
… ochr! Da iawn!

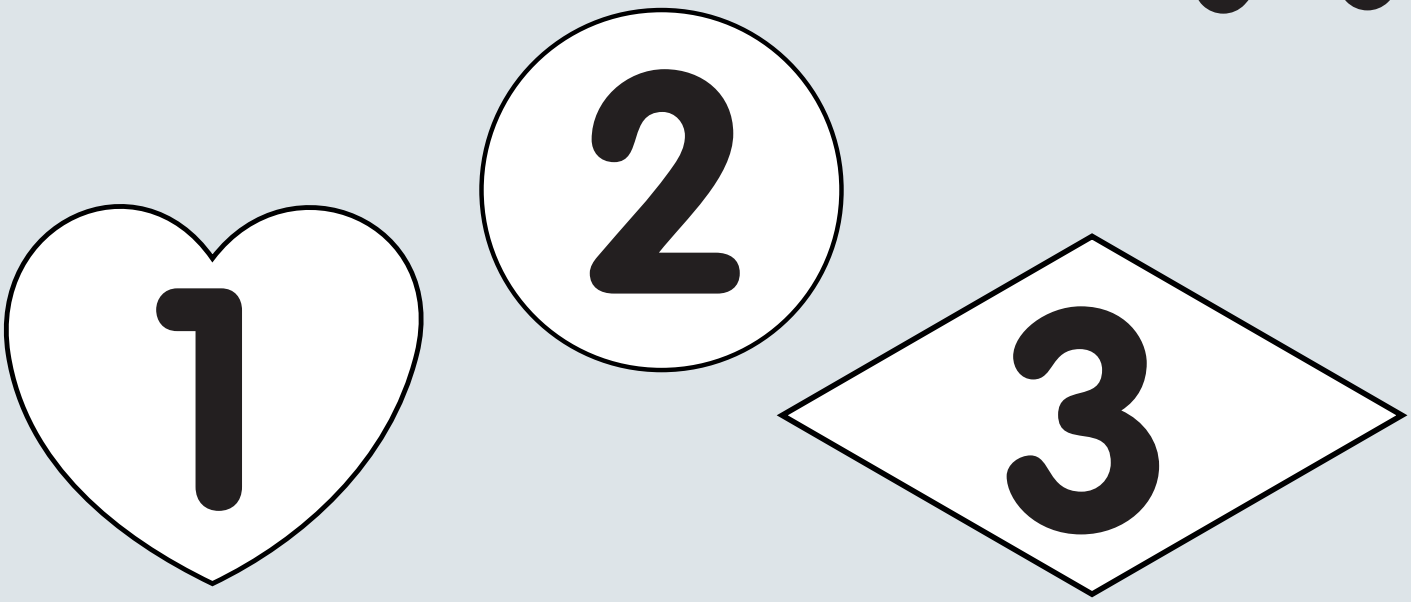
We need … rolls (count the rolls as you select them)
Mae angen … rôl

Can you place the rolls on the shape?
Wyt ti'n gallu rhoi'r rholiau ar y siâp?
Dych chi'n gallu rhoi'r rholiau ar y siâp?

Well done!
Da iawn!

Numbers:

One **Un (een))**	Four **Pedwar (péd-uahr)**	Seven **Saith (sáheeth)**	Ten **Deg (dehg)**
Two **Dau (dái)**	Five **Pump (pimp)**	Eight **Wyth (úeeth)**	
Three **Tri (tree)**	Six **Chwech (chooéch)**	Nine **Naw (now)**	



Create with clay **Clai creadigol**

Useful Vocabulary

Clai (Kláhee)
Clay

Cyfri (Kuhv-ree)
Count

Lliw (Lleew)
Colour

Siâp (Shahp)
Shape

Sawl? (Sáhool?)
How many?

Ochr (Ôhch-ohr)
Side

Da iawn! (Dah yáhwn)
Well done!

Wyt ti'n gallu …? (Oohee teen gáhllee..?)
Can you …?

Rholiau (Rhohl-eeahey)
Rolls

Rhôl (Rohl)
Roll

Sawl…? (Sáhwl..?)
How many …?

Shapes:

