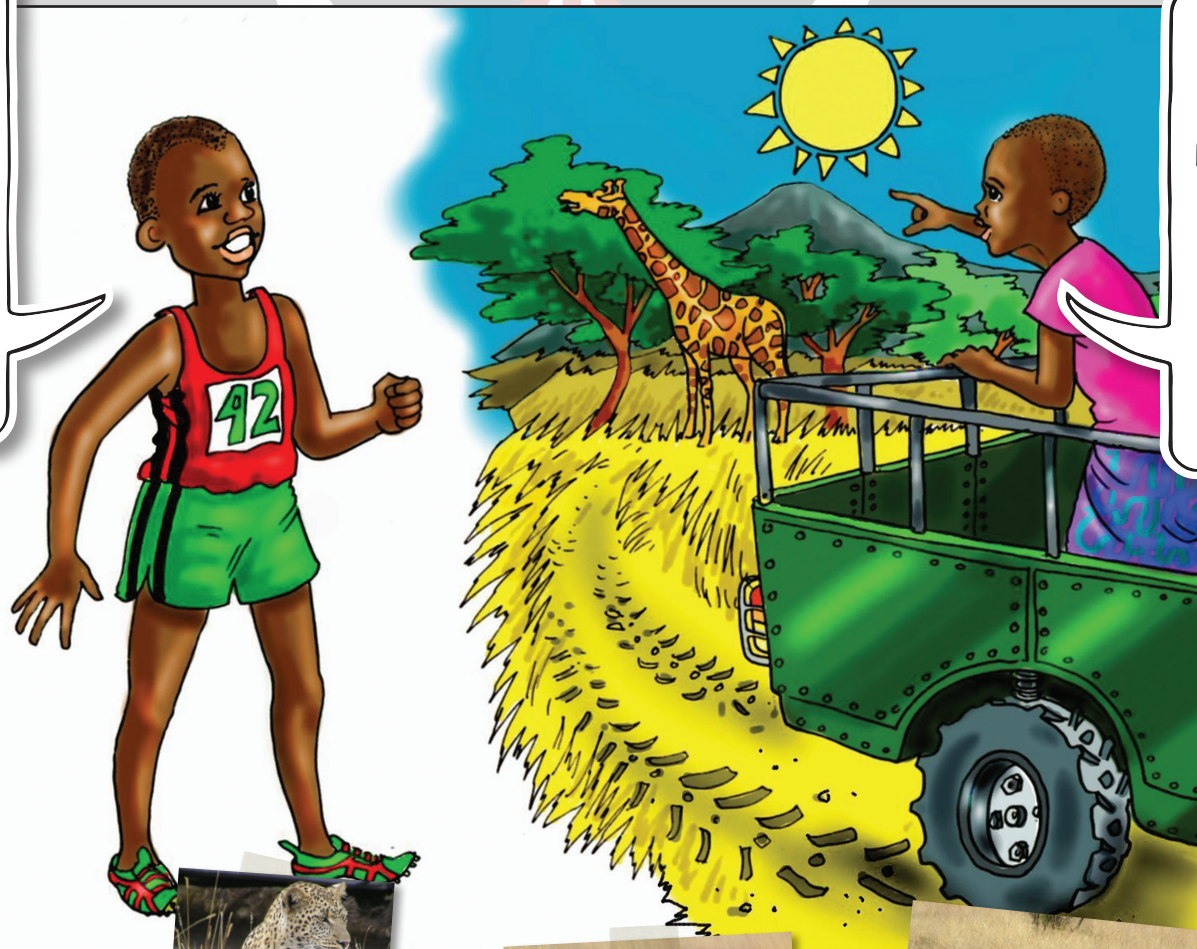


Leisure

People come on holiday to Kenya. Mombasa is very busy in the summer.

I like running marathons. My hero is David Rudisha.

Kwa heri!



My favourite thing about Kenya is the animals on safari. My favourite animals are giraffes.

I like to go shopping in the market too. Tea is cheap in the market.



● **Context:** Leisure, music and famous people from Kenya.

