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| **SEASON** | **5** | **EPISODE** | **3** |
| **TITLE** | **Possum learns to fold** | | |
| **EPISODE THEMES** | - Origami paper folding  - Swan and Masu Box, following instructions | | |
| **EPISODE BLURB** | What can you fold besides towels and clothes? Where will Sally put her buttons? Possum, that folding is amazing! | | |
| **STORY SUMMARY** | Possum helps Sally take the washing off the clothesline before it starts to rain. Sally asks Possum to help fold the towels and clothes but he needs Sally to show him how. Sally describes that it is important to fold things like clothes and towels to keep them in good condition and keep them neat. Sally explains that paper can also be folded carefully. They watch children folding paper to make some origami. Possum is eager to try too. Using the instructions, Sally helps Possum to make an origami swan. Possum is very pleased with his swan and understands that you have to be very careful with your folding when doing origami. Possum takes the instructions with him to makes some more swans and paper ‘Masu’ boxes. Possum returns to Sally’s kitchen to show her some of the ‘Masu’ boxes that he made. Sally is searching through a pile of buttons but is finding it hard to find the button she needs. Possum suggests that Sally sort the buttons into colours to make it easier to find, using the ‘Masu’ boxes to store them. | | |
| **ACTIVITY** | * Folding paper origami | | |
| **VIGNETTES** | Children making paper origami | | |
| **FINGERSPELLING** | F-O-L-D, P-A-P-E-R | | |
| **SALLY'S DRAWER** | ‘How to make a swan’ instructions  ‘How to make a Masu Box’ instructions | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **Children are effective communicators**   * Children express ideas and make meaning using a range of media   **Children are confident and involved learners**   * Children transfer and adapt what they have learned from one context to another | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Active Learning**   * Building positive dispositions towards learning   **Communicating**   * Exploring literacy in personally meaningful ways | | |
| **AUSTRALIAN CURRICULUM** | | |
| **The Arts – Visual Arts**  **General capabilities** – **Literacy**   * Text knowledge | | |