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| **SEASON** | **2** | **EPISODE** | **3** |
| **TITLE** | **The rainbow** | | |
| **EPISODE THEMES** | - Primary colours  - Mixing colours  - Colour wheel  - Social management: apologising | | |
| **EPISODE BLURB** | Possum is painting a picture of his tree for Sally when he knocks over his green paint. After cleaning up, he has no green paint left, so he paints the leaves blue. It then starts to rain so he and Sally go inside. Sally explains to Possum that he can mix colours to make new ones. When the rain stops, they go outside and see a rainbow. | | |
| **STORY SUMMARY** | Sally arrives outside to collect her dry washing from the line and notices Possum has painted the leaves on the picture of his tree blue! Sally asks Possum why they are blue and Possum explains that he ran out of green paint. It starts to rain and when Possum helps Sally to bring in the washing, Sally notices that one of her white towels is now green. Possum explains how he knocked over the green paint and used the towel to clean it up and apologises to Sally for getting the paint on the towel. Sally accepts Possum’s apology and offers to help him to make some more green paint, first explaining which colours are primary colours and how they can be used to mix other colours. Sally also explains to Possum how to make different shades of green paint by adding in different amounts of the primary colours. Sally and Possum mix some more colours – orange and purple. Sally paints a colour wheel and Possum adds a rainbow to his tree painting, after seeing one above his tree. | | |
| **ACTIVITY** | * Mixing colours * Painting a colour wheel | | |
| **VIGNETTES** | Children painting with different colours | | |
| **FINGERSPELLING** | C-O-L-O-U-R, M-I-X | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **Children are confident and involved learners**   * Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity   **Children are effective communicators**   * Children engage with a range of texts and gain meaning from these texts | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Active Learning**   * Building positive dispositions towards learning   **Communicating**   * Exploring literacy in personally meaningful ways | | |
| **AUSTRALIAN CURRICULUM** | | |
| **Mathematics – Number and Algebra**   * Patterns and algebra   **General Capabilities – Literacy**   * Visual knowledge | | |