



App 5

# ***The Polyglots at the Circus***

---

Arabic

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 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)

## 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 the letters and sounds of the Arabic alphabet [and identify how letters are modified so they can be joined to form words] (ACLARU114)



## 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 – 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)



## 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.

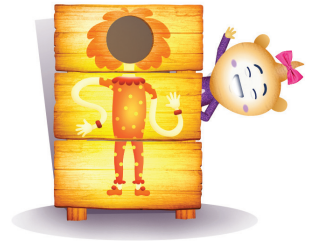
### Links to the Australian Curriculum

Communicating: Socialising – 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)



## 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

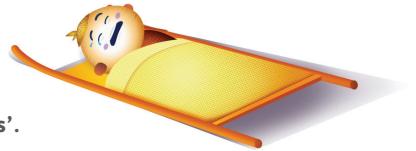
Outcome 5: Children are effective communicators. Children use information and communication technologies to access information, investigate ideas and represent their thinking. This is evident, for example, when children engage with technology for fun and to make meaning.

### Links to the Australian Curriculum

Communicating: Socialising – 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)

## 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 – Locate [and organise] information from simple spoken, [written] and visual texts to identify details about people and objects (ACLARC106)

## 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 – 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



The 'fanous' is a special Arabic lantern that is used to celebrate the month of Ramadan in countries such as Egypt. During Ramadan, Muslims fast from dawn until dusk.



The word 'kebab' is of Arabic origin and means 'fried meat'. There are many different versions of kebabs around the world, and they are often cooked on skewers. Lamb is the most traditional meat used.



'Aladdin's wonderful lamp' is one of the much loved stories from the tales of *One Thousand and One Nights*, although it was added to the collection in more recent times.



Clothes worn by both men and women in Arabic-speaking countries tend to be loose-fitting because of the hot climate.

# Extensions

## Bring the app environment into your play space

### Flip a part



© Bayview Heights Community Kindergarten, Queensland

### First aid helper



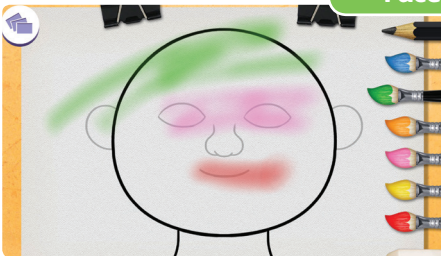
## Re-create the experiences from the app

### Flip a part



© Rockhampton South Kindergarten, Queensland

### Face painter



# Language

## Body parts

Arabic	Transliteration	English
ذراع	thiraa'	Arm
أذن	uthun	Ear
عين	'ayn	Eye
قدم	qadam	Foot
يد	yad	Hand
رأس	ra's	Head
ساق	saaq	Leg
فم	fam	Mouth
أنف	anf	Nose

## Adjective and body part combinations

Arabic	Transliteration	English
أنف كبير	anfun kabeer	Big nose
فم صغير	famun Sagheer	Small mouth
عين زرقاء	'aynun zarqaa'	Blue eye
عين بنية	'aynun buniyya	Brown eye
شعر أحمر	sha'run aHmar	Red hair
ذراعان طويلتان	thiraa'aani Taweelataan	Long arms
ذراعان قصيرتان	thiraa'aani qaSeerataan	Short arms

## Phrases about the body

Arabic	Transliteration	English
آه! ذراعي تؤلمني!	aaah! thiraa'ee tu'limuni!	Oh! My arm hurts!
آه! قدمي تؤلمني!	aaah! qadamee tu'limuni!	Oh! My foot hurts!
آه! رأسي يؤلمني!	aaah! ra'see yu'limuni!	Oh! My head hurts!

## Incidental language

Arabic	Transliteration	English
لعبة! هيا نلعب!	lu'ba! hayya nal'ab!	A game! Let's play!
موسيقى! هيا نغني!	museeqa! hayya nughanee!	Music! Let's sing!
علاءالدين	'alaa uddin	Aladdin
سيرك	sirk	Circus
تلوين الوجه	talweenul wajh	Face painting
لذيذ!	latheeth!	Delicious!
كباب	kabab	Kebab
عظيم!	'aZeem!	Great!
ياه!	yaah!	Wow!
جيد!	jayyid!	Yay!

# 'Head, arms, legs and feet' song lyrics

Arabic	Transliteration*	English
رأس، ذراعان، ساقان قدمان	ra'sun, thira'ani, saaqaani, qadamaani	Head, arms, legs, feet
ساقان ،قدمان!	saaqaani, qadamaani!	Legs, feet!
رأس، ذراعان، ساقان قدمان	ra'sun, thira'ani, saaqaani, qadamaani	Head, arms, legs, feet
ساقان ،قدمان!	saaqaani, qadamaani!	Legs, feet!
وعينان وأذنان وفم	wa 'aynaani, wa uthunaani, wa famun	And eyes and ears and mouth
وأنف!	wa anfun!	and nose!
رأس، ذراعان، ساقان قدمان	ra'sun, thira'ani, saaqaani, qadamaani	Head, arms, legs, feet
ساقان ،قدمان!	saaqaani, qadamaani!	Legs, feet!

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