



App 1

The Polyglots in the Playroom

German

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 German, including distinctive sounds (ACLG EU114)

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 [and socialise with peers and teacher] to exchange greetings and information about self and family, and express likes and dislikes (ACLG EC103)



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 [and socialise with peers and teacher] to exchange greetings and information about self [and family], and express likes and dislikes (ACLGEC103)



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 (ACLGEC104)



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, singing, drawing, shared reading and collaborative retelling] (ACLGEC108)



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 German, including distinctive sounds (ACLGEU114)



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 (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



Mercedes-Benz originated in Germany in the late 1800s when Karl Benz patented the first automobile. Today, Mercedes-Benz is a global brand known for making luxury cars.



Germans have loved the dachshund (known as 'der Dackel' in German) for centuries. Waldi the dachshund was even Germany's mascot for the 1972 Munich Olympics. These dogs can have long, short or wiry hair.



The Pinova apple is a German variety of apple, a hybrid of Clivia and Golden Delicious. In Germany, apples are eaten raw, cooked with pancakes, baked in strudels and cakes, and made into apple juice.



The hedgehog grunts, snuffles or squeals like a pig (hog), while foraging for food at night. It curls up into a spiky ball when attacked or sleeping. Traditionally, the emergence of hedgehogs from hibernation signifies the end of winter.

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



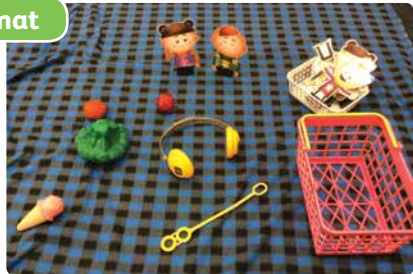
Sandpit



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

German

Guten Tag!
Guten Tag!
Hallo! Ich bin Min!
Hallo! Ich heie Tam!
Das ist Kai.
Das ist Tam.
Wie heit du?

English

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

Likes and dislikes

German

Mmm, lecker! Ich mag Brokkoli!
Ach ne! Ich mag keine Musik!

English

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

Farewells

German

Auf Wiedersehen!
Bis spter!

English

Goodbye!
See you later!

Incidental language

German

der Brokkoli
die Seifenblasen
das Eis
das Blatt
Schau!
das Auto
Musik
Ach nein!
der Apfel
die Sandburg
die Muschel
der Fuball
der Seestern

English

Broccoli
Bubbles
Ice cream
Leaf
Look!
Car
Music
Oh no!
Apple
Sandcastle
Shell
Soccer ball
Starfish

‘Hello’ song lyrics

German

Guten Tag!

Guten Tag!

Wie heißt du?

Wie heißt du?

Ich heiße Beelee!

Freut mich!

Guten Tag!

Guten Tag!

Wie heißt du?

Wie heißt du?

Ich heiße Talo!

Freut mich!

Guten Tag!

Guten Tag!

Wie heißt du?

Wie heißt du?

(Space for child to respond)

Freut mich!

English

Hello!

Hello!

What’s your name?

What’s your name?

My name’s Beelee!

Great to meet you!

Hello!

Hello!

What’s your name?

What’s your name?

My name’s Talo!

Great to meet you!

Hello!

Hello!

What’s your name?

What’s your name?

(Space for child to respond)

Great to meet you!