



App 6

The Polyglots at the Park

Hindi

Discover *The Polyglots at the Park!*
Children enjoy games and activities played
in an Australian park, and explore the
language of action words and phrases.

Learning experiences

Playspace

Children explore games and activities in an Australian park, where they can tap on a maze, a mat, a podium and more to open the learning experiences in the app.



Links to the EYLF

Outcome 3: Children have a strong sense of wellbeing. Children become strong in their social and emotional wellbeing. This is evident, for example, when children seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others.

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)

Follow the leader

Children copy Bim's actions, using the front-facing camera in the tablet. They learn action words such as **run and jump**, and hear supportive language such as **'That was fun'**.



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

Warm-up trainer

Children direct the actions of characters who are training for an event. They pronounce a range of verbs, and phrases such as **'Jump fast'** and **'Jump slowly'**.

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 listen and respond to sounds and patterns in speech, stories and rhymes in context.

Links to the Australian Curriculum

Communicating: Socialising – Recognise and respond to [classroom routines and] interactions, such as [opening and closing of lessons,] transition activities, following instructions and taking turns (ACLHIC003)



Ready, set, go!

Children move characters along a track in a race to the finish by selecting the correct image for the action word they hear (run, jump, walk).

Links to the EYLF

Outcome 5: Children are effective communicators. Children interact verbally and non-verbally with others for a range of purposes. This is evident, for example, when children exchange ideas, feelings and understandings using language and representations in play.

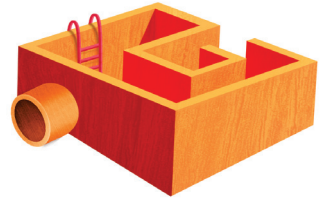
Links to the Australian Curriculum

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)



Obstacle maze

Children help Kai to move from the start to the end of a maze. They learn the verbs for specific actions, and revisit the language of introductions.



Links to the EYLF

Outcome 3: Children have a strong sense of wellbeing. Children take increasing responsibility for their own health and physical wellbeing. This is evident, for example, when children demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

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)

Movie builder

Children can create, then view, their own movie sequence of characters performing actions. They hear verbs for specific actions and language from App 4, such as ‘I’m hungry’.



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 manipulate resources to investigate, take apart, assemble, invent and construct.

Links to the Australian Curriculum

Communicating: Creating – Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action (ACLHIC006)

Song

The ‘Action’ song invites children to join in a range of physical actions such as running, jumping, walking and singing. The children’s learning focuses on verbs.



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



This barbecued sweetcorn is Indian street food. Roadside stalls roast corn on the cob over hot coals and serve it with spices and fresh lime.



The banyan tree, national tree of India, is a type of fig tree with an unusual spreading root system. In Hinduism, the banyan symbolises the three highest gods: Brahma, the roots; Vishnu, the bark; and Shiva, the branches.



'Kho kho' is a game of tag played in teams. One team are the chasers, who take turns trying to touch 'out' all the players on the opposite team in the fastest time. The chasers squat in a line facing alternate directions and can run only in the direction they face. The team of defenders can run anywhere in the playing field. The chaser passes on the chase to a teammate by tapping them on the back and saying 'kho'.



The beautiful lotus flower shown on the medallion is usually pink or white. It floats in water and only opens during the day. The flower, leaves and roots of the lotus are all edible.

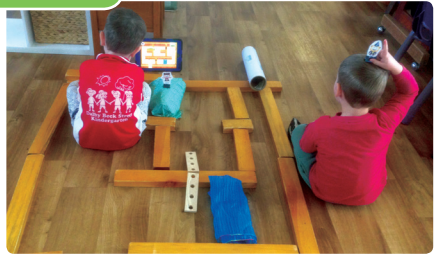
Extensions

Bring the app environment into your play space

Ready, set, go!



Obstacle maze



Re-create the experiences from the app

Warm-up trainer



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Language

Verbs

Hindi

चलो!

भागो!

कूदो!

उछलो!

चढ़ो!

नाचो!

Transliteration

chalo!

bhāgo!

kūdo!

uchhalo!

chaṛho!

nācho!

English

Walk!

Run!

Jump!

Hop!

Climb!

Dance!

Verb combinations

Hindi

तेज़ नाचो!

तेज़ कूदो!

धीरे कूदो!

चलो चलें!

चलो भागें!

Transliteration

tez nācho!

tez kūdo!

dhīre kūdo!

chalo chalen!

chalo bhāgeñ!

English

Dance fast!

Jump fast!

Jump slowly!

Let's walk!

Let's run!

Incidental language

Hindi

उद्यान

तैयार हो, शुरू करो!

खेल!

अति उत्तम!

मैं जीत गया!

बहुत मज़ा आया!

रुको!

मस्ती करो!

चलो चलें!

बहुत बढ़िया! धन्यवाद!

Transliteration

udyān

tāiyār ho, shurū karo!

khel!

ati uttam!

māiñ jīt gayā!

bahut mazā āyā!

ruko!

masṭī karo!

chalo chalen!

bahut baṛhiyā! dhanyavād!

English

Park

Ready, start!

A game!

Excellent!

I won!

We had fun!

Stop!

Have fun!

Let's go!

Great! Thank you!

‘Actions’ song lyrics

| Hindi | Transliteration* | English |
|-----------------|-------------------|---------------------|
| सब खड़े हो जाओ! | sab khare ho jāo! | Everybody stand up! |
| भागो! | bhāgo! | Run! |
| भागो! | bhāgo! | Run! |
| कूदो! | kūdo! | Jump! |
| कूदो! | kūdo! | Jump! |
| चलो! | chalo! | Walk! |
| चलो! | chalo! | Walk! |
| गाओ! | gāo! | Sing! |
| सब बैठ जाओ! | sab bāiṭh jāo! | Everybody sit down! |

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