|  |  |  |  |
| --- | --- | --- | --- |
| **SEASON** | **2** | **EPISODE** | **5** |
| **TITLE** | **Possum goes camping** | | |
| **EPISODE THEMES** | - Tent building  - Dark/light – shadows  - Camping | | |
| **EPISODE BLURB** | Possum tries to help Sally set up a tent up in the backyard. However, he doesn’t follow the instructions and doesn’t assemble it properly. Sally finds the instructions and Possum sets up the tent. She suggests Possum camps in the backyard that night. Possum tries to go to sleep but is scared of the dark! Sally lends Possum a light and they learn about shadows. | | |
| **STORY SUMMARY** | Possum attempts to assemble Sally’s tent in the backyard but doesn’t know to follow the instructions that are kept in the bag until Sally reminds him that they are there to help. After successfully assembling the tent following the instructions, Possum and Sally decide to camp in the backyard and cook hot dogs outdoors on the barbecue. While Sally goes inside to get the food ready, Possum collects the items he needs for the night but there are far too many things and Sally asks him to put them away, explaining that you only need the essentials for camping. After enjoying a hot dog, Possum is ready for bed but can’t sleep because he isn’t used to the darkness. Sally gives Possum a torch but Possum becomes scared when shadows appear. Sally explains that it is just his teddy bear casting a shadow! | | |
| **ACTIVITY** | * Assembling a tent using instructions | | |
| **VIGNETTES** | Children going camping | | |
| **FINGERSPELLING** | C-A-M-P-I-N-G, S-H-A-D-O-W | | |
| **SALLY'S DRAWER** | ‘How to build a tent’ instructions | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **Children are effective communicators**   * Children engage with a range of texts and gain meaning from these texts   **Children have a strong sense of wellbeing**   * Children become strong in their social and emotional wellbeing | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Communicating**   * Exploring literacy in personally meaningful ways   **Wellbeing**   * Building a sense of autonomy | | |
| **AUSTRALIAN CURRICULUM** | | |
| **English – Language**   * Text structure and organisation   **General capabilities – Personal and Social Capability**   * Self-management | | |