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| **SEASON** | **2** | **EPISODE** | **1** |
| **TITLE** | **Possum is bigger** | | |
| **EPISODE THEMES** | - Regulating emotions  - Measurement  - Counting | | |
| **EPISODE BLURB** | Sally is baking bread today. She goes to get Possum’s help but he is upset because his boots don’t fit him anymore. Possum thinks they've shrunk but Sally explains that Possum has just grown bigger. They size things up in the yard before going inside to measure how tall Possum is. Sally and Possum make a loaf of bread and learn the importance of measuring. | | |
| **STORY SUMMARY** | Sally approaches Possum to invite him to make bread and finds him complaining that both his boots and tree house have shrunk! Sally explains to Possum that he and his feet have grown bigger, not that his boots and treehouse are shrinking. Sally shows Possum some tomato plants growing ‘bigger’ in the garden before they head inside to measure Possum’s height against the door frame in the kitchen. On the way, they examine the size of Possum’s feet, counting the number of steps it takes to reach the kitchen. Sally and Possum make dough measuring each ingredient carefully and Sally explains that the yeast will make the dough grow bigger. While Sally finishes baking the bread, Possum uses Sally’s one metre ruler to measure things outside and records the measurements in his notebook. Sally and Possum enjoy the bread and Sally surprises Possum with some new boots! | | |
| **ACTIVITY** | * Making bread | | |
| **VIGNETTES** | Children learning to make bread | | |
| **FINGERSPELLING** | B-I-G-G-E-R, M-E-A-S-U-R-E | | |
| **SALLY'S DRAWER** | ‘Bread’ recipe | | |
| **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   **Children have a strong sense of identity**   * Children develop knowledgeable and confident self-identities | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Active Learning**   * Building positive dispositions towards learning   **Identity**   * Building a confident self-identity | | |
| **AUSTRALIAN CURRICULUM** | | |
| **Mathematics – Measurement and Geometry**   * Using units of measurement | | |