



App 5

The Polyglots at the Circus

French

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 spoken French, noticing how they are produced [and how they are represented in words and symbols] (ACLFU012)

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

Understanding: Systems of language – Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols (ACLFU012)



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: Socialising – Participate in guided [group] activities using simple repetitive language in songs, rhymes, games and transactions (ACLFRC002)



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: Socialising – Participate in guided [group] activities using simple repetitive language in songs, rhymes, games and transactions (ACLFRC002)



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: Socialising – Participate in guided [group] activities using simple repetitive language in songs, rhymes, games and transactions (ACLFRC002)



First aid helper

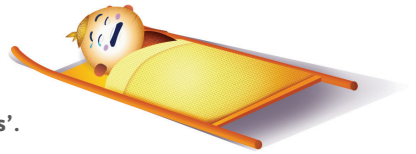
Children help an injured character at the first aid station. They listen to the character explain which body part hurts, and then treat them. Children learn words for body parts and phrases such as 'My arm hurts'.

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 – Convey factual information about self, family, friends and possessions, using simple statements, gestures and support materials (ACLFRC005)



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 using simple repetitive language in songs, rhymes, games and transactions (ACLFRC002)



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

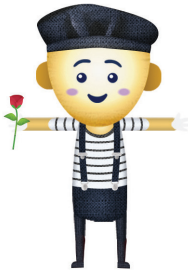
Cultural references



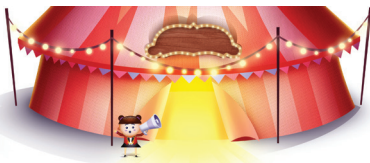
Fête des Lumières (the Festival of Light) is an annual celebration in the city of Lyon. It began with the tradition of people lighting their homes with candles and now includes spectacular light shows and illuminated public buildings.



The food van in the playspace is serving crêpes, or thin pancakes. They can be served with savoury toppings (ham, eggs or cheese) or sweet toppings (sugar, jam or chocolate hazelnut spread).



A French striped shirt, or Breton shirt, was made part of the French navy's uniform in 1858. The stripes made it easier to see men who had fallen into the sea. A beret was originally worn by shepherds in the southwest of France. They liked it because it did not blow away in the high winds of this area. It is no longer as popular in France as it once was.



The 'nouveau cirque' (new circus) came out of France, Australia, the UK and the US. This type of circus rarely uses animals, and focuses on traditional circus skills such as acrobatics and clowning.

Extensions

Bring the app environment into your play space

Flip a part



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First aid helper



Re-create the experiences from the app

Flip a part



© Rockhampton South Kindergarten, Queensland

Face painter



Language

Body parts

French

Le bras
L'oreille
L'oeil
Le pied
La main
La tête
La jambe
La bouche
Le nez

English

Arm
Ear
Eye
Foot
Hand
Head
Leg
Mouth
Nose

Adjective and body part combinations

French

Un grand nez
Une petite bouche
Un oeil bleu
Un oeil marron
Les cheveux rouges
Les bras longs
Les bras courts

English

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

Phrases about the body

French

Ah! J'ai mal au bras!
Ah! J'ai mal au pied!
Ah! J'ai mal à la tête!

English

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

Incidental language

French

Un jeu! On joue!
La musique! On chante!
L'acteur
Le cirque
Peinture de visage
Miam, miam!
Des crêpes
Chouette!
Ooh!
Ouais!

English

A game! Let's play!
Music! Let's sing!
Actor
Circus
Face painting
Yum, yum!
Crepes
Great!
Wow!
Yay!

'Head, arms, legs and feet' song lyrics

French*

English

La tête, les bras, les jambes
et pieds

Head, arms, legs and feet

Jambes et pieds!

Legs and feet!

La tête, les bras, les jambes
et pieds

Head, arms, legs and feet

Jambes et pieds!

Legs and feet!

Les yeux, les oreilles,
la bouche

Eyes, ears, mouth

et le nez!

and nose!

La tête, les bras, les jambes
et pieds

Head, arms, legs and feet

Jambes et pieds!

Legs and feet!

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