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| **SEASON** | **2** | **EPISODE** | **14** |
| **TITLE** | **Planting a tree**  |
| **EPISODE THEMES** | - Planting and growing trees- Environmental awareness- Importance of trees for clean air- Using clay |
| **EPISODE BLURB** | Sally is re-potting some of her bigger pot plants. Possum helps and they talk about the importance of trees. Then Sally gives Possum instructions on how to move plants into the ground that are too big for their pots, so that they will continue to grow. Possum decides there is one plant that really needs a nicer pot, so Sally suggests they make one using clay. |
| **STORY SUMMARY** | It’s a lovely day and Sally is happy to be working in the garden. Possum wakes feeling grateful for fresh air and Sally explains the importance of trees and plants for providing us with clean air to breathe. Sally asks Possum to help her plant some lettuce in the garden, explaining that the plants are getting too big for their pots and the roots need room to grow. They dig a hole, gently take the lettuce out and plant it in the hole, using just a little water. Sally explains how the roots of trees and plants use nutrients from the soil and water to grow. Sally and Possum also plant a ‘holiday’ tree for Possum and they make a clay coil pot for a beautiful flower.  |
| **ACTIVITY** | * Making a clay coil pot
* Planting trees and plants
 |
| **VIGNETTES** | Children making items from clay |
| **FINGERSPELLING** | G-R-O-W, T-R-E-E |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** |
| **Children are connected with and contribute to their world**  * Children become socially responsible and show respect for the environment

**Children are confident and involved learners** * Children resource their own learning through connecting with people, place, technologies and natural and processed materials
 |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** |
| **Connectedness** * Showing respect for environments

**Active Learning** * Showing confidence and involvement in learning
 |
| **AUSTRALIAN CURRICULUM** |
| **Sciences – Science Understanding** * Biological sciences

**The Arts** – **Visual Arts**  |