



App 1

# ***The Polyglots in the Playroom***

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Arabic

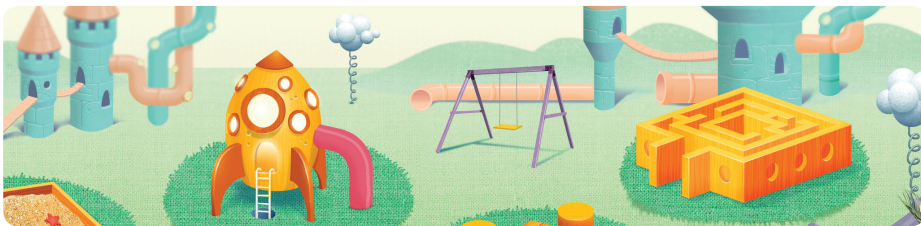
Explore *The Polyglots in the Playroom!*  
Children meet playful characters, and learn  
greetings, introductions, farewells, likes and dislikes.



# 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 parts of speech and frequently used words in familiar contexts, [and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence; the masculine and feminine forms of nouns, verbs and adjectives; and simple possessive forms] (ACLARU115)

## Phone

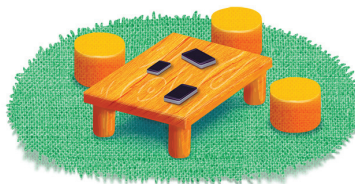
Children phone characters, and are encouraged to use informal greetings and goodbyes. Their voices are recorded and played back in funny voices.

### 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.

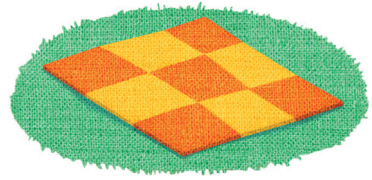
### Links to the Australian Curriculum

Communicating: Creating – Listen to, view [and read] simple imaginative texts, and respond by making simple statements [about favourite elements and] through action, mime, dance, drawing and other forms of expression (ACLARC108)



## 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

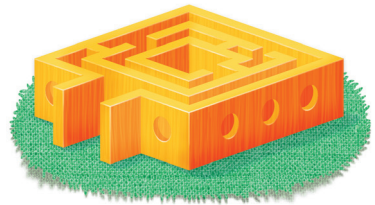
Outcome 2: Children are connected with and contribute to their world. Children respond to diversity with respect. This is evident, for example, when children become aware of connections, similarities and differences between people.

### Links to the Australian Curriculum

Communicating: Socialising – Engage in guided [group] activities and transactions such as playing games, role-playing, singing and dancing, [and communicate ideas,] using movement, gestures and pictures to support meaning (ACLARC104)

## 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.

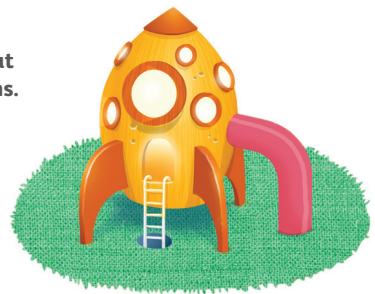
This is evident, for example, when children explore the diversity of culture, heritage, background and tradition, and that diversity presents opportunities for choices and new understandings.

### Links to the Australian Curriculum

Communicating: Socialising – Engage in guided [group] activities and transactions such as playing games, role-playing, singing and dancing, [and communicate ideas,] using movement, gestures and pictures to support meaning (ACLARC104)

## 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 – Listen to, [view and read] simple imaginative texts, including digital and multimodal texts, and respond by making simple statements [about favourite elements and] through action, mime, [dance, drawing] and other forms of expression (ACLARC108)

## 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 parts of speech and frequently used words in familiar contexts, [and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence; the masculine and feminine forms of nouns, verbs and adjectives; and simple possessive forms] (ACLARU115)



## Song

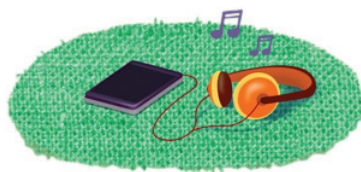
Children listen and sing along to the 'Hello' song. They learn greetings and introductions.

### 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 – Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning (ACLARC104)



**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



Aladdin-style lamps run on oil and are used for lighting. The name comes from the story of Aladdin from the tales of *One Thousand and One Nights*. Oil lamps were used in Arabic-speaking countries long before the story was written.



