



App 2

The Polyglots at the Beach

Hindi

Discover *The Polyglots at the Beach!*
Children explore the language of colours
and greetings in the fun setting of the beach.



Learning experiences

Playspace

Children explore an Australian beach, where they can tap on a submarine, shells, a pier and more to open the learning experiences in the app.



Links to the EYLF

Outcome 1: Children have a strong sense of identity. Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. This is evident, for example, when children can be open to new challenges and discoveries.

Links to the Australian Curriculum

Understanding: Systems of language – Recognise the relationship between the sounds and patterns of pronunciation [and elements of the Devanagari script], including the representation of long and short vowels, consonants [and conjuncts] (ACLHIU012)

Submarine

Children drive a submarine, taking photos of colourful underwater creatures. They hear the language of colours and greetings.

Links to the EYLF

Outcome 4: Children are confident and involved learners. Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. This is evident, for example, when children manipulate objects and experiment with cause and effect, trial and error, and motion.

Links to the Australian Curriculum

Communicating: Creating – Listen to, view [and read] simple imaginative texts, including digital and multimodal texts, and respond by making simple statements about favourite elements and through action, mime, [dance,] drawing and other forms of expression (ACLARC108)



Colour and create

Children create their own artwork, and learn the language of colours, greetings, likes and dislikes.

Links to the EYLF

Outcome 5: Children are effective communicators. Children use information and communication technologies to access information, investigate ideas and represent their thinking. This is evident, for example, when children use information and communication technologies as tools for designing, drawing, editing, reflecting and composing.

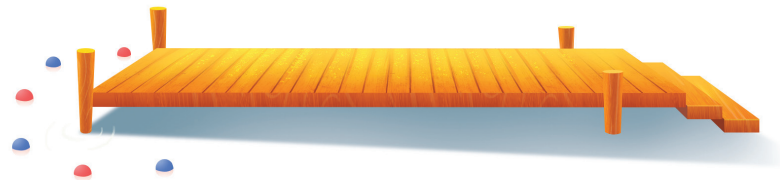


Links to the Australian Curriculum

Communicating: Informing – Locate specific [phrases and] points of information [in simple texts such as charts, lists, stories and songs], and use the information to complete guided [oral and written] tasks (ACLHIC004)

Feed the fish

Children call differently coloured fish, and then feed them. Children learn combinations of colours (such as ‘green and orange’) and colours and nouns (such as ‘green fish’).



Links to the EYLF

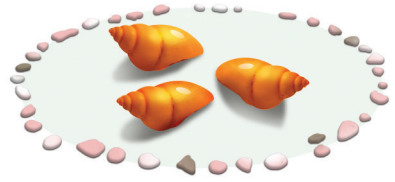
Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another. This is evident, for example, when children transfer knowledge from one setting to another.

Links to the Australian Curriculum

Communicating: Socialising – Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning (ACLHIC002)

Shell memory

Children play a memory game where they match crabs with shells of the same colour. They learn colour words in different combinations (such as 'red and pink').



Links to the EYLF

Outcome 5: Children are effective communicators. Children begin to understand how symbols and patterns work. This is evident, for example, when children draw on memory of a sequence to complete a task.

Links to the Australian Curriculum

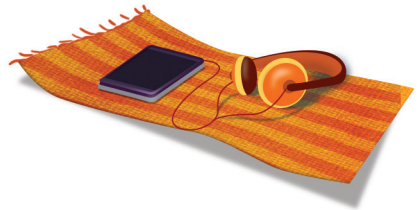
Communicating: Informing – Locate specific [phrases and] points of information [in simple texts such as charts, lists, stories and songs], and use the information to complete guided [oral and written] tasks (ACLHIC004)

Song

Children listen and sing along to the 'Colours' song. They learn six colours: blue, green, orange, pink, red and yellow.

Links to the EYLF

Outcome 5: Children are effective communicators. Children begin to understand how symbols and patterns work. This is evident, for example, when children sing and chant rhymes, jingles and songs.



Links to the Australian Curriculum

Communicating: Socialising – Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning (ACLHIC002)

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

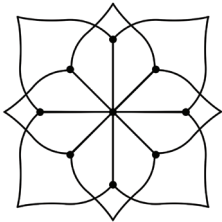
Cultural references



Saffron (orange), white and green are the colours of the Indian flag. The Indian flag also has at its centre a navy-blue wheel with 24 spokes. Children might be interested in comparing the colours and symbols of various flags.



