



App 5

The Polyglots at the Circus

German

Discover *The Polyglots at the Circus!*
Children visit the circus, and learn language
for parts of the body.



Learning experiences

Playspace

Children explore a circus, where they can paint faces, train a clown, play a memory card game, flip a picture board, help out at a first aid station, and sing a song.



Links to the EYLF

Outcome 1: Children have a strong sense of identity. Children develop knowledgeable and confident self-identities. This is evident, for example, when children explore different identities and points of view through dramatic play.

Links to the Australian Curriculum

Understanding: Systems of language – Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds (ACLG EU114)

Memory cards

In this card game, children find matching pairs. Each card has an image of a body part, and children are encouraged to use the language as they play.

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

Understanding: Systems of language – Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds (ACLGEU114)



Face painter

Children paint their own face or a stencil using digital paintbrushes and animations. They learn words for colours, body parts, and ‘big’ and ‘small’.

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 notice and react in positive ways to similarities and differences among people.

Links to the Australian Curriculum

Communicating: Creating – Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling (ACLGEC108)



Clown trainer

Children spin a wheel, which lands on a body part that the acrobats balance on. When the children repeat the name of the body part, a clown copies the acrobats in a funny way. Children learn how to say ‘head’, ‘foot’ and ‘hand’.

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 develop an ability to mirror, repeat and practise the actions of others, either immediately or later.

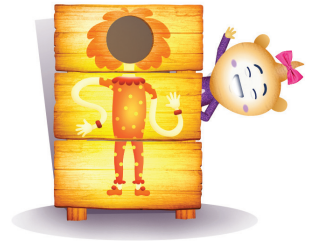
Links to the Australian Curriculum

Communicating: Creating – Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling (ACLGEC108)



Flip a part

Children flip a picture board to create funny characters with different body parts such as big feet and small arms. On each flip, the character describes themselves. Children learn the language for body parts, and 'long' and 'short'.



Links to the EYLF

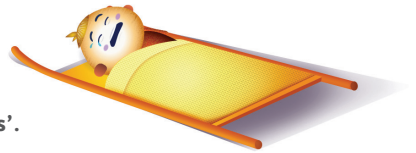
Outcome 5: Children are effective communicators. Children use information and communication technologies to access information, investigate ideas and represent their thinking. This is evident, for example, when children engage with technology for fun and to make meaning.

Links to the Australian Curriculum

Communicating: Socialising – Participate in guided [group] activities using simple repetitive language in songs, rhymes, games and transactions (ACLGEC104)

First aid helper

Children help an injured character at the first aid station. They listen to the character explain which body part hurts, and then treat them. Children learn words for body parts and phrases such as 'My arm hurts'.



Links to the EYLF

Outcome 1: Children have a strong sense of identity. Children learn to interact in relation to others with care, empathy and respect. This is evident, for example, when children empathise with and express concern for others.

Links to the Australian Curriculum

Communicating: Informing – Convey factual information about self, [family and possessions] through pictures, labels, captions and short descriptions, using familiar words and modelled language (ACLGEC107)

Song

Children sing a song about body parts such as head, arms, legs and feet.

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 (ACLGEC104)



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



Pretzels are baked breads with a distinctive knot shape. They can be hard, or soft and chewy. In some parts of Germany, there is a tradition of giving children a sweet pretzel and money on New Year's Day.



St Martin's Day, 11 November, is a day of paper lantern processions all over Germany. Children love it, and often make their own lanterns, singing traditional songs as they walk. A red-cloaked 'St Martin of Tours' on horseback may lead the procession.



The traditional male Bavarian costume consists of 'lederhosen', or 'leather breeches', which are held up with braces. Lederhosen began as workwear but are now usually only seen as part of a folk costume. They are often worn with a white shirt or checked shirt and long socks.



The first appearance of animals in a circus took place in Germany in 1831 when a French trainer entered a tiger's cage. By 1918, there were 43 travelling circuses in Germany, with animals, clowns and acrobats, some of which became renowned across the world.

Extensions

Bring the app environment into your play space

Flip a part



© Bayview Heights Community Kindergarten, Queensland

First aid helper



Re-create the experiences from the app

Flip a part



© Rockhampton South Kindergarten, Queensland

Face painter



Language

Body parts

German

der Arm
das Ohr
das Auge
der Fuß
die Hand
der Kopf
das Bein
der Mund
die Nase

English

Arm
Ear
Eye
Foot
Hand
Head
Leg
Mouth
Nose

Adjective and body part combinations

German

eine große Nase
ein kleiner Mund
ein blaues Auge
ein braunes Auge
das rote Haar
die langen Arme
die kurzen Arme

English

A big nose
A small mouth
A blue eye
A brown eye
Red hair
Long arms
Short arms

Phrases about the body

German

Mein Arm tut weh!
Mein Fuß tut weh!
Mein Kopf tut weh!

English

My arm hurts!
My foot hurts!
My head hurts!

Incidental language

German

Ein Spiel! Lass uns spielen!
Musik! Lass uns singen!
die bayerische Tracht
Zirkus
Kinderschminken
Mmm, lecker!
Brezeln
Prima!
Toll!
Hurra!

English

A game! Let's play!
Music! Let's sing!
Bavarian costume
Circus
Face painting
Delicious!
Pretzels
Great!
Wow!
Yay!

'Head, arms, legs and feet' song lyrics

German

English

Kopf, Arme, Beine, Füße

Head, arms, legs, feet

Beine Füße!

Legs, feet!

Kopf, Arme, Beine, Füße

Head, arms, legs, feet

Beine, Füße!

Legs, feet!

Und die Augen, die Ohren,
der Mund

And eyes, ears, mouth

Und die Nase!

and nose!

Kopf, Arme, Beine, Füße

Head, arms, legs, feet

Beine, Füße!

Legs, feet!