



App 1

The Polyglots in the Playroom

French

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 spoken French, noticing how they are produced [and how they are represented in words and symbols] (ACLFU012)

Phone

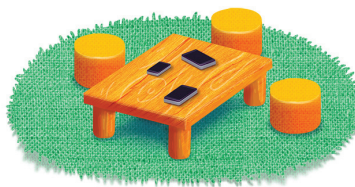
Children phone characters, and are encouraged to use informal greetings and goodbyes. Their voices are recorded and played back in funny voices.

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 each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self [and family] (ACLFRC001)



Playmat

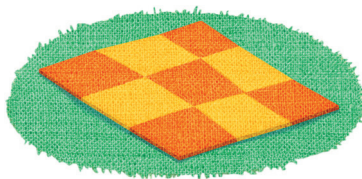
Children give food and objects to characters, who respond playfully – accepting or rejecting the items, depending on whether they like them. Children learn greetings and how to express likes and dislikes.

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 using simple repetitive language in songs, rhymes, games and transactions (ACLFRC002)



Maze

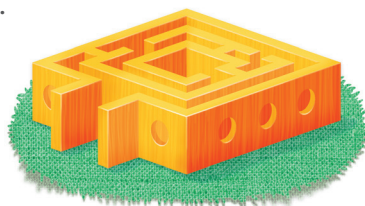
Children find their way out of a maze, meeting characters along the way. They learn greetings and introductions.

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 using simple repetitive language in songs, rhymes, games and transactions (ACLFRC002)



Rocket ship

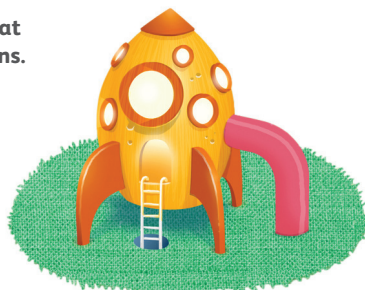
Children pilot a rocket in space, meeting characters that fly by. They learn greetings, goodbyes and introductions.

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: Creating – Engage with a range of imaginative texts through action, [dance, drawing] and other forms of expression (ACLFRC006)



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

Understanding: Systems of language – Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced [and how they are represented in words and symbols] (ACLFU012)



Song

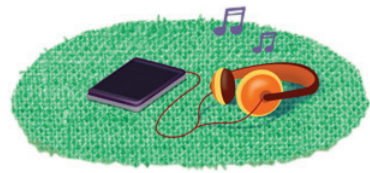
Children listen and sing along to the 'Hello' song. They learn greetings and introductions.

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 using simple repetitive language in songs, rhymes, games and transactions (ACLFRC002)



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



Cheese is a popular food in France. Different kinds of cheese are made in different regions. The French word for cheese is 'le fromage'.



A French baker ('un boulanger') makes breads such as baguettes and brioches. Sweet French breads are eaten for breakfast and dessert, and plain breads are eaten at lunch and dinner.



In France, people eat snails, which are usually flavoured with garlic and butter. Some people use special forks with long prongs to get the snail ('l'escargot) from the shell.



A croissant is a crescent-shaped French pastry that is often eaten for breakfast. It is made by folding butter into dough over and over before baking, so that the end result is very flaky.



Many smart cars are made in France. They are very small and economical vehicles, designed for city driving and parking. Children may want to learn more about these cute, colourful cars.

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



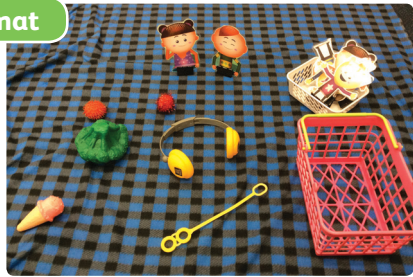
Sandpit



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

French

Bonjour!
Allo!
Salut! C'est Min!
Salut!
Salut! Je m'appelle Tam!
C'est Kai.
Et toi, comment tu t'appelles?

English

Hello!
Hello! (*greeting on phone*)
Hi! I'm Min!
Hi!
Hi! My name is Tam!
This/Here is Kai.
What's your name?

Likes and dislikes

French

Miam! J'aime les brocolis!
Oh, je n'aime pas la musique!

English

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

Farewells

French

Au revoir!
A bientôt!

English

Goodbye!
See you later!

Incidental language

French

Les brocolis
Les bulles
Le fromage
Le croissant
La glace
La feuille
Regarde!
La musique
Le château de sable
La coquille
Le Smart car
Le football
L'étoile de mer

English

Broccoli
Bubbles
Cheese
Croissant
Ice cream
Leaf
Look!
Music
Sandcastle
Shell
Smart car
Soccer
Starfish

'Hello' song lyrics

French

English

Bonjour!

Hello!

Bonjour!

Hello!

Tu t'appelles comment?

What's your name?

Tu t'appelles comment?

What's your name?

Je m'appelle Beelee!

My name's Beelee!

Enchanté!

Great to meet you!

Bonjour!

Hello!

Bonjour!

Hello!

Tu t'appelles comment?

What's your name?

Tu t'appelles comment?

What's your name?

Je m'appelle Talo!

My name's Talo!

Enchanté!

Great to meet you!

Bonjour!

Hello!

Bonjour!

Hello!

Tu t'appelles comment?

What's your name?

Tu t'appelles comment?

What's your name?

(Space for child to respond)

(Space for child to respond)

Enchanté!

Great to meet you!