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| **SEASON** | **1** | **EPISODE** | **4** |
| **TITLE** | **Possum wants a pet** | | |
| **EPISODE THEMES** | * Caring for others/pets * Native Australian animals * Great Barrier Reef * Underwater collage | | |
| **EPISODE BLURB** | Possum decides he wants a pet. Sally suggests lots of pet ideas including a fish but Possum thinks fish are boring. To see how exciting fish really are, Sally and Possum watch a school excursion to Underwater World. The school kids touch and feel lots of hard and soft creatures before Sally and Possum go on their own pretend underwater adventure. Sally helps Possum make an underwater collage. | | |
| **STORY SUMMARY** | Sally and Possum are busy eating and they forget to say hello. Possum talks about how well Sally looks after him and says he wants to be just like Sally. Possum wants a pet to look after. Sally and Possum talk about what sort of pet he would like. Sally asks if he would like something soft like a koala but Possum worries about the koala taking over his tree house. Sally asks if Possum would like an echidna or an elephant, Possum doesn’t think this is a good idea. Sally asks if he would like a fish, Possum thinks that it would be really nice to watch a fish swim around. Sally and Possum watch children going to an aquarium and then they pretend to swim under the sea with the fish. Sally helps Possum complete an under the sea collage activity. | | |
| **ACTIVITY** | * Underwater pretend play * Under the sea collage activity | | |
| **VIGNETTES** | Children at an aquarium | | |
| **FINGERSPELLING** | S-O-F-T, H-A-R-D | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **Children are connected with and contribute to their world**   * Children become socially responsible and show respect for the environment   **Children have a strong sense of identity**   * Children learn to interact in relation to others with care, empathy and respect | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Connectedness**   * Showing respect for environments * Building positive relationships | | |
| **AUSTRALIAN CURRICULUM** | | |
| **Science – Science Understanding**   * Biological sciences | | |