



App 1

The Polyglots in the Playroom

Spanish

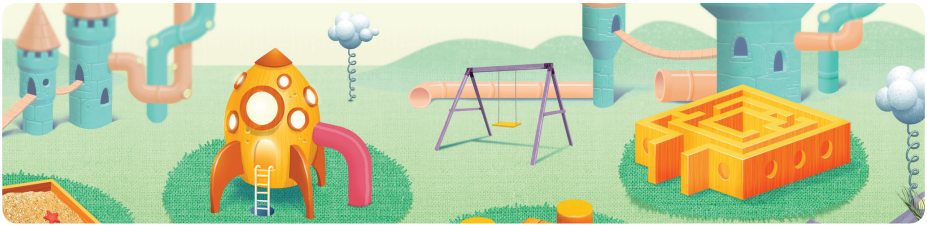
Explore *The Polyglots in the Playroom!*
Children meet playful characters, and learn
greetings, introductions, farewells, likes and dislikes.



Learning experiences

Playspace

Children explore a fun, animated playroom, where they can tap on a rocket, maze, sandpit and more to open the learning experiences in the app.



Links to the EYLF

Outcome 1: Children have a strong sense of identity. Children feel safe, secure, and supported. This is evident, for example, when children confidently explore and engage with social and physical environments through relationships and play.

Links to the Australian Curriculum

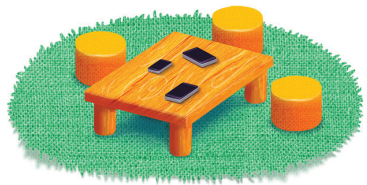
Understanding: Systems of language – Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced [and how they are represented in writing] (ACLSPU120)

Phone

Children phone characters, and are encouraged to use informal greetings and goodbyes. Their voices are recorded and played back in funny voices.

Links to the EYLF

Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another. This is evident, for example, when children practise the actions of others, either immediately or later.



Links to the Australian Curriculum

Communicating: Socialising – Interact with teacher and peers to introduce self, greet and farewell others [and describe friends, family and favourite things] (ACLSPC109)

Playmat

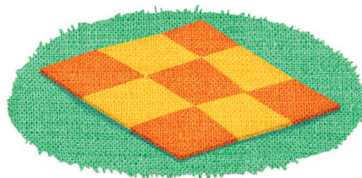
Children give food and objects to characters, who respond playfully – accepting or rejecting the items, depending on whether they like them. Children learn greetings and how to express likes and dislikes.

Links to the EYLF

Outcome 2: Children are connected with and contribute to their world. Children respond to diversity with respect. This is evident, for example, when children become aware of connections, similarities and differences between people.

Links to the Australian Curriculum

Communicating: Socialising – Participate in guided [group] activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)



Maze

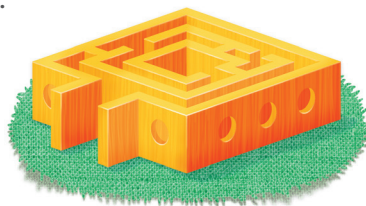
Children find their way out of a maze, meeting characters along the way. They learn greetings and introductions.

Links to the EYLF

Outcome 2: Children are connected with and contribute to their world. Children respond to diversity with respect. This is evident, for example, when children explore the diversity of culture, heritage, background and tradition, and that diversity presents opportunities for choices and new understandings.

Links to the Australian Curriculum

Communicating: Socialising – Participate in guided [group] activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)



Rocket ship

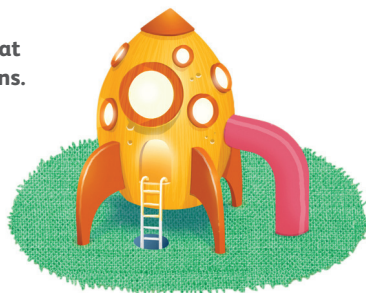
Children pilot a rocket in space, meeting characters that fly by. They learn greetings, goodbyes and introductions.

Links to the EYLF

Outcome 4: Children are confident and involved learners. Children resource their own learning through connecting with people, place, technologies and natural and processed materials. This is evident, for example, when children explore the purpose and function of a range of tools, media, sounds and graphics.

Links to the Australian Curriculum

Communicating: Socialising – Participate in guided [group] activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)



Sandpit

Children create patterns in a sandpit, and add characters and found objects to their creation. They learn greetings and introductions.

