



App 3

# ***The Polyglots at the Birthday Party***

Spanish

Discover *The Polyglots at the Birthday Party!*  
Children meet, eat, play party games, bake a cake  
and explore the language of numbers.

# Learning experiences

## Playspace

Children explore indoor and outdoor birthday party experiences, tapping balloons, piñatas, scenes inside the house and more to open the learning experiences in the app.



### 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 engage in and contribute to shared play experiences.

### 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)

## Egg and spoon

**Children physically move the tablet, stepping forward while balancing a virtual egg on a spoon. They learn numbers up to 20 as they count and step.**



### Links to the EYLF

Outcome 3: Children have a strong sense of wellbeing. Children take increasing responsibility for their own health and physical wellbeing. This is evident, for example, when children demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

### 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)

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## Balloons

**Children tap and pop a certain number of like-coloured balloons in this game. They learn written and spoken numbers 1–10 and revisit colour words.**



### 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 begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter–sound relationships, concepts of print and the ways that texts are structured.

### 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)

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## Song tree

**Children tap the number-shaped piñatas hanging in the tree, hearing the number, different percussion sound and beat for each. Children learn numbers 1–8.**

### 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: Creating – Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression (ACLSPC115)



## Make a cake

Children can mix, bake and decorate a cake with candles. They learn ways to measure ingredients (such as by cups), numbers and how to say how old they are.



### Links to the EYLF

Outcome 4: Children are confident and involved learners. Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. This is evident, for example, when children create and use representation to organise, record and communicate mathematical ideas and concepts.

### Links to the Australian Curriculum

Communicating: Socialising – Recognise and respond to [classroom] interactions such as [opening and closing of lessons,] transition activities, [answering simple questions] and following [classroom] instructions (ACLSPC111)

## Hide and seek

Characters hide behind, in or under furniture while a character counts down as children search for them. Children learn to count 1–5, then 1–10.



### 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 show interest in other children and being part of a group.

### 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)

## Song

Children play the ‘Numbers’ song by tapping the CD player icon in the playspace. They learn numerals as they count from 1 to 10 and sing to the beat.

### 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



In Spain gifts are opened immediately – say thank you ('gracias') to the giver. Although it's not compulsory, if you are invited to a meal in a Spanish home, bring a small, wrapped gift or dessert – chocolates, for example. Flowers are only given on special occasions.



'Papel picado' is the Mexican folk art of perforated paper design. It is used to make banners for celebrations, and often depicts birds and flowers. Children can make their own 'papel picado' by cutting out a design in folded tissue paper.



The classical guitar, sometimes known as the Spanish guitar, is used to play classical music. This acoustic wooden guitar with nylon strings has a warm, smooth tone. Spanish guitarist and composer Francisco Tárrega is considered the father of modern classical guitar playing.



Many varieties of grape can be dried to make raisins – in Spain they are mostly muscatels. Rice pudding ('arroz con leche') is a popular dessert in Spanish-speaking countries. It is usually made with rice, milk, raisins, vanilla and cinnamon.



This is an Alhambra tile detail. Originally an Islamic palace and fortress, the Alhambra in Granada, Spain, contains many beautiful details, including mosaic tiles. The tiles are decorated with stars, crescents and mathematical patterns of repeated squares and circles that intersect or overlap.

# Extensions

You can support the children's learning on the apps by extending their play. Here are some ideas for App 3.

## Bring the app environment into your play space

### Egg and spoon



## Re-create the experiences from the app

### Balloons



### Make a cake



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# Language

## Numbers to ten

### Spanish

Uno  
Dos  
Tres  
Cuatro  
Cinco  
Seis  
Siete  
Ocho  
Nueve  
Diez

### English

One  
Two  
Three  
Four  
Five  
Six  
Seven  
Eight  
Nine  
Ten

## Number, colour and noun combinations

### Spanish

Dos globos rojos  
Dos globos amarillos  
Tres globos verdes

### English

Two red balloons  
Two yellow balloons  
Three green balloons

## Cake ingredients

### Spanish

El huevo  
La harina  
El azúcar  
La leche  
La mantequilla  
El chocolate  
Las pasas

### English

Egg  
Flour  
Sugar  
Milk  
Butter  
Chocolate  
Raisins

## Incidental language

### Spanish

¡Feliz cumpleaños!  
¡Gracias!  
¡Tengo cinco años!

### English

Happy birthday!  
Thank you!  
I'm five years old!

# ‘Numbers’ song lyrics

## Spanish\*

## English

Uno,

One,

dos,

two,

tres,

three,

cuatro,

four,

cinco!

five!

¡Vamos a la fiesta!

Let’s go to the party!

Seis,

Six,

siete,

seven,

ocho,

eight,

nueve,

nine,

diez!

ten!

¡Vamos a la fiesta  
de cumpleaños!

Let’s go to the birthday party!

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