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| **SEASON** | **5** | **EPISODE** | **1** |
| **TITLE** | **The case of the muddy footprints** | | |
| **EPISODE THEMES** | * Size, shape, length * Investigating a mystery | | |
| **EPISODE BLURB** | Did Sally make those muddy footprints in the kitchen? Well, who did? This looks like another case for police officer Possum, and what a clever way he has to find out who made them. | | |
| **STORY SUMMARY** | The rain has finally stopped, so Possum is able to play soccer in the yard. He kicked the ball so high that it landed in the garden. Possum was careful not to damage the garden when stepping in it to retrieve the ball but he didn’t realise he was getting a muddy foot when he did. Possum heads into the kitchen to have lunch with Sally. He soon finds large muddy footprints on the kitchen floor and is horrified! How did they get there? Who could it be? Are they Sally’s footprints? Sally knows whose footprints they are but Possum is unaware and decides this is a job for police officer Possum. Possum begins to investigate by tracing the shape and size of the footprint on paper and cutting it out. Because the Possum’s footprint template isn’t exactly the same size and shape as the footprint itself, Sally identifies that it is going to be difficult to solve the mystery of the muddy footprints. Sally, Amanda and Jay are eliminated as suspects because their feet do not fit the footprint. Possum finds a footprint in the garden but has difficulty to see if it is a match as it isn’t flat like his cut-out. After watching children making plaster of paris moulds of different objects, it gives Possum the idea to use plaster of paris to make a mould of the footprint in the garden. Finally, Possum solves the mystery! | | |
| **ACTIVITY** | * Creating a plaster mould of the mystery footprint from Sally’s garden | | |
| **VIGNETTES** | Children making plaster moulds using different objects | | |
| **FINGERSPELLING** | M-U-D, M-Y-S-T-E-R-Y | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **Children have a strong sense of identity**   * Children feel safe, secure, and supported   **Children are confident and involved learners**   * Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Identity**   * Acting with independence and perseverance   **Active Learning**   * Building positive dispositions towards learning * Using technologies for learning and communication | | |
| **AUSTRALIAN CURRICULUM** | | |
| **Mathematics - Measurement and Geometry**   * Using units of measurement | | |