Links to the EYLF

Outcome 4: Children are confident and involved learners. Children resource their own learning through connecting with people, place, technologies and natural and processed materials. This is evident, for example, when children explore ideas and theories using imagination, creativity and play.

Links to the Australian Curriculum

Communicating: Systems of languages – Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced [and how they are represented in writing] (ACLSPU120)



Song

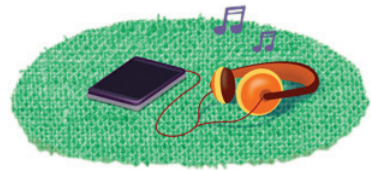
Children listen and sing along to the 'Hello' song. They learn greetings and introductions.

Links to the EYLF

Outcome 5: Children are effective communicators. Children engage with a range of texts and gain meaning from these texts. This is evident, for example, when children sing and chant rhymes, jingles and songs.

Links to the Australian Curriculum

Communicating: Socialising – Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)



Note: Square brackets [] have been used to indicate elements of an Australian Curriculum content description that are not addressed by the ELLA activity.

Cultural references



In most Spanish-speaking countries, pineapple is called 'piña', while in Argentina and Uruguay it is 'ananá'. The fruit is native to South America.



The bull is Spain's national animal and a symbol of Spanish culture, often linked with 'fiestas' (celebrations). Like all cattle, bulls are red-green colour-blind so it is a myth that the colour red makes a bull angry.



The llama is a South American relative of the camel (but without the hump). It has a soft woolly coat that can be made into fabrics. Llamas are curious and friendly, but will sometimes spit at each other if annoyed.



The name 'sombrero' is derived from the Spanish word for shade ('sombra'): the hat's very wide brim is good protection from the sun. Cowboys ('vaqueros') in Mexico and Spain wore sombreros, and early North American cowboys followed this tradition.



The Hurtan sports car looks like a classic vintage car, but is newly built by hand in Granada, Spain. It takes about six months for the company to build a car to the client's specifications and they will ship it anywhere in the world.

Extensions

You can support the children's learning on the apps by extending their play. Here are some ideas for App 1.

Bring the app environment into your play space



Rocket ship



Complete Kids ELC, Sunbury, Vic



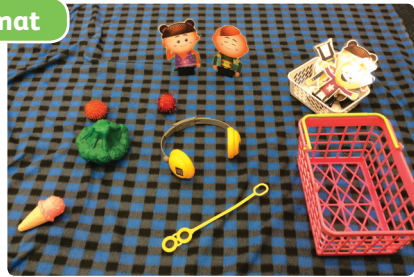
Sandpit



Re-create the experiences from the app



Playmat



Anzac Terrace Primary School,
Bassendean, WA



Maze



Anzac Terrace Primary School,
Bassendean, WA

Language

Greetings and introductions

Spanish

¡Hola!

¡Hola!

¡Hola! ¡Me llamo Tam!

Éste es Kai.

¿Cómo te llamas?

English

Hello!

Hello! (*greeting on phone*)

Hi! My name is Tam!

This is Kai.

What's your name?

Likes and dislikes

Spanish

¡Delicioso! ¡Me gusta el brócoli!

¡Agh! ¡No me gusta la música!

English

Delicious! I like broccoli!

Uh-uh! I don't like music!

Farewells

Spanish

¡Adiós!

¡Hasta luego!

English

Goodbye!

See you later!

Incidental language

Spanish

El brócoli

Las burbujas

El helado

La hoja

¡Mira!

Música

La piña

El castillo de arena

La concha

La pelota de fútbol

El sombrero

El auto deportivo

La estrella de mar

English

Broccoli

Bubbles

Ice cream

Leaf

Look!

Music

Pineapple

Sandcastle

Shell

Soccer ball

Sombrero

Sports car

Starfish

'Hello' song lyrics

Spanish

English

¡Hola!

Hello!

¡Hola!

Hello!

¿Cómo te llamas?

What's your name?

¿Cómo te llamas?

What's your name?

¡Me llamo Beelee!

My name's Beelee!

¡Mucho gusto!

Great to meet you!

¡Hola!

Hello!

¡Hola!

Hello!

¿Cómo te llamas?

What's your name?

¿Cómo te llamas?

What's your name?

¡Me llamo Talo!

My name's Talo!

Mucho gusto!

Great to meet you!

¡Hola!

Hello!

¡Hola!

Hello!

¿Cómo te llamas?

What's your name?

¿Cómo te llamas?

What's your name?

(Space for child to respond)

(Space for child to respond)

¡Mucho gusto!

Great to meet you!