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| **SEASON** | **1** | **EPISODE** | **1** |
| **TITLE** | **Too sticky** | | |
| **EPISODE THEMES** | * Imagination * Counting * Signage and measurement (cup) * Paper-mache ball | | |
| **EPISODE BLURB** | Sally is making glue for a paper-mache ball. Thinking that Possum might like to help, she goes to get him but finds he is stuckafter eating sticky honey all night. After Possum gets out, Sally and Possum pretend to have sticky feet. Inside they finish making Sally's paper-mache ball and watch kids make their own balls. Sally and Possum go outside to play with the finished ball. | | |
| **STORY SUMMARY** | Sally is making glue when she decides to ask Possum if he would like to help. Sally goes to the backyard and uses the flashing light to let Possum know she is at the door. Possum starts opening the door but it seems to be stuck. Possum tells Sally that he was eating honey while he was in bed the night before and it made everything sticky. Sally asks Possum if he would like to join her to make glue for her paper-mache ball, Possum asks Sally how she gets it to stick together. Sally and Possum pretend to get their feet stuck in honey all the way back to the kitchen. Sally and Possum use flour, water, a bowl and a spoon to make glue. Sally guides Possum while he makes the glue. Possum blows up a balloon and they begin covering it with paper and glue. While they wait for the ball to dry, Possum cleans his tree house with a mop. | | |
| **ACTIVITY** | * Sticky booklet * Paper-mache ball | | |
| **VIGNETTES** | Children making paper-mache ball | | |
| **FINGERSPELLING** | S-T-I-C-K-Y, G-L-U-E | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **Children are confident and involved learners**   * Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Active learning**   * Building positive dispositions towards learning   **Communicating**   * Exploring and expanding language | | |
| **AUSTRALIAN CURRICULUM** | | |
| **English - Language**   * Language variations and change   **Science - Science Understanding**   * Chemical sciences | | |