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| **SEASON** | **4** | **EPISODE** | **1** |
| **TITLE** | **A present for Sally** | | |
| **EPISODE THEMES** | - Emotions; excitement, surprise thoughtful, caring, giving and receiving  - Conceptual understanding - inside/outside | | |
| **EPISODE BLURB** | It’s what is inside that is important, but a present may look good too. Possum learns more about wrapping things up nicely. Now, what is he going to do with Sally’s spanner? | | |
| **STORY SUMMARY** | Amanda borrowed Sally’s spanner and asks Possum to return it to her. Possum walks in to the kitchen to find Sally finishing wrapping a present for a friend. Possum asks why she needs to wrap the present and not just give it to her friend. Sally explains about the excitement and surprise that builds due to being unaware of the contents. She adds that by selecting or making the wrapping paper, not only makes it look pretty, but that the effort made to wrap the present shows that you care about them. Sally asks Possum for help with dinner by getting the peas. Possum can’t find the peas and Sally has to clarify that they are still in the pods and explain how peas grow. Sally explains that sometimes things on the inside are different to what we think from looking at the outside! Possum wraps up Sally’s spanner and makes a big deal of it being a present for Sally. Sally is bemused to find her spanner inside, but thanks him anyway. | | |
| **ACTIVITY** | * Making wrapping paper | | |
| **VIGNETTES** | Children making wrapping paper, wrapping presents for friends and unwrapping presents | | |
| **FINGERSPELLING** | I-N-S-I-D-E, O-U-T-S-I-D-E | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **Children have a strong sense of identity**   * Children learn to interact in relation to others with care, empathy and respect   **Children are confident and involved learners**   * Children transfer and adapt what they have learned from one context to another | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Identity**   * Building a confident self-identity   **Active Learning**   * Showing confidence and involvement in learning | | |
| **AUSTRALIAN CURRICULUM** | | |
| **Science - Science understanding**   * Biological Sciences   **General capabilities** – **Personal and Social Capability**   * Social awareness | | |