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| **SEASON** | **3** | **EPISODE** | **11** |
| **TITLE** | **The Football** | | |
| **EPISODE THEMES** | - Shape: balls, round  - Measurement: size  - Data collection and representation: table of shape, size, colour, feel and use of balls | | |
| **EPISODE BLURB** | A football keeps coming over the fence and it’s not like Possum’s soccer ball. What will Possum learn about sports balls and who is making this ball appear again and again? | | |
| **STORY SUMMARY** | Possum is in the backyard when a football comes over the fence. He is confused by its shape and throws it back. The ball returns, but he can’t see who threw it. He is still confused and throws it back again. It returns. This time he starts to compare it to his other balls. It doesn’t bounce like his soccer ball or his cricket ball. Sally comes and he shows her how the ball comes back. They decide they should make a chart to compare it with his other balls. They compare the beach ball, golf ball, football, soccer ball and cricket ball. Finally, he throws it back and Jay comes back with the ball. They watch children playing different ball sports, and then investigate the parts of the body and the equipment used for each of the balls. | | |
| **ACTIVITY** | * Charting properties of different sports balls   (size, colour, feeling, use) | | |
| **VIGNETTES** | Children playing different ball sports | | |
| **FINGERSPELLING** | S-A-M-E, D-I-F-F-E-R-E-N-T | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **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** | | |
| **Communicating**   * Exploring literacy in personally meaningful ways * Exploring numeracy in personally meaningful ways | | |
| **AUSTRALIAN CURRICULUM** | | |
| **Mathematics – Measurement and Geometry**   * Shape   **Mathematics - Statistics and Probability**   * Data representation and interpretation | | |