Cylch (keelch)
Circle

Sgwâr (skwahr)
Square

Petryal (peh-trée-ahl)
Rectangle

Triongl (tree-óng-l)
Triangle

Ciwb (keywb
Cube

Hecsagon (hék-sah-gone)
Hexagon

Pentagon (péhn-tah-gone)
Pentagon

Octagon (óhk-tah-gone)
Octagon

Côn (kohn)
Cone

Silindr (sill-in-dr)
Cylinder

Seren (séhr-ehn)
Star

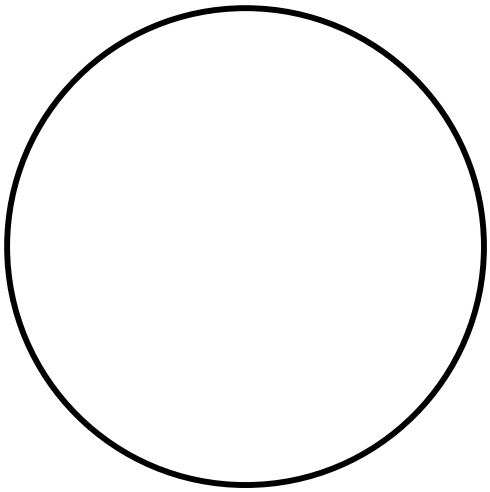
Hirgrwn (héer-grwn)
Oval

Cilgant (keel-gahnt)
Crescent

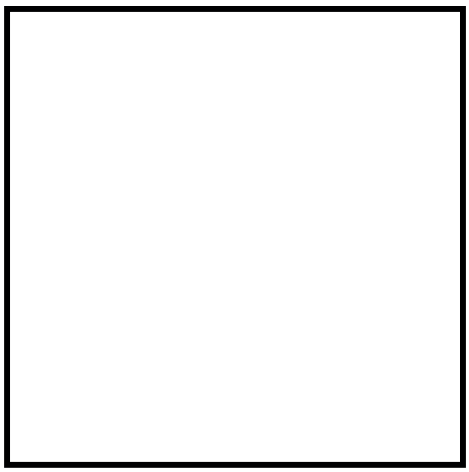
Calon (káhl-ohn)
Heart

Barcud (báhr-kid)
Kite

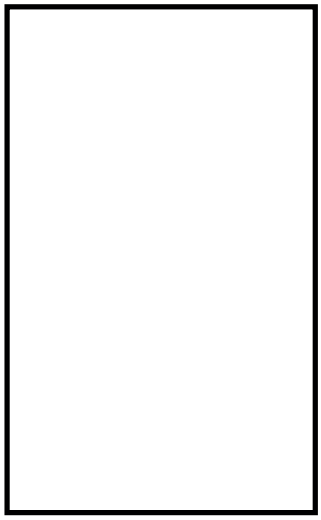
Rhombws (rhóhm-bwss)
Rhombus



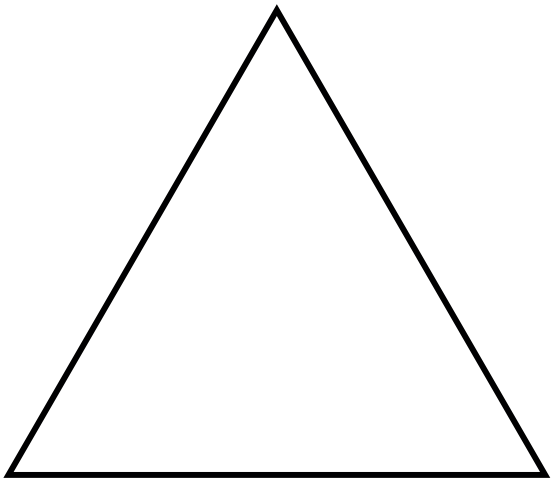
Cylch (keelch)



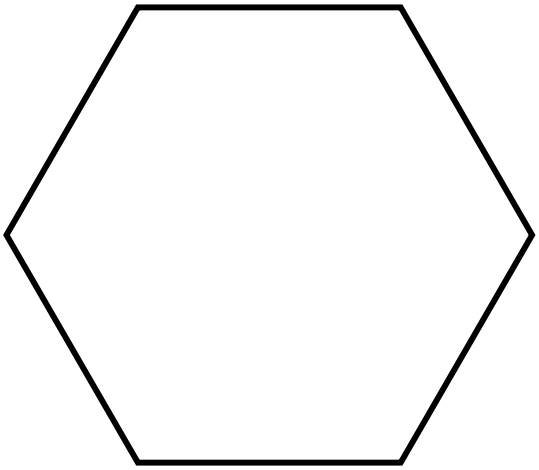
Sgwâr (skwahr)



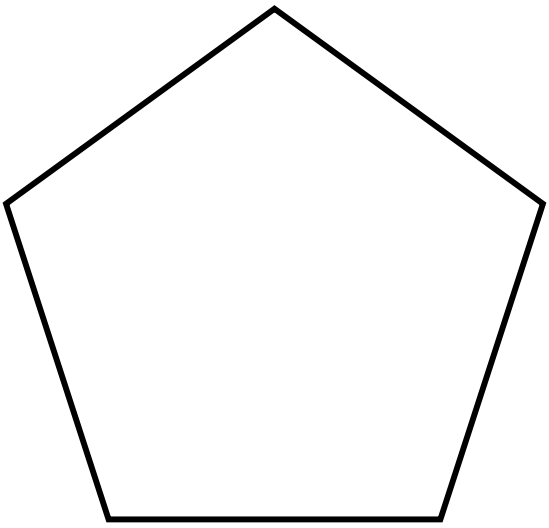
Petryal (peh-trée-ahl)



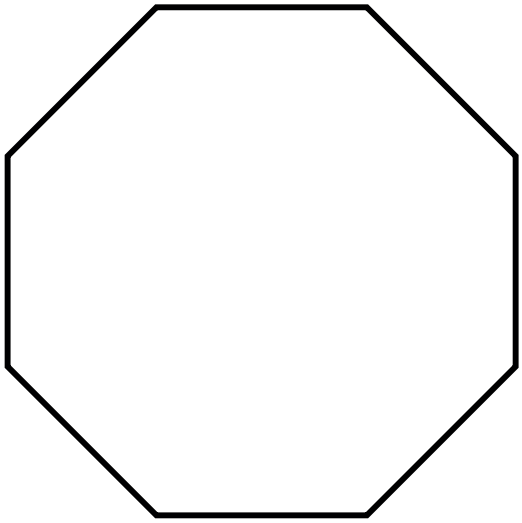
Triongl (tree-óng-l)



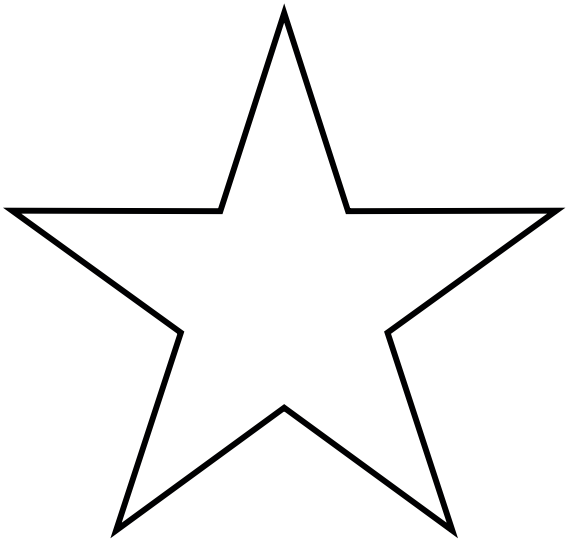
Hecsagon (hék-sah-gone)



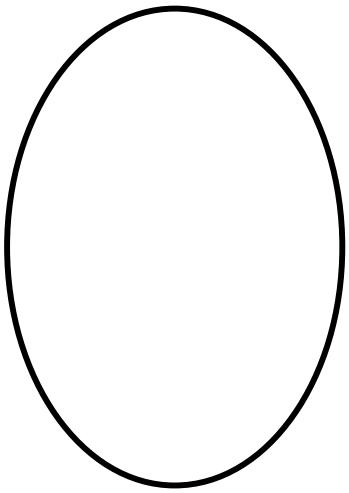
Pentagon (péhn-tah-gone)



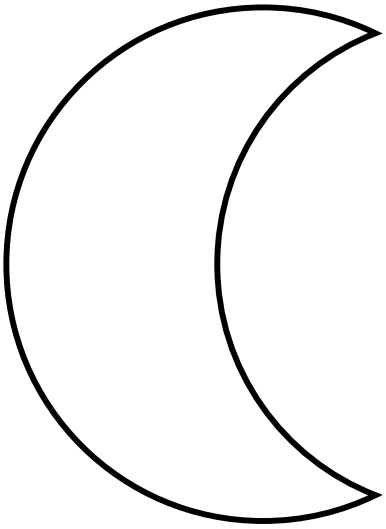
Octagon (óhk-tah-gone)



