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| **SEASON** | **5** | **EPISODE** | **2** |
| **TITLE** | **Possum meets the neighbour** |
| **EPISODE THEMES** | - Measurement: distance - Angles - Ramps and rolling |
| **EPISODE BLURB** | Aha! Has Sally got a new ladder for Possum to climb? No, this belongs to someone else. What new things will Possum learn now? |
| **STORY SUMMARY** | Possum comes out of his tree and is intrigued to find a ladder against Sally’s house. He thinks it would be great to use it to climb his tree so he moves it over to his tree to climb. Sally comes out and explains that it is the neighbour’s ladder and it needs to be put back against the house or he will be stuck on the roof. The neighbour has come over to clean the roof gutters for Sally and Possum. Possum returns the ladder and looks for signs of the neighbour on the roof. Possum claps to try and get his attention but Sally explains that the neighbour is deaf and uses sign language. Meanwhile, the neighbour returns from collecting tools from his house as he hadn’t yet gone onto the roof. Sally introduces him to Possum as Neville, but Neville explains that most call him ‘Skip’. Skip cleans out the gutters, finding and throwing down many of Possum’s balls. Possum asks Skip if he can borrow his ladder to roll his balls down. Skip explains that the ladder is too steep and that the rungs interfere with the ball rolling down. Skip offers to get a plank of wood to use as a ramp and shows Possum how changing the position of the wood plank changes the distance the ball travels. Possum, Sally and Skip investigate and measure the distances travelled by different balls when the angle is changed. |
| **ACTIVITY** | * Measuring the distances different balls travel when rolled down ramps of differing angles
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| **VIGNETTES** | Children rolling balls down a slope and measuring the distance travelled |
| **FINGERSPELLING** | A-N-G-L-E, M-E-A-S-U-R-E |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** |
| **Children are connected with and contribute to their world** * Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

**Children are confident and involved learners*** Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
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| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** |
| **Connectedness** * Building positive relationships

**Active Learning*** Building positive dispositions towards learning
 |
| **AUSTRALIAN CURRICULUM** |
| **Science - Science understanding*** Physical sciences

**Mathematics - Measurement and Geometry*** Using units of measurement
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