



App 7

The Polyglots in the Town

Spanish

Discover *The Polyglots in the Town!*
Children visit a town, revising language
from previous apps and learning new
language for shapes.

Learning experiences

Playspace

Children visit a town and help out in a crane, a pizza cafe, a supermarket and more. They revise the language from previous apps and learn new language for shapes.



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

Understanding: Systems of language – Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced [and how they are represented in writing] (ACLSPU120)

Building site

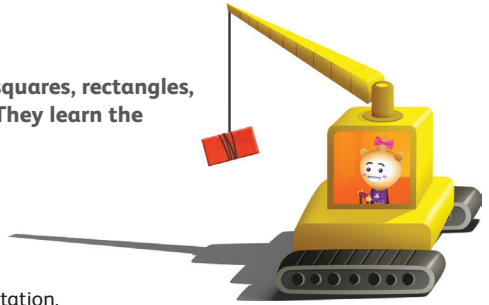
Children create buildings with shapes such as squares, rectangles, circles and triangles, plus windows and doors. They learn the words for different shapes and colours, as well as 'big' and 'small'.

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: Informing – Locate specific words and expressions in simple [print,] spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete [guided] spoken [and written] tasks (ACLSPC112)



Library

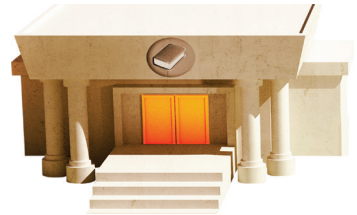
Children enjoy six mini-books with scenes and characters from the apps. The books are: *What's your name?*, *Colours!*, *How old are you?*, *I'm hungry!*, *What's the matter?* and *Let's play!* Children see written language specific to each book, and also hear it spoken.

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 actively use, engage with and share the enjoyment of language and texts in a range of ways.

Links to the Australian Curriculum

Communicating: Informing – Present factual information about self, [family, friends] and everyday objects using simple statements and support materials (ACLSPC113)



Pizza cafe

Children make pizzas to order, learning the language of food.

Links to the EYLF

Outcome 5: Children are effective communicators. Children begin to understand how symbols and pattern systems work. This is evident, for example, when children begin to be aware of the relationships between oral, written and visual representations.

Links to the Australian Curriculum

Communicating: Socialising – Participate in guided [group] activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)



Lift operator

Children role-play as a lift operator, pressing buttons in a lift to take characters to different floors. They learn the language of numbers, greetings and farewells.

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 apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations.

Links to the Australian Curriculum

Understanding: Systems of language – Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced [and how they are represented in writing] (ACLSPU120)



Supermarket

Children role-play as a shopkeeper, listening to customers' orders and putting the requested items into a shopping basket. They open the cash register, hear numbers and place coins in the register, learning the language of polite requests, colours, food and drink.

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 in dramatic play.

Links to the Australian Curriculum

Communicating: Socialising – Participate in guided [group] activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)



Song

Children sing the 'goodbye' song, waving goodbye to Talo on his journey home. They learn the language of farewells.

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 and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)

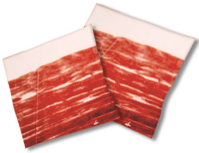


Note: Square brackets [] have been used to indicate elements of an Australian Curriculum content description that are not addressed by the ELLA activity.

Cultural references



The tablecloth pattern has llamas, which are native to South America. Llamas have thick coats and are surefooted, which makes them suited to cold and rugged mountain areas such as the Andes of Peru and Bolivia.



Dry-cured ham ('jamón') is a favourite food in Spain. The most expensive ham comes from black free-range pigs that eat the acorns of oak trees. Ham is cut fresh when you order it, and is a popular 'tapas' (appetiser) dish.



This is a traditional chocolate jar and pot. The history of drinking chocolate goes back thousands of years in the Central American area. Chocolate pots were used to melt ground cacao beans with spices and water. The Spanish introduced chocolate to Europe, where sugar was added to the drink.



Antoni Gaudí designed Sagrada Familia, a Catholic church in Barcelona. He used the natural world for his inspiration so there are columns that look like trees and no straight lines. Construction began in 1882 and may finish by 2035.

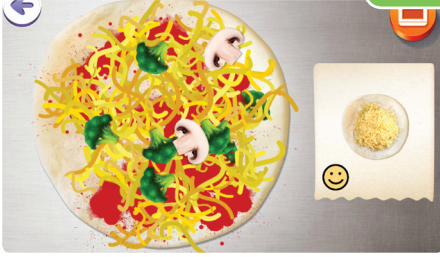


Nachos come from northern Mexico, created by Ignacio 'Nacho' Anaya around 1943. They originally consisted of fried corn tortillas covered with cheddar cheese and sliced jalapeño peppers. In Australia, we often make nachos from corn chips topped with cheese, tomato salsa, avocado and/or sour cream. In Colombia, 'nachos' has come to mean the chips themselves.

Extensions

Bring the app environment into your play space

Pizza cafe



© Rockhampton South Kindergarten, Queensland

Supermarket



© Angelsea Kindergarten, Victoria

Re-create the experiences from the app

Building site



© Kids & Co Preschool, New South Wales



Language

Colours and shapes

Spanish

Un cuadrado negro
Un círculo azul
Un triángulo café
Un rectángulo verde
Un triángulo naranja
Un círculo rosa
Un cuadrado rojo
Un rectángulo amarillo

English

A black square
A blue circle
A brown triangle
A green rectangle
An orange triangle
A pink circle
A red square
A yellow rectangle

Big and small windows and doors

Spanish

Una puerta pequeña
Una puerta grande
Una ventana pequeña
Una ventana grande

English

A small door
A big door
A small window
A big window

Food

Spanish

El pan
El queso
Los champiñones
Los nachos
Pizza
El arroz
El jamón
La salsa de tomate
¡Una banana, por favor!
¡Una manzana, por favor!

English

Bread
Cheese
Mushrooms
Nachos
Pizza
Rice
Spanish ham
Tomato sauce
A banana, please!
An apple, please!

Questions and answers

Spanish

¿Cómo te llamas?
Me llamo Bim.
¿Cuántos años tienes?
¡Tengo seis años!
¿Qué pasa?
¡Me duele la cabeza!

English

What's your name?
My name is Bim.
How old are you?
I'm six years old!
What's the matter?
My head hurts!

‘Goodbye’ song lyrics

Spanish*

English

¡Adiós Bim!

Goodbye Bim!

¡Adiós Kit!

Goodbye Kit!

¡Adiós Tam!

Goodbye Tam!

¡Adiós! ¡Adiós!

Goodbye! Goodbye!

¡Hasta luego!

See you later!

¡Adiós Finn!

Goodbye Finn!

¡Adiós Min!

Goodbye Min!

¡Adiós Kai!

Goodbye Kai!

¡Adiós! ¡Adiós!

Goodbye! Goodbye!

¡Hasta luego!

See you later!

¡Vamos!

Let’s go!

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