



App 1

The Polyglots in the Playroom

Italian

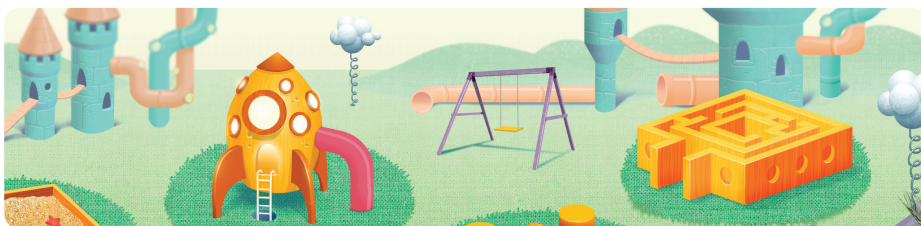
Explore *The Polyglots in the Playroom!*
Children meet playful characters, and learn
greetings, introductions, farewells, likes and dislikes.



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

Communicating: Socialising – Participate in shared action with peers [and teacher], contributing ideas through key words, images, movement and song (ACLITC002)

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 – Interact with [the teacher and] peers to greet, to introduce themselves, [and to name and describe favourite things, friends, family members and special talents,] through action-related talk and play (ACLITC001)



Playmat

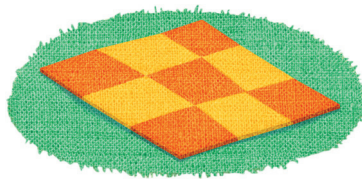
Children give food and objects to characters, who respond playfully – accepting or rejecting the items, depending on whether they like them. Children learn greetings and how to express likes and dislikes.

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: Socialising – Interact with [the teacher and] peers to greet, to introduce themselves, and to name and describe favourite things, [friends, family members and special talents,] through action-related talk and play (ACLITC001)



Maze

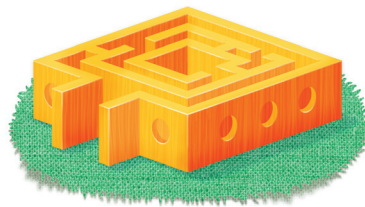
Children find their way out of a maze, meeting characters along the way. They learn greetings and introductions.

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

Communicating: Socialising – Interact with [the teacher and] peers to greet, to introduce themselves, [and to name and describe favourite things, friends, family members and special talents,] through action-related talk and play (ACLITC001)



Rocket ship

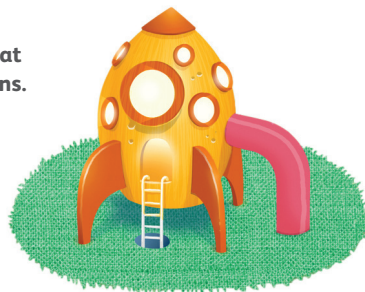
Children pilot a rocket in space, meeting characters that fly by. They learn greetings, goodbyes and introductions.

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 – Interact with [the teacher and] peers to greet, [to introduce themselves, and to name and describe favourite things, friends, family members and special talents,] through action-related talk and play (ACLITC001)



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 shared action with peers and teacher, contributing ideas through key words, images, movement [and song] (ACLITC002)



Song

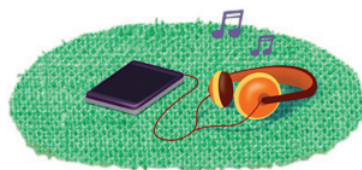
Children listen and sing along to the 'Hello' song. They learn greetings and introductions.

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: Socialising – Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song (ACLITC002)



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



A fig is a sweet fruit with velvety skin and pink, seedy flesh. Figs can be different colours on the outside, from green to purple/black, and are eaten fresh, cooked and dried. Figs make tasty jam.



Pinocchio is a mischievous wooden puppet that dreams of becoming human, with a nose that keeps growing when he tells lies. Italian author Carlo Collodi published *The Adventures of Pinocchio* in 1883 and there is a well-known Disney animated-film version of the story.



The wild boar is the ancestor of most domestic pig breeds. Wild boar live in forests right across Italy and will eat almost anything. They can't see very well but have excellent hearing.



Using a Venetian mask for disguise is popular in traditional Italian theatre, and masks are the emblem of the annual carnival ('carnevale') in Venice. They are easy to make with papier-mâché and can be decorated with fabric, feathers, sequins or whatever is available.



The Fiat 500 is one of the first city cars – tiny but extremely practical and hugely popular when they were first launched in 1957. A new version of the Fiat 500 was launched in the early 21st century.

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



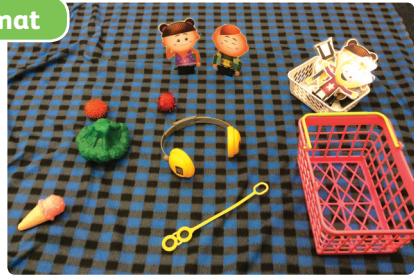
Sandpit



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

Italian

Ciao!

Pronto!

Pronto! Sono Min!

Ciao! Mi chiamo Tam!

Ecco Kai.

Come ti chiami?

English

Hello!

Hello! (*greeting on phone*)

Hi! I'm Min!

Hi! My name is Tam!

Here's Kai.

What's your name?

Likes and dislikes

Italian

Gnam! Mi piacciono i broccoli!

Mm-mm! Non mi piace la musica!

English

Yum! I like broccoli!

Uh-uh! I don't like music!

Farewells

Italian

Arrivederci!

A dopo!

English

Goodbye!

See you later!

Incidental language

Italian

I broccoli

Le bolle di sapone

Una macchina

Un fico

Il gelato

Una foglia

Guarda!

Una maschera

La musica

Un castello di sabbia

Una conchiglia

Il pallone

Una stella marina

English

Broccoli

Bubbles

A car

A fig

Ice-cream

A leaf

Look!

A mask

Music

A sandcastle

A shell

Soccer ball

A starfish

'Hello' song lyrics

Italian

English

Ciao!

Hello!

Ciao!

Hello!

Come ti chiami?

What's your name?

Come ti chiami?

What's your name?

Mi chiamo Beelee!

My name's Beelee!

Piacere!

Pleased to meet you!

Ciao!

Hello!

Ciao!

Hello!

Come ti chiami?

What's your name?

Come ti chiami?

What's your name?

Mi chiamo Talo!

My name's Talo!

Piacere!

Pleased to meet you!

Ciao!

Hello!

Ciao!

Hello!

Come ti chiami?

What's your name?

Come ti chiami?

What's your name?

(Space for child to respond)

(Space for child to respond)

Piacere!

Pleased to meet you!