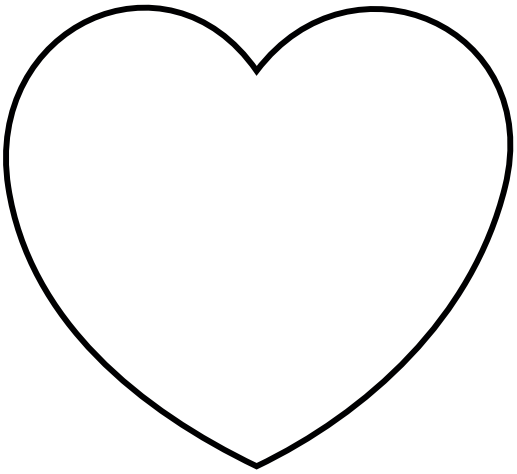
Seren (séhr-ehn)



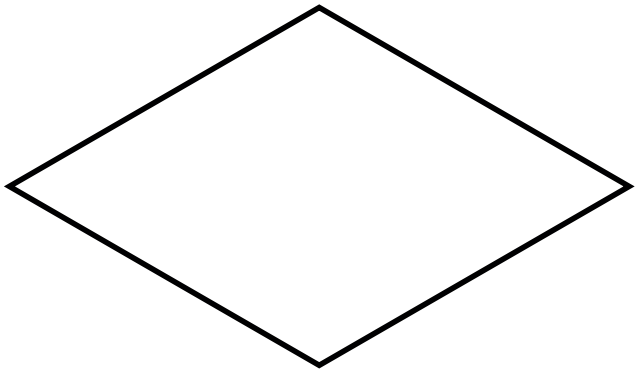
Hirgrwn (héer-grwn)



Cilgant (keel-gahnt)



Calon (káhl-ohn)



Rhombws (rhóhm-bwss)

Setting the table **Gosod y bwrdd**

Context:
Role Play

Learning Outcomes:
- Language
- Motor Skills
- Shape Recognition
- Counting
- Colour Recognition

Overview:
To enable children to recognise and match various shaped outlines to cutlery and crockery. They will have the opportunity to select the objects themselves, recognise and choose which colours match each template, and select the correct object for each shape.

Resources:
- Cups, Plates, Cutlery (various colours)
- Laminated Shape Templates (various colours)

Instructions:
- Place the laminated templates on a table or flat surface.
- Invite the child/children to select different coloured pieces of cutlery and crockery in the order stated in the below script, assisting younger children in doing so if necessary, naming the colours and objects as you go.
- Next, ask the child/children to match the object to the appropriate space on the template and ask them to place it there, again naming the colours as they do so. You may ask them to select cutlery, crockery and a template of the same colour if it is age-appropriate to do so.

You may sing the below to the tune of 'Wheels on the Bus' whilst undertaking the activity:

Dyma ni yn gosod y bwrdd, gosod y bwrdd, gosod y bwrdd
Dyma ni yn gosod y bwrdd i gael bwyd!

(Duh-ma knee ughn goss-od ugh boorth, goss-od ugh boorth, goss-od ugh boorth
Duh-ma knee ughn goss-od ugh boorth, ee gaheel boo-id)

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Setting the table **Gosod y bwrdd**

Dialogue

It's time for breakfast / lunch / snack / dinner!
(select as appropriate)
Mae'n amser brecwast / Mae'n amser cinio / Mae'n amser snac / Mae'n amser te!

Shall we set the table?
Beth am osod y bwrdd?

We need a plate…
Mae angen plât arnon ni …

We need a bowl..
Mae angen bowlen arnon ni…

Which colour is the plate?
Pa liw yw'r plât?

Well done!
Da iawn ti!

Put the plate on the big circle.
Rho'r plât ar y cylch mawr

We need a cup..
Mae angen cwpan arnon ni...

Which colour is the cup?
Pa liw yw'r gwpan?

Put the cup on the small circle.
Rho'r plât ar y cylch bach

We need a spoon..
Mae angen llwy arnon ni…

We need a fork..
Mae angen fforc arnon ni…

What colour is the fork?
Pa liw yw'r fforc?

What colour is the spoon?
Pa liw yw'r llwy?

Put the fork in its place
Rho'r fforc yn ei lle

Put the spoon in its place
Rho'r llwy yn ei lle

That's all tidy!
Dyna daclus!

We've finished setting the table… time to eat!
Dyn ni wedi gorffen gosod y bwrdd… amser bwyta!

Setting the table **Gosod y bwrdd**

Useful Vocabulary

Mae'n amser.. (Maheen ám-sair)
It's time for…

Brecwast (Brék-wahsst)
Breakfast

Cinio (Kín-yoh)
Lunch

Snac (Snack)
Snack

Te (Teh)
Dinner

Plât (Plaht)
Plate

Powlen (Pohwl-ehn)
Bowl

Cwpan (Coop-anne)
Cup

Cyllell (Kuhll-ell)
Knife

Fforc (Fohrk -short 'o' as Bob)
Fork

Llwy (Llooey)
Spoon

Pa liw? (Pah Leew)
Which colour?

Rho'r… (Rhoar)
Put the..

Da iawn! (Dah yahwn!)
Well done!

Colours:

Red
Coch (cohch)

Blue
Glas (glahs)

Yellow
Melyn (meh-leen)

Orange
Oren (oh-ren)

Purple
Porffor (pór-phor)

Black
Du (dee)

White
Gwyn (gwin)

Grey
Llwyd (llweed)

Pink
Pinc (pink)

Numbers:

One
Un (een))

Two
Dau (dái)

Three
Tri (tree)

Four
Pedwar (péd-uahr)

Five
Pump (pimp)

Six
Chwech (chooéch)

Seven
Saith (sáheeth)

Eight
Wyth (úeeth)

Nine
Naw (now)

Ten
Deg (dehg)

Setting the table **Gosod y bwrdd**

Expressing **'We need ….'** and **'I need …'**

To talk about 'us' in English, we use: '**We** need a ….' followed by the name of the object: We need **a fork**', 'We need **a spoon**' etc

In Welsh, the structure of the sentence is slightly different.

We use the phrase '**Mae angen** …' then, the name of the object comes next, followed by …. '**arnon ni**'.

