



App 5

The Polyglots at the Circus

Spanish

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 simple spoken Spanish, noticing how they are produced [and how they are represented in writing] (ACLSPU120)

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

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)



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: 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)



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: 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)



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: 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)



First aid helper

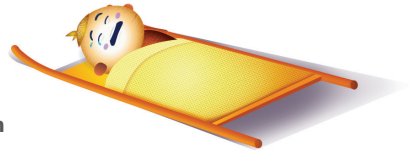
Children help an injured character at the first aid station. They listen to the character explain which body part hurts, and then treat them. Children learn words for body parts and phrases such as 'My arm hurts'.

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



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 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



Little Candles Day is a tradition celebrated in Colombia on 7 December each year. People place candles and paper lanterns in their windows and on their balconies, and the streets, parks and squares are lit up. The following day families meet to celebrate and enjoy a meal together.



In Mexico a 'paleta' is a refreshing cold snack on a stick ('palo'); similar to icy poles or ice blocks in Australia. It is usually made from fresh fruit or vegetables, sugar and water.



The Flamenco dancer skilfully clicks the castanets that she holds in her hands, stamps her feet, as well as using posture and arm gestures to express emotion. Flamenco performances also includes singing, guitar playing, hand clapping and finger snapping. The dancer's dress has layers of ruffles for the skirt and ruffles on the sleeves. It is typically red, black or white and often has a polka-dot pattern. The dancer's hair is worn in a bun and decorated with flowers or a hair comb.



Building human towers ('castells') is a festival tradition from Catalonia in Spain. A group of very strong people form the tower base, then others climb over them to form more tiers and, finally, a child scrambles to the very top and raises a salute.

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

Spanish

El brazo
La oreja
El ojo
El pie
La mano
La cabeza
La pierna
La boca
La nariz

English

Arm
Ear
Eye
Foot
Hand
Head
Leg
Mouth
Nose

Adjective and body part combinations

Spanish

Una nariz grande
Una boca pequeña
Un ojo azul
Un ojo marron
Cabello rojo
Piernas largas
Piernas cortas

English

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

Phrases about the body

Spanish

¡Me duele el brazo!
¡Me duele el pie!
¡Me duele la cabeza!

English

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

Incidental language

Spanish

¡Un juego! ¡Vamos a jugar!
¡Música! ¡Vamos a cantar!
La bailarina de Flamenco
Circo
Caritas pintadas
¡Delicioso!
Paletas
¡Muy bien!
¡Oh!
¡Yeel!

English

A game! Let's play!
Music! Let's sing!
Flamenco dancer
Circus
Face painting
Delicious!
Paletas
Great!
Wow!
Yay!

'Head, arms, legs and feet' song lyrics

Spanish*

English

Cabeza, brazos, piernas, pies

Head, arms, legs, feet

¡Piernas, pies!

Legs, feet!

Cabeza, brazos, piernas, pies

Head, arms, legs, feet

¡Piernas, pies!

Legs, feet!

¡Y ojos, orejas, boca

And eyes, ears, mouth

y nariz!

and nose!

Cabeza, brazos, piernas, pies

Head, arms, legs, feet

¡Piernas, pies!

Legs, feet!

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