



App 1

The Polyglots in the Playroom

Hindi

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

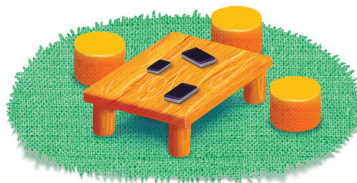
Understanding: Systems of language – Recognise the relationship between the sounds and patterns of pronunciation [and elements of the Devanagari script], including the representation of long and short vowels, consonants [and conjuncts] (ACLHIU012)

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 exchange greetings, [talk about themselves and their families,] to express thanks, wishes, feelings and preferences (ACLHIC001)

Playmat

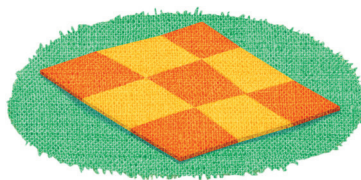
Children give food and objects to characters, who respond playfully – accepting or rejecting the items, depending on whether they like them. Children learn greetings and how to express likes and dislikes.

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 – Interact with teacher and peers to exchange greetings, [talk about themselves and their families,] to express thanks, wishes, feelings and preferences (ACLHIC001)



Maze

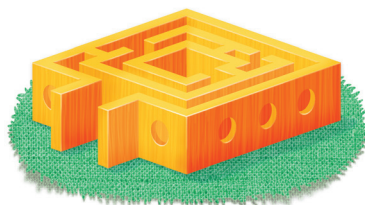
Children find their way out of a maze, meeting characters along the way. They learn greetings and introductions.

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 activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning (ACLHIC002)



Rocket ship

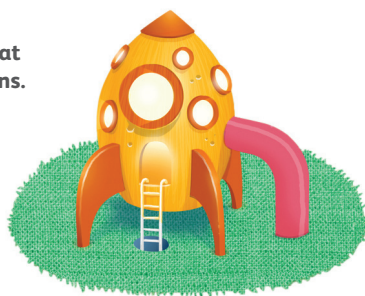
Children pilot a rocket in space, meeting characters that fly by. They learn greetings, goodbyes and introductions.

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: 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)



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: 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

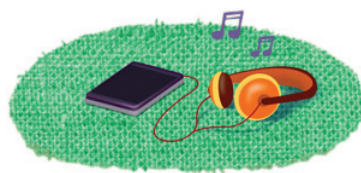
Children listen and sing along to the 'Hello' song. They learn greetings and introductions.

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 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



Mangoes are sweet fruit that grow on very tall trees (up to 40 metres). They are the national fruit of India, and India is the largest producer of mangoes in the world. The people of India consume most of them. Mango lassi is a popular drink made with mango and yoghurt.



Tigers are the largest of the cat family. Once widespread across Eurasia, tigers are now mainly found on the Indian subcontinent. All six remaining subspecies are endangered. Each tiger has a unique striped coat that acts as camouflage. Tigers are excellent swimmers. The Bengal tiger is the national animal of India.



The peacock is India's national bird. Male peacocks have spectacular feather trains marked with eyespots, which can open in a fan shape – and quiver. Peacock motifs are often found in Hindu temple architecture and jewellery.



The lotus is the national flower of India, and a sacred flower in Indian culture. It is a symbol of beauty, fertility and purity, as the beautiful flower rises above the mud. Brahma, creator god of the Hindu religion, is often depicted sitting on a lotus flower that has sprung from the navel of the preserver god Vishnu. There is a yoga position called lotus pose.



Auto rickshaws are very small vehicles, usually with three wheels. In India, they are often painted yellow and green, or yellow and black. They can navigate traffic more nimbly than a car. Many rickshaws are available for hire but they are also privately owned.

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



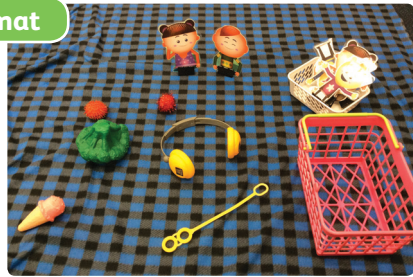
Sandpit



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

Hindi

हेलो!
नमस्ते!
नमस्ते! मेरा नाम फ़िन है!
तुम्हारा नाम क्या है?

Transliteration*

hālo!
namaste!
namaste! merā nām fin hāi!
tumhārā nām kyā hāi?

English

Hello!
Hi!
Hi! My name is Finn!
What's your name?

Likes and dislikes

Hindi

लज़ेदार! मुझे आम पसंद है!
ओऽऽऽऽ! मुझे संगीत पसंद नहीं है!

Transliteration

lazedār! mujhe ām pasaṅd hāi!
oऽऽऽऽ! mujhe saṅgīt pasaṅd nahīn hāi!

English

Mmm! I like mango!
Uh-uh! I don't like music!

Farewells

Hindi

नमस्ते!
फिर मिलेंगे!

Transliteration

namaste!
phir mileṅge!

English

Goodbye!
See you later!

Incidental language

Hindi

ऑटो रिक्शा
ब्रौकोली
बुलबुले
आइसक्रीम
पत्ता
देखो!
कमल का फूल
आम
संगीत
घरौंदा
सीप
फुटबॉल
तारामीन

Transliteration

āto rikshā
brāūkōlī
bulbule
āis krīm
pattā
dekho!
kamal kā phūl
ām
saṅgīt
gharāūndā
sīp
fuṭabāl
tārāmīn

English

Auto rickshaw
Broccoli
Bubbles
Ice cream
Leaf
Look!
Lotus flower
Mango
Music
Sandcastle
Shell
Soccer ball
Starfish

*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.

'Hello' song lyrics

| Hindi | Transliteration | English |
|-------------------------------------|-------------------------------------|-------------------------------------|
| नमस्ते! | namaste! | Hello! |
| नमस्ते! | namaste! | Hello! |
| तुम्हारा नाम क्या है? | tumhārā nām kyā hāī? | What's your name? |
| तुम्हारा नाम क्या है? | tumhārā nām kyā hāī? | What's your name? |
| मेरा नाम बिली है। | merā nām bilī hāī | My name's Beelee! |
| तुमसे मिल कर अच्छा लगा! | tumse mil kar achchhā lagā! | Great to meet you! |
| नमस्ते! | namaste! | Hello! |
| नमस्ते! | namaste! | Hello! |
| तुम्हारा नाम क्या है? | tumhārā nām kyā hāī? | What's your name? |
| तुम्हारा नाम क्या है? | tumhārā nām kyā hāī? | What's your name? |
| मेरा नाम टालो है। | merā nām ṭālo hāī | My name's Talo! |
| तुमसे मिल कर अच्छा लगा! | tumse mil kar achchhā lagā! | Great to meet you! |
| नमस्ते! | namaste! | Hello! |
| नमस्ते! | namaste! | Hello! |
| तुम्हारा नाम क्या है? | tumhārā nām kyā hāī? | What's your name? |
| तुम्हारा नाम क्या है? | tumhārā nām kyā hāī? | What's your name? |
| <i>(Space for child to respond)</i> | <i>(Space for child to respond)</i> | <i>(Space for child to respond)</i> |
| तुमसे मिल कर अच्छा लगा! | tumse mil kar achchhā lagā! | Great to meet you! |