So, if we want to say: 'We need a '**fork**', the phrase is:

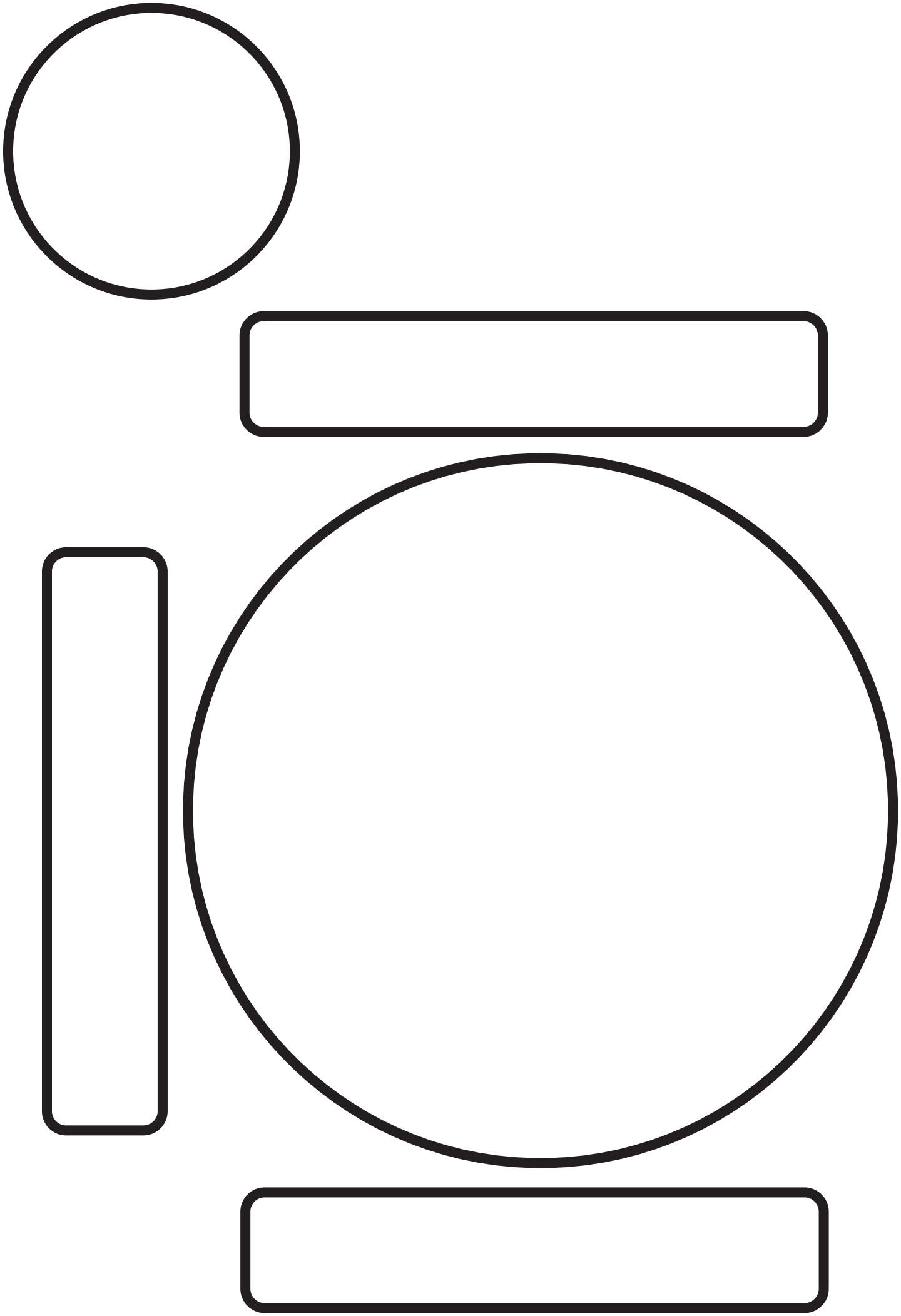
Mae angen fforc arnon ni (mahey ahng-ehn ffohrk ahr-non nee)

Likewise:
Mae angen llwy (spoon) arnon ni
Mae angen plât (plate) arnon ni

Note that there's no word for 'a' in Welsh

If we want to say '**I need** a ….' We change the **last part** of the phrase:

Mae angen plât arna i
Mae angen bowlen arna i



Talking about 'things' in Welsh
Siarad am wahanol 'bethau'

When you talk about 'things' or 'concepts' in English, we usually refer to them as 'it':

It's a fine day
It's a big house
It's a great idea

Welsh doesn't have an 'it' as in English, so we talk about them in a masculine or feminine way, depending on whether the 'thing' (or concept) we're talking about, is masculine or feminine

When we're talking about the weather in Welsh, for example, we use the feminine form **'hi' (she or her)** to refer to it:

It's a fine day = Mae **hi**'n ddiwrnod braf (you're literally saying 'She's' a fine day)

The word 'tŷ' ('house') in Welsh is masculine, so we use 'e'(him or he) to refer to it:

It's a big house = Mae **e'n** dŷ mawr

The word 'syniad' (idea) is masculine, so again we use '**e**':

It's a great idea = Mae **e**'n syniad da

Numbers

Because we use feminine and masculine ways to describe things, sometimes we need different versions of the other words to go with them. This is true when we use numbers, but thankfully, only some of them have separate masculine and feminine forms.

Separate feminine forms exist only for the numbers 2, 3 and 4. All the other numbers (1, 5,6… etc.) only have one form.

The number '2' has two forms, 'dau' and 'dwy'. 'Dau' is used with masculine words, and 'dwy' with feminine ones.

The forms for the number '3' are 'tri' and 'tair'. Again, 'tri' is used with masculine words and 'tair' with feminine words

The forms for the number '4' are 'pedwar' (masculine) and 'pedair' (feminine).

The word 'tŷ' (house) is masculine, so 'two houses' in Welsh is 'dau dŷ'

The word 'hwyaden' (duck) is feminine, so 'two ducks' is 'dwy hwyaden'

Likewise:

Three houses = 'tri tŷ' (masculine) and Four houses = '**pedwar** tŷ' (masculine)

Three ducks = 'tair hwyaden' (feminine) and four ducks = '**pedair** hwyaden' (feminine)

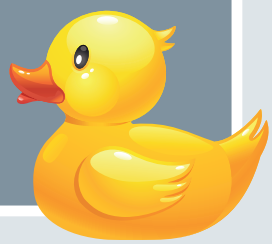
The only other slight change with numbers in Welsh is with 5 and 6, but this change has nothing to do with being masculine or feminine.

When the word 'pump' (5) and 'chwech' appear immediately before nouns (names of things such as house, tree, hand, day, duck etc.), the final 'p' of pump and final 'ch' of 'chwech' are dropped:

Five ducks = **pum** hwyaden

Six ducks = **chwe** hwyaden

Simple!



