



App 6

The Polyglots at the Park

Spanish

Discover *The Polyglots at the Park!*
Children enjoy games and activities played
in an Australian park, and explore the
language of action words and phrases.

Learning experiences

Playspace

Children explore games and activities in an Australian park, where they can tap on a maze, a mat, a podium and more to open the learning experiences in the app.



Links to the EYLF

Outcome 3: Children have a strong sense of wellbeing. Children become strong in their social and emotional wellbeing. This is evident, for example, when children seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others.

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)

Follow the leader

Children copy Bim's actions, using the front-facing camera in the tablet. They learn action words such as run and jump, and hear supportive language such as 'That was fun'.



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

Warm-up trainer

Children direct the actions of characters who are training for an event. They pronounce a range of verbs, and phrases such as 'Jump fast' and 'Jump slowly'.

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 listen and respond to sounds and patterns in speech, stories and rhymes in context.

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)



Ready, set, go!

Children move characters along a track in a race to the finish by selecting the correct image for the action word they hear (run, jump, walk).

Links to the EYLF

Outcome 5: Children are effective communicators. Children interact verbally and non-verbally with others for a range of purposes. This is evident, for example, when children exchange ideas, feelings and understandings using language and representations in play.

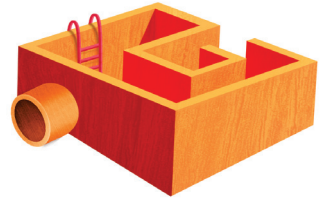
Links to the Australian Curriculum

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)



Obstacle maze

Children help Kai to move from the start to the end of a maze. They learn the verbs for specific actions, and revisit the language of introductions.



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

Communicating: Socialising – Participate in guided [group] activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)

Movie builder

Children can create, then view, their own movie sequence of characters performing actions. They hear verbs for specific actions and language from App 4, such as ‘I’m hungry’.



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 manipulate resources to investigate, take apart, assemble, invent and construct.

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)

Song

The ‘Action’ song invites children to join in a range of physical actions such as running, jumping, walking and singing. The children’s learning focuses on verbs.



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



Sweet corn, in Spanish called 'maíz dulce' (sweet maize), has been cultivated in Mexico for thousands of years. The juicy yellow kernels are delicious, but don't eat the husk, the leaves or the silk (the strands that protrude from the top).



The Holm oak tree can withstand the hot, dry Spanish summer and is found all over Spain. The wood from this evergreen tree is useful for fuel and toolmaking, and the acorns ('bellotas') are fed to pigs. Holm oak is one of the best trees to plant for truffles, which grow in the tree's roots.



'Pares y nones' (evens and odds) is a traditional Mexican children's game. Children join hands and walk in a circle, singing a song. When the leader calls out a number, everyone hurries to form a group of that many children.



'El Sol de mayo' (The Sun of May) is a national emblem of Argentina and Uruguay, and appears in slightly different designs on their flags. The emblem depicts a yellow sun with a human face at the centre.



A bull charging at the matador's twirling cape is an enduring image of Spain, and also has a long tradition in Mexico. The famous 'running of the bulls' ('el encierro') takes place each summer at Pamplona in Northern Spain.

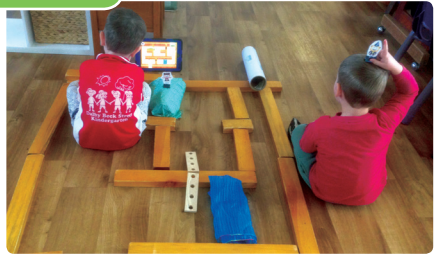
Extensions

Bring the app environment into your play space

Ready, set, go!



Obstacle maze



Re-create the experiences from the app

Warm-up trainer



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Language

Verbs

Spanish

¡Camina!

¡Corre!

¡Salta!

¡Brinca!

¡Trepá!

¡Baila!

English

Walk!

Run!

Jump!

Hop!

Climb!

Dance!

Verb combinations

Spanish

¡Baila rápido!

¡Salta rápido!

¡Salta lento!

¡Vamos a caminar!

¡Vamos a correr!

English

Dance fast!

Jump fast!

Jump slowly!

Let's walk!

Let's run!

Incidental language

Spanish

Parque

¿Listo? ¡Vamos!

¡Un juego!

¡Excelente!

¡Gané!

¡Qué divertido!

¡Alto!

¡Alócate!

¡Vamos!

¡Vale! ¡Gracias!

English

Park

Ready? Go!

A game!

Excellent!

I won!

That was fun!

Stop!

Go crazy!

Let's go!

Great! Thank you!

‘Actions’ song lyrics

Spanish

English

¡Vamos a ponernos de pie!

Let’s stand up!

¡Vamos a correr!

Let’s run!

¡Vamos a correr!

Let’s run!

¡Vamos a saltar!

Let’s jump!

¡Vamos a saltar!

Let’s jump!

¡Vamos a caminar!

Let’s walk!

¡Vamos a caminar!

Let’s walk!

¡Vamos a cantar!

Let’s sing!

¡Vamos a sentarnos!

Let’s sit down!