● **Facts:** We think of Kenyans as very good runners – many Kenyan athletes run the long races in the Olympic Games (usually 400 metres or longer). David Rudisha from Kenya won a gold medal in the London 2012 Olympic Games in the 800 metre race, breaking the world record. Other famous people from Kenya are Catherine Ndereba (a marathon runner) and Mohamed Amin (a photographer). Holidays in Kenya are very popular, e.g. beach holidays and safari holidays in the national parks and reserves which protect wild animals. These areas are famous for the 'big five' animals – the lion, the African elephant, the Cape buffalo, the leopard and the rhinoceros. Visitors also enjoy the country's culture and music – the traditional music and dancing, as well as the more contemporary music such as hip-hop, reggae, Afro-Jazz and Zanzibar Taarab, and performers such as Kenge Kenge and Suzzana Owíyo.

● **Atlas references in 'Here, There and Everywhere 2':** pp. 2–3, 4–5 and 8–9.

● **Skills:** Investigating sources and issues; identifying what they want to find out and how to do so; sorting and grouping information; seeing links between cause and effect; expressing their own opinion and feelings; mapping skills; creating/following directions.

● **Knowledge and understanding of the world:** Places and people: using atlases and globes, learning how and why people and places relate to each other; recognising how people's actions can improve or damage the environment; myself and non-living things: the properties of materials.

● **Personal and social development, well-being and cultural diversity:** Developing a positive self-image and a sense of belonging within different communities, and understanding their own Welsh identity; beginning to understand how they can protect and care for the environment from day to day.

● **Creative development:** Experiencing music and dancing from Wales and other cultures.

● **Questions to ask:** What animals are there in Kenya? What is a safari? Why do people come on holiday to Kenya? Why do the national parks and reserves look after the wild animals in Kenya? What kind of animals are there in Wales? Are there national parks in Wales? Do people come on holiday to Wales? Why? Which famous athletes come from Wales? What kind of music is popular in Wales?

● **Focus tasks/challenges:**

- Look for three interesting facts about each of the 'big five' animals, e.g. the running speed of the animals, etc.
- Create a poster/pamphlet for people who would like to go on holiday to Kenya, e.g. 'Come on a safari holiday!'
- Create a map or a simple plan of a safari/national park in Kenya and make a simple key representing the different animals and their location.
- Prepare instructions for visitors on a safari holiday in the national park.
- Use appropriate digital equipment to create an electronic brochure about Kenya.
- Discuss and experiment to see what material would be suitable to make a drum.
- Compose and perform African music with various instruments.

● **Investigative/extended work:**

- Learn numbers in Swahili: one – *moja*, two – *mbili*, three – *tatu*, four – *nne*, five – *tano*, six – *sita*, seven – *saba*, eight – *nane*, nine – *tisa*, ten – *kumi*.
- Look for information about famous people from Kenya – create a profile/simple fact file.
- Look for more information about Kenya, e.g. sport, acacia trees, Serengeti.

● **Resources:** atlas, globe, toy animals (the big five), materials to make a drum, craft materials, musical instruments, reference books, digital equipment.

● **Vocabulary:** holiday, national park, reserve, safari, elephant, lion, buffalo, rhinoceros, leopard, protect, care for, help, threat, danger, hero, athletes, music.

● **Comparisons with Welsh culture:** Compare the culture of Kenya with the culture of Wales, e.g. music, traditions, celebrations (e.g. the Royal Welsh Show), religion, language; compare the national parks of Kenya and Wales; compare Kenyan and Welsh athletes. Listen to the anthems of the two countries. Say goodbye to each other in Welsh and Swahili: *Hwyl fawr – Kwa heri*.

● **Welsh vocabulary and simple patterns (Welsh development):** *byd* – world; *gwlad* – country; *Wyt ti'n hoffi mynd ar wyliau?* – Do you like going on holiday?; *Beth yw dy hoff chwaraeon?* – What is your favourite sport?; *Pwy yw dy arwr di?* – Who is your hero?