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The weather **Y tywydd**

Context:
Active table top

Learning Outcomes:
- Word recognition
- Recall of words
- Turn Taking
- Listening to instructions

Overview:
A set of cards with information to use to develop language skills and recognition of words.

Resources:
- Flash Cards (see additional resources)
- Bean Bags

Instructions:
- Read through the cards that will be introduced to the children as you would with other flash cards.
- Place two of the cards face up on the floor and split the children into two teams and put into two rows.
- Each child at the front of the rows to be given one marker such as a bean bag.
- Call out one of the cards i.e. heulog and ask the children to put their markers on the correct card. The first child to do so wins a point for their team.
- When both children have completed their turn, reinforce the correct word and ask the children to retrieve their markers and give to the next person in their line. The child will then go to end of the line to wait for their next turn.
- Repeat until all children have a turn.
- Repeat the process using 3 cards, then 4, then 5 etc until all cards have been introduced and used.

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The weather **Y tywydd**

Useful phrases:

What is the weather like outside?
Sut mae'r tywydd tu allan?

What was the weather like yesterday?
Sut oedd y tywydd ddoe?

What is the weather like this morning?
Sut mae'r tywydd bore ma?

What is the weather like this afternoon?
Sut mae'r tywydd pnawn ma?

Which one is……?
Pa un yw…..?

Can you say….?
Gallwch chi ddweud ….?

It's …..(describing the weather)
Mae hi'n …..

Can you show me…..?
Wyt ti'n gallu dangos …… i fi?
Dych chi'n gallu dangos …..i fi?

Make a line.
Sefwch mewn llinell.

What clothes would we need?
Pa ddillad byddai angen arnon ni?

Weather:

Sun
Haul (haheel)

Sunny
Heulog (hey-log)

Rain
Glaw (glahw)

Raining
Bwrw glaw (boorw glahw)

Snow
Eira (eheerah)

Snowing
Bwrw eira (boorw eheerah)

Cloud
Cwmwl (coom-wl)

Cloudy
Cymylog (cum-ughlog)

Fog
Niwl (neewl)

Foggy
Niwlog (newl-og)

Wind
Gwynt (gwint)

Windy
Gwyntog (gwin-tog)

Hot
Poeth (poheeth)

Cold
Oer (oheerr)

Storm
Storm (stohrm)

Stormy
Stormus (stóhr-mees)

Miscellanous:

T-shirt
Crys-t (crease tea)

Vest
Fest (vest)

Shorts
Siorts (sheohrts)

Flip Flops
Fflip-fflops (fflip – fflops)

Hat
Het (heht)

Sun Glasses
Sbectol Haul (sbehk-tohl haheel)

Wellies
Esgidiau Glaw (ehs-geed-eeahee glahw)

Coat
Cot (coht)

Scarf
Sgarff (sgahrrff)

Gloves
Menig (men-eeg)

Jumper
Siwmper (shoem-pehr)

Trousers
Trowsus (trohw-sis)

Skirt
Sgert (sgehrt)

The weather **Y tywydd**

Song:
(Mulberry Bush)
Dyma sut i wisgo het

Dyma sut i wisgo het,
Gwisgo het, gwisgo het
Dyma sut i wisgo het
Yn gynnar yn y bore

This is how to wear a hat
Wear a hat, wear a hat
This is how to wear a hat
Early in the morning

Song:
(The grand old Duke of York)
Plu eira ydyn ni

Plu eira ydyn ni
Yn disgyn ar bob tŷ
Yn troi and throi a throi a throi
Plu eira ydyn ni

We are snowflakes
Falling on every house
Turn and turn and turn and turn
We are snowflakes

Talking about the weather in Welsh.

In English, when we want to describe the current weather we say '**Its** ….. sunny/windy' etc

In Welsh, we use the phrase '**Mae hi'n** ….heulog/wyntog' etc to talk about the weather in the present tense.

Some words change - or drop - their initial letter when they come after "Mae hi'**n** ….'
This change is called mutation.

For example:
'Gwyntog' - windy. Here, the 'g' at the beginning of 'gwyntog' disapears

It's windy = Mae hi'n **w**yntog

Some words don't change at all, as in the word 'braf' (fine)
It's fine (nice) = 'Mae hi'n braf'

When we're questioning someone about the current weather, the usual phrase in Welsh is:

Sut **mae'r** tywydd? (What's the weather like?)

Then, if you want to be specific:

Sut mae'r tywydd heddiw/pnawn ma/bore ma? (Wha**t's** the weather like today/this afternoon/this morning?)

If you want to ask what the weather was like yesterday, you substitute the word '**mae**' for '**oedd**':

Sut **oedd** y tywydd ddoe? (What **was** the weather like yesterday?)

Then, your reply has to be in the past tense as well:

Roedd hi'n wyntog…. etc

The weather **Y tywydd**

Here's a list of some common phrases describing the weather in the present tense;

Mae hi'n niwlog (new-log)
It's foggy

Mae hi'n bwrw glaw (boorw glahw)
It's raining

Mae hi'n bwrw eira (boorw éy-rah)
It's snowing

Mae hi'n wyntog (wín-tog)
It's windy

Mae hi'n heulog (háy-log)
It's sunny

Mae hi'n gymylog (gum-ughlog)
It's cloudy

Mae hi'n stormus (stóhr-mees)
It's stormy

Mae hi'n oer (oheerr)
It's cold

Mae hi'n boeth (boheeth)
It's hot

Mae hi'n rhewi (rhéhwee)
It's freezing

Mae hi'n fwyn (vooeen)
It's mild

Mae hi'n braf (brahv)
It's fine

If you want to use the above phrases in the past tense, simply substitute the 'Mae' for 'Roedd':

