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| **SEASON** | **1** | **EPISODE** | **11** |
| **TITLE** | **A very cold day** | | |
| **EPISODE THEMES** | * Social management: caring for others * Managing health and wellbeing * Imaginative play | | |
| **EPISODE BLURB** | It’s a very cold day and Sally puts the heater on inside her house. She goes outside to see if Possum is staying warm in the cold weather. Possum is cold and puts on some extra clothes. Then he puts on more and even warmer clothes. Sally and Possum pretend to walk in the snow and watch as kids go ice-skating. Sally teaches Possum to make hot chocolate. | | |
| **STORY SUMMARY** | Sally walks into the kitchen and notices how cold it is, she looks around and sees the wind coming through the window. Sally closes the window and turns a heater on to warm up. Sally worries about Possum getting cold in his tree house so she walks outside to check on him, she quickly runs back inside because it is so cold. Sally puts on a jacket and scarf before going back outside to check on Possum. When Possum answers the door to Sally he is shivering. Sally tells Possum that he needs warm clothes and shoes on his feet to keep him warm. Sally thinks it would be fun to pretend they were in the snow. Sally and Possum pretend to have a snow ball fight. Sally and Possum enter the kitchen where the heater is and notice how warm it is, they then follow the recipe to make hot chocolate to drink. | | |
| **ACTIVITY** | * Making hot chocolate | | |
| **VIGNETTES** | Children ice skating | | |
| **FINGERSPELLING** | C-O-L-D, S-N-O-W | | |
| **SALLY'S DRAWER** | ‘Hot Chocolate’ recipe | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **Children have a strong sense of wellbeing**   * Children take increasing responsibility for their own health and physical wellbeing   **Children are effective communicators**   * Children engage with a range of texts and gain meaning from these texts | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Wellbeing**   * Exploring ways to be healthy and safe   **Communicating**   * Exploring literacy in personally meaningful ways | | |
| **AUSTRALIAN CURRICULUM** | | |
| **English – Language**   * Text structure and organisation   **Health and Physical Education – Personal, Social and Community Health**   * Being healthy, safe and active | | |