An auto rickshaw is best for short trips because it can't go very fast. The driver sits in the small front section, with the passengers on seats behind. These rickshaws are often used for 'school runs'. India has introduced 'eco-friendly' auto rickshaws that cause less pollution.



This is a Rangoli pattern, a geometric design created on the ground near the entrance of a house to bring good luck, especially during the Hindu Diwali festival. Rangoli (or kolam) can be square, hexagonal or circular and are often symmetrical. A white outline is drawn first in chalk, and either left plain or filled in with coloured flour, rice, sand or flowers. Motifs from nature are often included.



During the Hindu festival of 'Makar Sankranti' there is an international kite-flying festival in Gujarat, India. Families gather on rooftops, and the sky is filled with thousands of brightly coloured kites. Makar Sankranti is celebrated, under different names and with different customs, in many parts of India at the end of winter.

Extensions

You can support the children's learning on the apps by extending their play. Here are some ideas for App 2.

Bring the app environment into your play space



Feed the fish



Waratah Cottage Early Learning Centre,
Claymore, NSW



Shell memory



Kids and Co Preschool,
Hurstville Grove, NSW



Submarine



Leeton Early Learning Centre,
Leeton, NSW

Re-create the experiences from the app



Submarine



Dewdrops Early Learning, Reservoir, Vic

Language

Colours and colour combinations

Hindi

नीला
हरा
नारंगी
गुलाबी
लाल
पीला
नीला और गुलाबी
नीला, हरा और गुलाबी

Transliteration

nīlā
harā
nāraṅgī
gulābī
lāl
pīlā
nīlā āur gulābī
nīlā, harā āur gulābī

English

Blue
Green
Orange
Pink
Red
Yellow
Blue and pink
Blue, green and pink

Colour and noun combinations

Hindi

नीली व्हेल मछली
हरा केंकड़ा
नारंगी अष्टबाहु
गुलाबी शार्क मछली
लाल तारामीन
पीली मछली
नीली और नारंगी मछली
नारंगी, गुलाबी और नीली मछली

Transliteration

nīlī whel machhalī
harā keṅkaṛā
nāraṅgī aṣṭabāhu
gulābī shārk machhalī
lāl tāramīn
pīlī machhalī
nīlī āur nāraṅgī machhalī
nāraṅgī, gulābī āur nīlī machhalī

English

Blue whale
Green crab
Orange octopus
Pink shark
Red starfish
Yellow fish
Blue and orange fish
Orange, pink and blue fish

Greetings

Hindi

नमस्ते!

Transliteration

namaste!

English

Hello!

Likes and dislikes

Hindi

मुझे लाल रंग पसंद है!
मुझे पीला रंग पसंद नहीं है!

Transliteration

mujhe lāl raṅg pasaṅd hāī!
mujhe pīlā raṅg pasaṅd nahīn hāī!

English

I like red!
I don't like yellow!

Farewells

Hindi

नमस्ते!
फिर मिलेंगे!

Transliteration

namaste!
phir mileṅge!

English

Goodbye!
See you later!

Incidental language

Hindi

आहा!
आइसक्रीम
देखो!
संगीत

Transliteration

āhā!
āis krīm
dekho!
saṅgīt

English

Hooray!
Ice cream
Look!
Music

‘Colours’ song lyrics

Hindi	Transliteration*	English
नीला,	nīlā,	Blue,
लाल,	lāl,	red,
हरा!	harā!	green!
मुझे रंग पसंद है!	mujhe raᅅg pasāᅅd hāiᅅ!	I like colours!
पीला,	pīlā,	Yellow,
नारंगी,	nāraᅅgī,	orange,
गुलाबी!	gulābī!	pink!
मुझे रंग पसंद है!	mujhe raᅅg pasāᅅd hāiᅅ!	I like colours!
मुझे रंग पसंद है!	mujhe raᅅg pasāᅅd hāiᅅ!	I like colours!
मुझे भी!	mujhe bhī!	Me too!

* Transliteration: A romanised version of Hindi has been provided as a guide.
For correct pronunciation, please listen to the words as they are spoken in the app.

In Hindi, some adjectives have different forms depending on whether the noun being described is masculine, feminine, singular or plural.