Roedd hi'n wyntog/braf …etc

Niwlog Foggy

Bwrw Eira Snowing

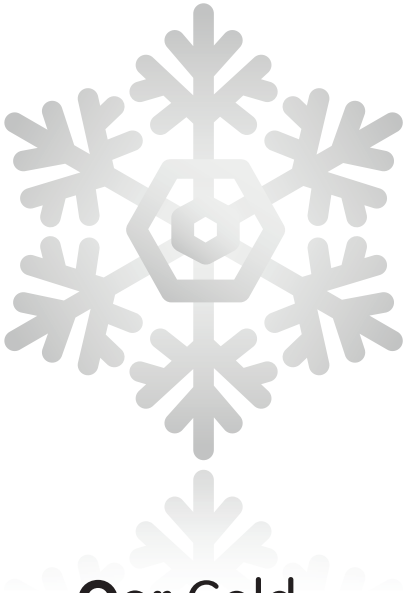
Cymylog Cloudy

Heulog Sunny

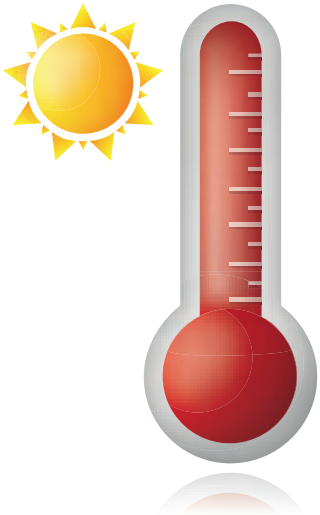
Gwyntog Windy

Bwrw Glaw Raining

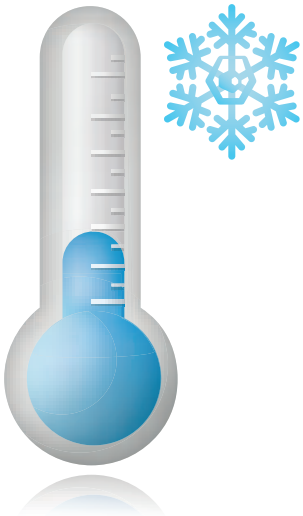
Stormus Stormy



Oer Cold



Poeth Hot



Rhewi Freezing

Mwyn Mild

Braf Fine

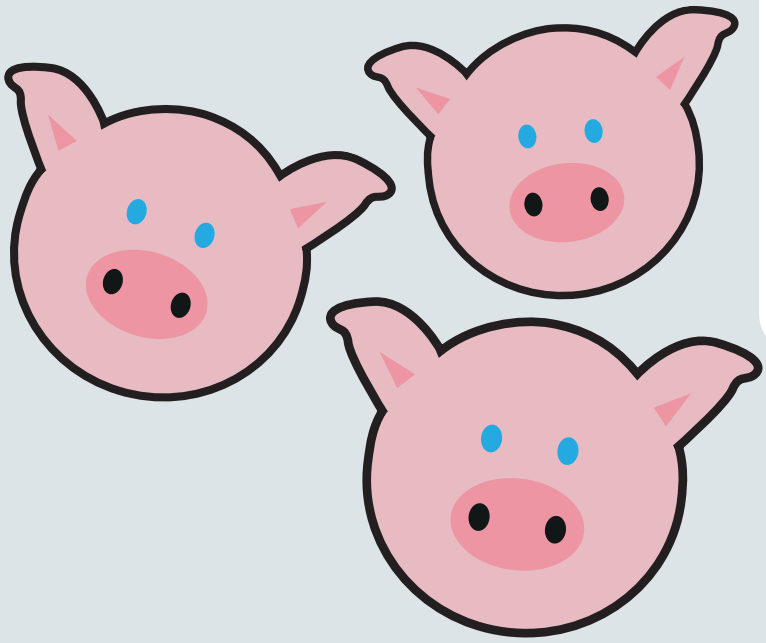
The three little pigs **Y tri mochyn bach**

Context:
Construction Play

Learning Outcomes:
- Word recognition
- Recall of words
- Turn Taking
- Listening to instructions
- Verbal Communication
- Mathematical Language
- Extending Imagination
- Develop fine motor skills
- Develop hand eye co-ordination

Overview:
Incorporating Welsh language into construction play.

Resources:
Construction play resources such as Lego, stickle bricks, foam blocks.



Instructions:
- Set up an area or table with a large selection of materials.
- Read Three Little Pigs or Y Tri Mochyn Bach if possible
- Discuss the comparisons and differences in each pig's house using Welsh terms where possible
- Question the children's understanding of why the wolf was able to blow down the houses.
- Using the construction table ask the child / children to build three houses for the pigs made of different construction.
- Ask key questions such as which house is bigger? Which is taller? What colour is the house? Does it have any windows?
- When the children have completed their houses they can now take up the role of the wolf and try and blow their houses down.
- Discuss why the house may have blown over, come apart or stayed together.

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The three little pigs **Y tri mochyn bach**

Useful phrases:

What is your house made of?
O beth mae dy dŷ di wedi ei wneud?
O beth mae eich tŷ chi wedi ei wneud?

Which is bigger?
Pa un yw'r mwyaf?

Which is smaller?
Pa un yw'r lleiaf?

Which is taller?
Pa un yw'r talaf?

What colours have you used?
Pa liwiau wyt ti wedi defnyddio?
Pa liwiau dych chi wedi defnyddio?

What colour is the house?
Pa liw yw'r tŷ?

Does it have windows? What about the roof?
Oes ffenestri gyda fe? Beth am y to?

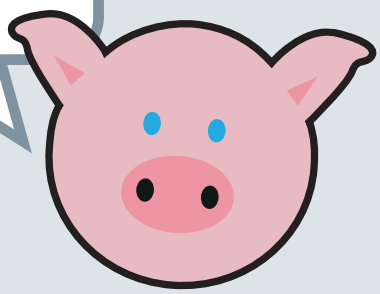
Have you finished? Very good!
Wyt ti wedi gorffen? Da iawn!
Dych chi wedi gorffen? Da iawn!

How many houses do you have?
Faint a dai sy gyda ti?
Faint o dai sy gyda chi?

Where will the pig sleep? eat?
Ble bydd y mochyn yn cysgu? bwyta?

Can you blow it down like the wolf?
Wyt ti'n gallu ei chwythu i lawr fel y blaidd?
Dych chi'n gallu ei chwythu i lawr fel y blaidd?

How many....have you used?
Faint o.....wyt ti wedi defnyddio?
Faint o.....dych chi wedi defnyddio?



Colours:

Red
Coch (cohch)

Blue
Glas (glahs)

Yellow
Melyn (meh-leen)

Orange
Oren (óh-ren)

Purple
Porffor (pór-phor)

Black
Du (dee)

White
Gwyn (gwin)

Grey
Llwyd (llweed)

Pink
Pinc (pink)

Numbers:

One
Un (een))

Two
Dau (dái)

Three
Tri (tree)

Four
Pedwar (péd-uahr)

Five
Pump (pimp)

Six
Chwech (chooéch)

Seven
Saith (sáheeth)

Eight
Wyth (úeeth)

Nine
Naw (now)

Ten
Deg (dehg)

The three little pigs **Y tri mochyn bach**

Un dydd, roedd Mami Mochyn a thri mochyn bach yn byw mewn tŷ bach, bach.