Arabian camels are 'dromedaries' – they have just one hump. Children could uncover surprising facts about camels. For example, they have two rows of eyelashes to keep out sand.



Colourful mosaic tiles depicting flowers, plants and intricate geometric patterns are a feature of architecture in Arabic-speaking cultures. Children may like to identify patterns on mosaic tiles.



Pomegranates are known for their delicious crimson seeds, often used in Arabic cooking. There are many customs and legends about pomegranates that children might like to explore.

# 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



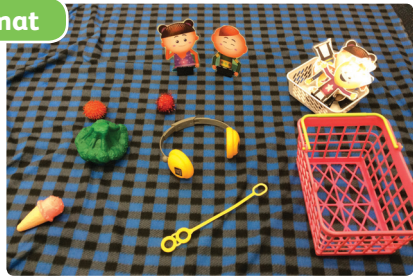
Sandpit



## 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

Arabic	Transliteration*	English
مرحباً! ألو! مَرْحَبًا! أَنَا مِن! مَرْحَبًا! اِسْمِي تَام! هَذَا كاي. هَذِهِ تَام. ما اسمك؟	marHaban! aaloo! marHaban! anaa min! marHaban! ismi tam! haatha kai. haathihi tam. masmuk?	Hello! Hello! ( <i>greeting on phone</i> ) Hi! I'm Min! Hi! My name is Tam. This/Here is Kai. ( <i>introducing a male</i> ) This/Here is Tam. ( <i>introducing a female</i> ) What's your name? ( <i>gender-neutral form</i> )

## Likes and dislikes

Arabic	Transliteration	English
لَيْذًا! أَنَا أُحِبُّ الْبُرُوكْلِي! أه لا! أَنَا لَا أُحِبُّ الْمُوسِيقَى!	latheeth! anaa uHibbul broccoli! aah laa! anaa laa uHibbul museeqa!	Mmm! I like broccoli! Uh-uh! I don't like music!

## Farewells

Arabic	Transliteration	English
مَعَ السَّلَامَةِ!	ma'a ssalaama!	Goodbye!

## Incidental language

Arabic	Transliteration	English
الْبُرُوكْلِي	alborocoli	Broccoli
الْفُقَاعَات	alfuqaa'aat	Bubbles
الْأَيْس كَرِيم	al ice cream	Ice cream
وَرَقَّة الشَّجَرَة	waraqatush shajara	Leaf
أَنْظُرُوا!	unZuruu!	Look! ( <i>form used for plural addressee</i> )
المِصْبَاح	almiSbaah	Magic lamp
البَلَاطَة	albalaaTa	Mosaic tile
مُوسِيقَى!	museeqa!	Music!
أه لا!	aah laa!	Oh no!
الرَّمَّان	arrummaan	Pomegranate
قُلْعَة الرَّمَال	qalaatur rimaal	Sandcastle
الصَّدَقَة	aSSadafa	Shell
كُرَة القَدَم	kuratul qadam	Soccer
نَجْم البَحْر	najmul bahr	Starfish

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

# 'Hello' song lyrics

Arabic	Transliteration	English
مرحبا!	marHaban!	Hello!
مرحبا!	marHaban!	Hello!
ما اسمك؟	masmuk?	What's your name?
ما اسمك؟	masmuk?	What's your name?
إِسْمِي بِيْلِي!	ismi Beelee!	My name's Beelee!
تَشَرَّفْنَا!	tasharrafnaa!	Great to meet you!
مرحبا!	marHaban!	Hello!
مرحبا!	marHaban!	Hello!
ما اسمك؟	masmuk?	What's your name?
ما اسمك؟	masmuk?	What's your name?
إِسْمِي تَالُو!	ismi Talo!	My name's Talo!
تَشَرَّفْنَا!	tasharrafnaa!	Great to meet you!
مرحبا!	marHaban!	Hello!
مرحبا!	marHaban!	Hello!
ما اسمك؟	masmuk?	What's your name?
ما اسمك؟	masmuk?	What's your name?
<i>(Space for child to respond)</i>	<i>(Space for child to respond)</i>	<i>(Space for child to respond)</i>
تَشَرَّفْنَا!	tasharrafnaa!	Great to meet you!

\* Note about transliteration: In this document, a romanised version of Arabic has been provided as a guide. The use of capital letters in the middle of words indicates a different sound from the lower case sound. For correct pronunciation, please listen to the words as they are spoken in the app.