



App 1

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

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Chinese (Mandarin)

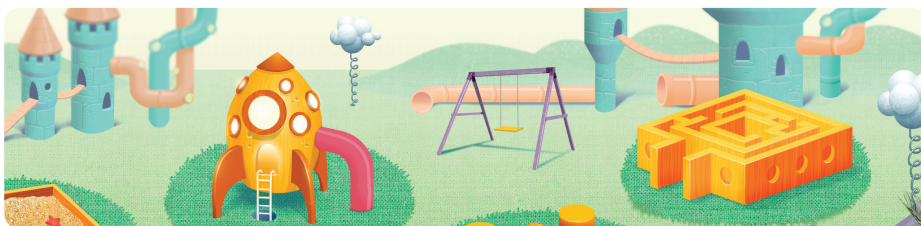
Explore *The Polyglots in the Playroom!*  
Children meet playful characters, and learn  
greetings, introductions, farewells, likes and dislikes.



# 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 – Engage with familiar text types to predict meaning (ACLCHU013)

## Phone

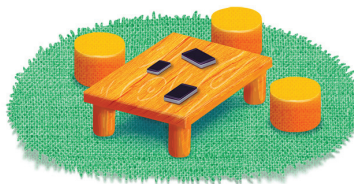
Children phone characters, and are encouraged to use informal greetings and goodbyes. Their voices are recorded and played back in funny voices.

### 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 – Participate in [class routines,] structured conversations and activities using [teacher-]modelled tones and rhythms (ACLCHC001)



## Playmat

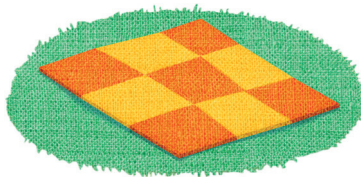
Children give food and objects to characters, who respond playfully – accepting or rejecting the items, depending on whether they like them. Children learn greetings and how to express likes and dislikes.

### 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: Informing – Locate [and present] information about familiar objects, people and personal interests using visual and contextual cues (ACLCHC004)



## Maze

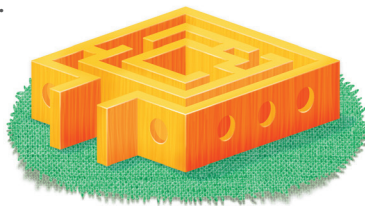
Children find their way out of a maze, meeting characters along the way. They learn greetings and introductions.

### 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

Understanding: Systems of language – Engage with familiar text types to predict meaning (ACLCHU013)



## 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: Socialising – Participate in [class routines, structured conversations and] activities using [teacher-]modelled tones and rhythms (ACLCHC001)



## 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

Communicating: Socialising – Participate in [class routines, structured conversations and] activities using [teacher-]modelled tones and rhythms (ACLCHC001)



## Song

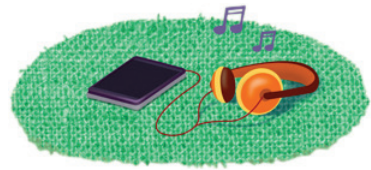
Children listen and sing along to the 'Hello' song. They learn greetings and introductions.

### 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: Creating – Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings (ACLCHC005)



**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



Dragon fruit looks spiky but tastes sweet. The name in Chinese means 'fire dragon fruit'. Many Chinese people eat it at New Year. The colour red and dragons are considered to bring good luck.



Dragons are mythical creatures that bring good luck. The Year of the Dragon is part of the Chinese horoscope that children could learn about.



The black-and-white giant panda is an endangered species in China, and is considered a national treasure. Children might enjoy exploring what pandas eat and how they live.



In China, peonies are considered lucky and appear in art and on clothing.



Shuttlecocks are hit with racquets in badminton. Children might be interested to learn that in China there is a game where players kick a shuttlecock.

# 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



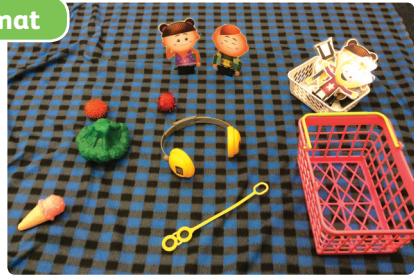
Sandpit



## 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

### Chinese

你好！  
喂！  
你好！我是Min!  
嘿！  
嗨！我叫Tam!  
这是Kai。  
你叫什么名字？

### Pinyin\*

Nǐ hǎo!  
Wéi!  
Nǐ hǎo! Wǒ shì Min!  
Hēi!  
Hāi! Wǒ jiào Tam!  
Zhè shì Kai.  
Nǐ jiào shénme míngzi?

### English

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

## Likes and dislikes

### Chinese

好吃！我喜欢西兰花！  
不！我不喜欢音乐！

### Pinyin

Hǎo chī! Wǒ xǐhuan xīlánhuā!  
Bù! Wǒ bù xǐhuan yīnyuè!

### English

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

## Farewells

### Chinese

再见！  
回头见！  
拜拜！

### Pinyin

Zàijiàn!  
Huí tóu jiàn!  
Bàibai!

### English

Goodbye!  
See you later!  
Bye!

## Incidental language

### Chinese

西兰花  
泡泡  
火龙果  
冰淇淋  
树叶  
你看！  
音乐！  
哎呀！  
牡丹  
沙堡  
贝壳  
毽子  
足球  
海星

### Pinyin

Xīlánhuā  
Pàopao  
Huǒlóngguǒ  
Bīngqílín  
Shùyè  
Nǐ kàn!  
Yīnyuè!  
Āiyā!  
Mǔdan  
Shābǎo  
Bèiké  
Jiànzi  
Zúqiú  
Hǎixīng

### English

Broccoli  
Bubbles  
Dragon fruit  
Ice cream  
Leaf  
Look!  
Music!  
Oh no!  
Peony flower  
Sandcastle  
Shell  
Shuttlecock  
Soccer  
Starfish

\* Pinyin is the official system for representing Chinese (Mandarin) with a roman alphabet.  
For correct pronunciation, please listen to the words as they are spoken in the app.

# 'Hello' song lyrics

Chinese	Pinyin	English
你好！	Nǐ hǎo!	Hello!
你好！	Nǐ hǎo!	Hello!
你叫什么名字？	Nǐ jiào shénme míngzi?	What's your name?
你叫什么名字？	Nǐ jiào shénme míngzi?	What's your name?
我叫Beelee！	Wǒ jiào Beelee!	My name's Beelee!
很高兴认识你！	Hěn gāoxìng rènshi nǐ!	Great to meet you!
你好！	Nǐ hǎo!	Hello!
你好！	Nǐ hǎo!	Hello!
你叫什么名字？	Nǐ jiào shénme míngzi?	What's your name?
你叫什么名字？	Nǐ jiào shénme míngzi?	What's your name?
我叫Talo！	Wǒ jiào Talo!	My name's Talo!
很高兴认识你！	Hěn gāoxìng rènshi nǐ!	Great to meet you!
你好！	Nǐ hǎo!	Hello!
你好！	Nǐ hǎo!	Hello!
你叫什么名字？	Nǐ jiào shénme míngzi?	What's your name?
你叫什么名字？	Nǐ jiào shénme míngzi?	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>
很高兴认识你！	Hěn gāoxìng rènshi nǐ!	Great to meet you!