|  |  |  |  |
| --- | --- | --- | --- |
| **SEASON** | **6** | **EPISODE** | **1** |
| **TITLE** | **The magnifying glass** | | |
| **EPISODE THEMES** | * Investigate, observe, discuss – magnification * Magnifying glass, telescope, microscope * Light: bends (magnifying glass), rainbows * Sketching observations | | |
| **EPISODE BLURB** | Possum loves to study things carefully. Sometimes things are small and hard to see. What a difference a magnifying glass can make! | | |
| **STORY SUMMARY** | Possum is looking at leaves very closely but he wishes he could see them better. Sally suggests that Skip might have something to help him. Coincidently, Skip is working in his shed using a magnifying glass to help him see something more closely. Possum is intrigued about how the magnifying glass works so Skip explains that it has a curved surface which is different to the flat surface of normal glass. Skip explains that when light travels through the curved magnifying glass it is bent making everything look bigger. Skip gives Possum his own magnifying glass to use and look after. Possum sets off to show Sally the new magnifying glass Skip gave to him. They watch children using magnifying glasses and microscopes to explore nature. Sally identifies that a telescope and a microscope are other tools that magnify and explains what they are used for. Possum explores things through the magnifying glass and sketches what he sees. | | |
| **ACTIVITY** | * Using a magnifying glass and sketching observations of the leaves | | |
| **VIGNETTES** | Children using different magnifying tools (magnifying glass, microscope) to closely observe things found in nature | | |
| **FINGERSPELLING** | M-A-G-N-I-F-Y, G-L-A-S-S | | |
| **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 have a strong sense of wellbeing**   * Children become strong in their social and emotional wellbeing   **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** | | |
| **Connectedness**   * Showing respect for environments   **Wellbeing**   * Exploring ways to promote physical wellbeing   **Active Learning**   * Building positive dispositions towards learning * Using technologies for learning and communication | | |
| **AUSTRALIAN CURRICULUM** | | |
| **Science -**  **Science inquiry skills**   * Questioning and predicting * Planning and conducting * Processing and analysing data and information * Communicating   **Health and Physical Education - Personal, social and community health**   * Connecting to the environment | | |