

OXENFORD STATE SCHOOL PREP CURRICULUM OVERVIEW

Learning Areas	SEMESTER 1		SEMESTER 2		
	Term 1	Term 2	Term 3	Term 4	
ENGLISH	<p>Unit 1: Enjoying our new world Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts. The explicit teaching focus is on sound manipulation and letter and sound relationships</p>	<p>Unit 2: Pig the Pug Series Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. The explicit teaching continues the children's letter sound knowledge with an emphasis on segmenting, blending and writing their letters and CVC words.</p>	<p>Unit 3: Let's Rhyme Together- Oi Cat series Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to apply their letter sound knowledge and to innovate on words. Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>	<p>Unit 4: Change the Ending- The Very Itchy Bear Series Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations..</p>	<p>Unit 5: Let's Celebrate Students listen to view and read a range of multimodal texts about Christmas. They look at the language features, rhyme and vocabulary of popular Christmas songs. They write a wish list</p>
	<p><i>Monitoring</i> Letter Sound Knowledge (This includes letter recognition sound and formation) Phonics and Reading Assessment Early Start- Start of Year</p>	<p>Writing – Retell Students demonstrate comprehension of a familiar story through retelling events. Reading Collection of Evidence focused on letter sound, segmenting reading sentences with CVC words. (Assessment 2)</p>	<p>Reading – Oral Students identify the use of rhyme and create rhyming words Writing Collection of Evidence They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.</p>	<p>Reading and comprehending Short answer questions Students read aloud and respond orally to comprehension questions. Writing -maginative response Students write a letter to a main character from a familiar story and create a supporting image or illustration.</p>	<p><i>Monitoring</i> End of Year Early Start Words their Way F and P</p>
MATHEMATICS	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place • Patterns and algebra • Location and direction 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value • Sorting Shapes 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value • Measurement – Data and Time 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value • Using units of measurement – Comparing Length, Mass and Capacity 	
	<p>Grouping familiar objects <i>Interview</i> Students group familiar objects based on common characteristics (Colour, Size). Location <i>Interview</i> Students use positional language to describe the location of an object.</p>	<p>Sorting shapes <i>Interview/work sample</i> Students sort shapes. Understanding Numbers <i>Interview</i> Students make connections between number names, numerals and quantities up to 10. They count to and from 10 and order small collections.</p>	<p>Answering questions <i>Interview</i> Students answer simple questions to collect information and make simple inferences. Explaining duration and event sequences <i>Interview</i> Students connect events and days of the week, and explain the order and duration of events.</p>	<p>Identifying numerals <i>Short answer questions</i> Students connect number names, numerals and quantities up to 10 and count to and from 20. Comparing Length, Mass and Capacity <i>Interview</i> Students connect events and days of the week, and explain the order and duration of events.</p>	

	BIOLOGICAL SCIENCES	CHEMICAL SCIENCES	EARTH and SPACE SCIENCES	PHYSICAL SCIENCES
SCIENCE	<p>Unit 1: Our living world Students use their senses to observe the needs of living things, both animals and plants.. They learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met.</p>	<p>Unit 2: Our material world Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.</p>	<p>Unit 3: Weather watch Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives.</p>	<p>Unit 4: Move it, move it Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p>
	<p>Exploring our living world <i>Collection of work</i> Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. They ask and respond to science questions.</p>	<p>Making a Hat: The Magic Hat <i>Project</i> Students describe the observable properties of materials from which their hat is made. They ask and respond to questions and share and reflect on observations.</p>	<p>Examining the Weather: Weather Journal <i>Supervised assessment</i> Students suggest how the weather affects themselves and other living things. They share observations about the weather.</p>	<p>Investigating movement <i>Collection of work</i> Students record and explain factors that influence the movement of objects</p>
HASS	<p>Unit 1: My family history Inquiry Question: <ul style="list-style-type: none"> What is my history and how do I know? </p>		<p>Unit 2: My Special Places Inquiry Question: <ul style="list-style-type: none"> What are places like and what makes them special? </p>	
	<p>UNIT 1: My family history Collection of work Students explore important events celebrated in their lives, and identify how people and objects help them to remember</p>		<p>UNIT 2: My Special Places Collection of work Students identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.</p>	
HEALTH & PHYSICAL EDUCATION	<p>HEALTH UNIT 1: I can do it In this unit students will explore information about what makes them unique, identifying their strengths and achievements. Students will identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students will identify different emotions people experience in different situations. I can do it: <i>Interview / Drawing</i> Students identify different settings where they can play safely, identify, and describe the different emotions people experience. UNIT 2: I am growing and changing Students will explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity.</p>		<p>HEALTH UNIT 3: Looking out for Others Students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings. Looking out for others <i>Interview</i> Students view stimulus pictures and respond verbally to questions. Assessment may gather evidence of the students' ability to identify and describe the different emotions people experience. UNIT 4: I am safe Students will identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</p>	

	PHYSICAL EDUCATION UNIT 1: Let's get moving In this unit, students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges.	Term 2 Unit 2: Oxenford Olympics (School Unit) Students explore the fundamental movement skills of running, jumping and throwing. They will apply the appropriate movement concepts required for them to participate in the Junior Sports Carnival	PHYSICAL EDUCATION UNIT 3: Who wants to play? In this unit students will demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.	Term 4 Unit 4: Playing With Balls Students send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges.
THE ARTS	MUSIC Unit 1: Let's sing and play together In this unit, students explore rhymes and songs as stimulus for music making and responding. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> • communicate about the music they listen to, make and perform, and where and why people make music • improvise, compose, and arrange music • perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play. 		MUSIC Unit 2: Save the World In this unit, students explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> • perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play • improvise, compose and arrange music communicate about the music they listen to, make and perform and where and why people make music.	
	MEDIA ARTS Unit 1: Family Stories <i>Aligning with HASS Semester 1</i> In this unit, students create media artworks to present a story about their family. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> • communicate about media artworks they make • communicate about media artworks they view • communicate about where and why media artworks are made make and share media artworks using story principles, composition, sound and technologies.	VISUAL ARTS Unit 1: My Place <i>Aligning with HASS Semester 2</i> In this unit, students make and respond to drama by exploring the school/local community/ imagined places as stimulus for process drama and dramatic play. LINKED WITH SCIENCE UNIT- WEATHER, SEASONS Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> communicate about media artworks they make communicate about media artworks they view communicate about where and why media artworks are made make and share media artworks using story principles, composition, sound and technologies.		
TECHNOLOGIES	DIGITAL TECHNOLOGIES Let's Get Connected: Students learn to use digital technology and software independently. They name common digital devices and their purposes Assessment Labelled Diagram and Checklist		DESIGN and TECHNOLOGIES Introducing the Design Process: Students create a puppet to respond to a familiar story -Itchy Bear Series Assessment will gather evidence of the student's ability to plan and create a puppet.	