Yn gynnar un bore, deffrodd Mami Mochyn a gwaeddodd,

"Does dim lle yn y tŷ yma. Ewch i wneud tŷ eich hunain. Ond cofiwch, peidiwch byth agor y drws i'r hen flaidd mawr cas."

Felly, dechreuodd y tri mochyn bach gerdded, cerdded a cherdded a cherdded.

Adeiladodd y mochyn bach cyntaf dŷ gwellt. Ond cerddodd yr hen flaidd mawr cas heibio.

"Mochyn bach. Mochyn bach. Ga'i ddod i mewn?", gofynodd y blaidd. "Na chei wir, na chei wir!", gwaeddodd y mochyn bach.
"Felly dw i'n mynd i chwythu a chwythu a chwythu dy dŷ di i lawr," gwaeddodd yr hen flaidd cas.
Rhedodd y mochyn bach cyntaf i chwilio am ei ddau frawd.

Roedd yr ail fochyn bach wedi gwneud tŷ o goed. Ond cerddodd yr hen flaidd mawr cas heibio.

"Mochyn bach. Mochyn bach. Ga'i ddod i mewn?", gofynodd y blaidd. "Na chei wir, na chei wir!" gwaeddodd y mochyn bach.
"Felly dw i'n mynd i chwythu a chwythu a chwythu dy dŷ di i lawr," gwaeddodd yr hen flaidd cas.
Rhedodd yr ail fochyn bach i chwilio am ei ddau frawd.

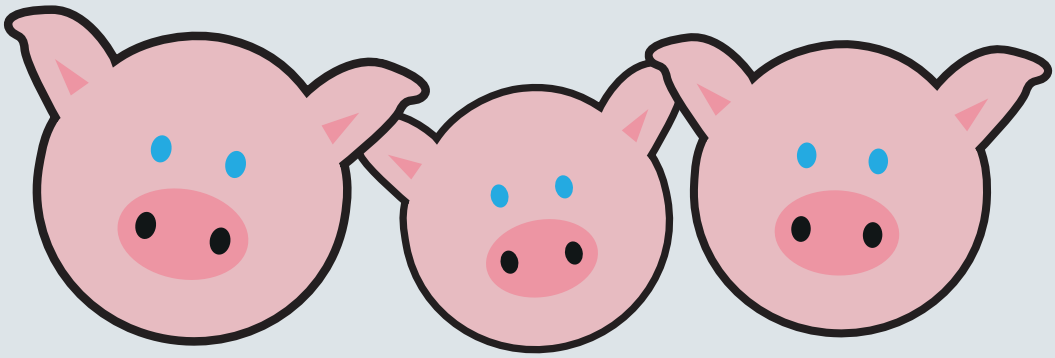
Adeiladodd y trydydd mochyn bach dŷ brics. Ond cerddodd yr hen flaidd mawr cas heibio.
"Mochyn bach. Mochyn bach. Ga'i ddod i mewn?" "Na chei wir, na chei wir!" gwaeddodd y mochyn bach.
"Felly dw i'n mynd i chwythu a chwythu a chwythu dy dŷ di i lawr," gwaeddodd yr hen flaidd cas.

Ond yn ffodus, doedd yr hen flaidd cas ddim yn gallu chwythu'r tŷ brics i lawr. Roedd yr hen flaidd mawr yn grac iawn a dringodd ar do'r tŷ a dechreuodd ddringo i lawr y simnai.

Gosododd y trydydd mochyn bach grochan mawr i ferwi ar y tân.

WOSH!

I lawr ã'r hen flaidd mawr cas ac i mewn i'r crochan. Neidiodd yr hen flaidd mawr yn sydyn allan o'r crochan a rhedodd adref. Roedd y tri mochyn bach yn byw yn hapus am byth!



The three little pigs **Y tri mochyn bach**

Once upon a time Mother Pig and three little pigs lived in a small house, small.

Early one morning Mother Pig woke and shouted,

"There is no room in this house. Go and make your own house. But remember, never open the door to the big old nasty wolf. "

So the three little pigs walked and walked and walked.

The first little pig made a straw house. But the big old nasty wolf walked past.

"Little Pig. Little Pig. May I come in? ". "No you can't, no you can't" Shouted the little pig.
"Then I will blow and blow and blow your house down," shouted the big old nasty wolf.
The first little pig ran to look for his brothers.

The second little pig made a wooden house. But the big old nasty wolf walked past.
"Little Pig. Little Pig. May I come in? ". "No you can't, no you can't" Shouted the little pig.
"Then I will blow and blow and blow your house down," shouted the big old nasty wolf.
The second little pig ran to look for his brothers.

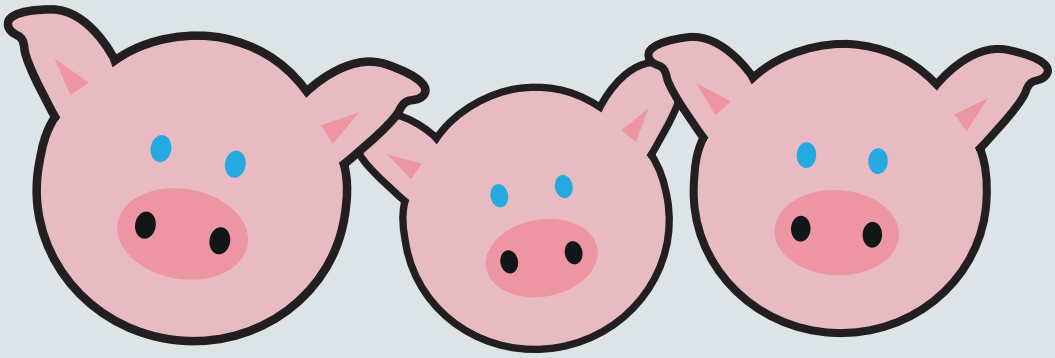
The third little pig made a house fro bricks. But the big old nasty wolf walked past.
"Little Pig. Little Pig. May I come in? ". "No you can't, no you can't" Shouted the little pig.
"Then I will blow and blow and blow your house down," shouted the big old nasty wolf.

But fortunately the big old nasty old wolf could not blow the brick house down. The big old nasty wolf big got very angry and climbed on the roof of the house and began to climb down the chimney.

The third little pig put a cauldron on the fire to boil.

WOSH!

Down went the big old nasty wolf into the cauldron. The big old nasty wolf jumped out of a big pot and ran home. The three little pigs live happily forever!



