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| **SEASON** | **5** | **EPISODE** | **7** |
| **TITLE** | **Possum’s map** | | |
| **EPISODE THEMES** | - Model representation  - Mapping  - Making a model  - Drawing a map | | |
| **EPISODE BLURB** | Where is that wheelbarrow? If only there was a way of showing where it is. Possum and Sally find a great way to locate the wheelbarrow and everything else in the yard. | | |
| **STORY SUMMARY** | Sally and Possum are busy weeding the garden. Before they have a break, Sally wants to put the weeds in the compost bin but can’t find the wheelbarrow to move them. Sally wishes she could get a birds-eye view of the yard to help her find it. Possum offers to have a look from the top of his tree. Possum sees it beside the house but doesn’t want to tell Sally yet in case he doesn’t get a break. After a snack, Possum wants to make a model of Sally’s yard to mark where everything belongs. Sally and Possum make a model out of household recyclable materials. Possum wants to go back up the tree to get a possum’s-eye view to make sure he puts the wheelbarrow in the right place but he can’t carry the model while climbing the tree. Sally suggests he could draw a map of the yard that he could easily take up the tree with him. While Possum is busy making the map, Sally remembers where she had left the wheelbarrow. She quickly collects the weeds to put in the compost before Possum can notice. Possum climbs up his tree to map where the wheelbarrow is only to find that the wheelbarrow has gone! Possum is disconcerted but Sally encourages him to go back up the tree to have another look. Sally quickly returns the wheelbarrow. Possum is able to locate the wheelbarrow but is confused that it is now full of weeds. He marks its location on the map and reminds Sally to make sure she puts it back where it belongs. | | |
| **ACTIVITY** | * Making a model of Sally’s yard * Making a map of Sally’s yard | | |
| **VIGNETTES** | Children mapping the school grounds | | |
| **FINGERSPELLING** | M-O-D-E-L, M-A-P | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **Children are confident and involved learners**   * Children resource their own learning through connecting with people, place, technologies and natural and processed materials   **Children are effective communicators**   * Children engage with a range of texts and gain meaning from these texts | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Active Learning**   * Building positive dispositions towards learning * Using technologies for learning and communication | | |
| **AUSTRALIAN CURRICULUM** | | |
| **Humanities and Social Sciences – Inquiry Skills**   * Researching   **The Arts - Visual Arts** | | |