Fun with ducks **Hwyl yr hwyaid**

Context:
Circle time

Learning Outcomes:
- Recognising numbers
- Counting
- Matching
- Taking turns
- Hand eye co-ordination
- Making predictions

Overview:
To use the ducks and nets to encourage the child/children to scoop up the ducks, to either recognise the number on the ducks or to count the spots on the ducks. Once the children have discovered what number the duck is match this with the laminated sheet. The activity can either be carried out as a one to one activity or with 2 children.

Resources:
- Nets
- Numbered Ducks
- Duck Printout (laminated)

(If you do not have numbered ducks use rubber ducks and a marker pen – place spots on the ducks back and the corresponding number on the underside of the duck)

Instructions:
Place the numbered ducks (either 1-5 or 5-10 taking into consideration differentiation for individual children) into the water tray, with the laminated sheet near by on a flat surface so the children can clearly see the numbers on the printout. Give the child/children a net and explain that you want them to catch 1 of the ducks – using the vocabulary sheet encourage the children to pick up the ducks, and either

- state the number on the bottom of the duck and place on its matching space on the laminate,

  or

- encourage the child to count the dots on the back of the duck – then to look at the corresponding number on the bottom of the duck before taking them home (placing on the correct matching space on the laminate sheet)

The activity can also be extended to encourage the children to make predictions, by asking the child/children to guess which number duck they think they have caught, before checking if their prediction was correct. When the children have successfully matched all of the ducks to their homes (laminate sheet) encourage the children to listen and follow instructions to place the ducks back in the water tray e.g – can you put number 3 back in the pond.

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Fun with ducks **Hwyl yr hwyaid**

Dialogue

Can you catch 1 duck in your net?
Wyt ti'n gallu dal un hwyaden yn y rhwyd?
Dych chi'n gallu dal un hwyaden yn y rhwyd?

Which duck did you catch? What number?
Pa hwyaden gest ti? Pa rif?
Pa hwyaden gawsoch chi? Pa rif?

Well done, number….
Da iawn, rhif …..
Or
Which duck did you catch? Can you count the spots?
Pa hwyaden gest ti? Wyt ti'n gallu cyfri'r smotiau?
Pa hwyaden gawsoch chi? Dych chi'n gallu cyfri'r smotiau?

Yes ……. spots, so this is number……
(turn over the duck so the child can see the number)
Ie …… smotyn. Felly, dyma rif ……..

Can you take her home?
Where do you think she lives?
(encourage the children to match the number on the bottom of the duck to the number on the laminate sheet)
Wyt ti'n gallu mynd â hi gartre?
Ble mae hi'n byw?
Dych chi'n gallu mynd â hi gartre?
Ble mae hi'n byw?

Well done number……..
Da iawn, rhif ……

Continue this activity until all of the ducks are home

Can you put number …… in the pond?
Wyt ti'n gallu rhoi rhif …… yn y pwll?
Dych chi'n gallu rhoi rhif ……. yn y pwll?

Which duck wants to go swimming next?
Pa hwyaden sy eisiau nofio nesa?

Number ……, ok put him in the pond.
Rhif …… iawn, rho hi yn y pwll.
Rhif …….iawn, rhowch hi yn y pwll.

Which number duck do you think is in the net?
Pa rif hwyaden sy yn y rhwyd?

Number …….., let's see
Rhif …… gad i ni weld
Rhif …… gadewch i ni weld

Is that number……?
Rhif ……yw e?

Yes – good guessing! Can you take her home?
Ie – da iawn! Wyt ti'n gallu mynd â hi gartre?
Ie – da iawn! Dych chi'n gallu mynd â hi gartre?

No – it's not number …., which number is it?
Na - dim rhif ….., pa rif yw hi?

Well done, number….. can you take her home?
Da iawn, rhif …… wyt ti'n gallu mynd â hi gartre?
Da iawn, rhif …… dych chi'n gallu mynd â hi gartre?

Song:

1 and 2 and 3 ducks
4 and 5 and 6 ducks
7 and 8 and 9 ducks
10 ducks are swimming.

Un, dwy, tair hwyaden,
Pedair, pump a chwe hwyaden,
Saith, wyth a naw hwyaden
Deg hwyaden yn nofio

Fun with ducks **Hwyl yr hwyaid**

Numbers

Because we use feminine and masculine ways to describe things, sometimes we need different versions of the other words to go with them. This is true when we use numbers, but thankfully, only some of them have separate masculine and feminine forms.

Separate feminine forms exist only for the numbers 2, 3 and 4. All the other numbers (1, 5,6… etc.) only have one form.

The number '2' has two forms, 'dau' and 'dwy'. 'Dau' is used with masculine words, and 'dwy' with feminine ones.

The forms for the number '3' are 'tri' and 'tair'. Again, 'tri' is used with masculine words and 'tair' with feminine words

The forms for the number '4' are 'pedwar' (masculine) and 'pedair' (feminine).

The word 'ty' (house) is masculine, so 'two houses' in Welsh is 'dau dŷ'

The word 'hwyaden' (duck) is feminine, so 'two ducks' is 'dwy hwyaden'

Likewise:

Three houses = 'tri tŷ' (masculine) and Four houses = '**pedwar** tŷ' (masculine)

Three ducks = 'tair hwyaden' (feminine) and four ducks = '**pedair** hwyaden' (feminine)

The only other slight change with numbers in Welsh is with 5 and 6, but this change has nothing to do with being masculine or feminine.

When the word 'pump' (5) and 'chwech' appear immediately before nouns (names of things such as house, tree, hand, day, duck etc.), the final 'p' of pump and final 'ch' of 'chwech' are dropped:

Five ducks = **pum** hwyaden

Six ducks = **chwe** hwyaden

Simple!

Useful Vocabulary

1 One	**Un (een))**
2 Two	**Dau (dái)**
3 Three	**Tri (tree)**
4 Four	**Pedwar (péd-uahr)**
5 Five	**Pump (pimp)**
6 Six	**Chwech (chooéch)**
7 Seven	**Saith (sáheeth)**
8 Eight	**Wyth (úeeth)**
9 Nine	**Naw (now)**
10 Ten	**Deg (dehg-'hard' g as in 'glass' not 'j' sound)**

Duck
Hwyaden (Hooy-áden)

Count
Cyfri (Kúh-vree)

Spots
Smotiau (Smót-yahy)

Number
Rhif (Rheev)

Can you?
Wyt ti'n gallu?/Dych chi'n gallu?
(Úee teen gah-llu? Deech cheen gah-lly?)

Home
Gartre (Gáhrr-treh)

Pond
Pwll (Pooll)

Net
Rhwyd (Rhúid)

To swim/Swimming
Nofio (Nóv-yoh)

1

2

3

4

5

6

7

8

9

10