

OXENFORD STATE SCHOOL YEAR ONE/TWO CURRICULUM OVERVIEW

Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
ENGLISH	Exploring Plot and Characterisation	Explore Information Texts (Multi-age unit)	Exploring Poetry	Procedural Texts
	<p>Unit 1 Year 1 – Exploring how a story works In this unit students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition.</p> <p>Unit 6 Year 2 – Exploring plot and characterisation in stories In this unit, students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.</p> <p>** Assessment will align with the students in the same year level for moderation purposes</p> <p>**Incorporate persuasive and assess at some point during the year</p>	<p>Base unit: Exploring informative texts (English Year 2 - Unit 5) In this unit, students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.</p> <p>Purpose: Students create an informative text with a supporting image.</p>	<p>Unit 3 Year 1 - Engaging with poetry In this unit students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p> <p>Unit 1 Year 2 - Reading, writing and performing poetry In this unit students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.</p> <p>** Assessment will align with the students in the same year level for moderation purposes</p>	<p>Unit 6 Year 1 - Creating digital procedural texts In this unit, students listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts. They create a digital multimodal procedure from a literary context.</p> <p>Unit 4 Year 2 - Exploring procedural text In this unit students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.</p> <p>** Assessment will align with the students in the same year level for moderation purposes</p>

Year 1

Unit 1 – Understanding teen numbers
To recognise, model, write and order numbers to 20, locate numbers on a number line and partition numbers using place value.

Unit 4 – Making inferences from collected data

To collect data by asking questions, draw and describe data displays and make simple inferences.

**** Do we need a third assessment?**

Year 2

Unit 3 – Using a calendar to identify dates, months and seasons
To use a calendar to identify dates and the months included in seasons.

Unit 1 – Collecting and representing data

To collect, organise and represent data to make simple inferences.

Unit 1: Counting and calculating to and from 1000.

To count to and from 1 000 and perform simple addition and subtraction problems using a range of strategies.

Year 1

Unit 2 – Using the language of direction
Students give and follow directions to familiar locations (This little piggy)

Unit 2 – Investigating the value of Australian coins

Identifying coins to their value and solving simple money problems

Understanding numbers – Formative

To recognise, model, write and order numbers to 20, locate numbers on a number line and partition numbers using place value (Ongoing)

Year 2

Unit 2: Identifying number patterns

Students describe number patterns and identify missing elements.

Unit 2: Recognising the value of money

Students associate collections of Australian notes and coins with their values

(P-6 Unit) Unit 1 – 4 (?): Transformations and Interpreting maps

Integrated with HASS

Written

TO BE COMPLETED BY TERM 2

(Taught over the semester)

Year 1

Unit 3 – Measuring using informal units
To measure and order objects based on length and capacity using informal units.
****Should this be divided over term 1 and 2 as per year one assessment guide**

Unit 3 – Explaining durations and telling time

To explain time durations and tell time to the half hour.

Unit 3 – Understanding number sequences and recognising Australia Coins

To describe number sequences resulting from skip counting by twos, fives and tens, count to and from 100 and locate numbers on a number line. To recognise Australian coins according to their value.

Year 2

Unit 3: Ordering shape and object using informal units

Students measure, compare and order several objects using uniform informal units.

Unit 2: Telling time to the quarter hour

Students represent and tell time to the quarter hour on and digital and analogue clock

Unit 3: Counting, multiplying and dividing Short answer questions

Students count, model and represent numbers to and from 1000, represent multiplication by grouping into sets. They divide collections and shapes into

Year 1

Unit 2 – Describing two dimensional shapes and three-dimensional objects

Unit 4 – Addition and Subtraction using counting strategies

To carry out simple addition and subtraction.

Unit 4 – Identifying one half

To identify representations of one half.

Year 2

Unit 4: Recognising 2/D and 3/D object
Students draw two-dimensional shapes, recognise the features of three-dimensional objects.

Unit 2: Performing addition and subtraction calculations

Students solve simple addition and subtraction calculations using a range of strategies

Explain Transformations – Early Start

Students explain the effects of one-step transformation. Clockwise and anticlockwise quarter and half turns.

SCIENCE	Earth and Space Sciences	Biological Sciences	Physical Sciences	Chemical Science
	<p style="text-align: center;">Waterworks (Primary Connections)</p> <p>Inquire about the ways we use one of Earth's most precious resources - water. Explore the movement of water throughout the school and across a landscape. Investigate use of water in different occupations, and suggest responsible management of water at school and beyond.</p>	<p style="text-align: center;">Schoolyard Safari (Primary Connections)</p> <p>Earthworms, snails, ants. How are they similar and different? Examine the habitats and external features of small animals to see how their basic needs are met.</p>	<p style="text-align: center;">Push-Pull (Primary Connections)</p> <p>Pushing and pulling, and floating and sinking - how are they related? In this unit learn about the forces of push and pull and how they work in water and in the air.</p>	<p style="text-align: center;">Spot the difference (Primary Connections)</p> <p>Everyday materials can be changed in a variety of ways, and what's more 'everyday' than food? Explore how heating and cooling creates physical changes to the observable properties of food.</p>

***** Unit called – My changing world?****YR1 – How family structures have changed****YR2 – Technology has changed****C2C Year 1 Unit 1 My changing life**

How has my family and daily life changed over time?

Learning opportunities support students to:

- explore family structures and the roles of family members over time
- recognise events that happened in the past may be memorable or have personal significance
- identify and describe important dates and changes in their own lives
- compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences
- respond to questions about the recent past
- sequence and describe events of personal significance using terms to describe the passing of time
- examine sources, such as images, objects and family stories, that have personal significance
- share stories about the past.

C2C Year Unit 2: Impacts of technology over time**Inquiry questions:**

- *How have changes in technology shaped our daily life?*

In this unit, students:

- Investigate continuity and change in technology in toys
- Compare and contrast features of toys from the past and present
- Sequence key developments in the types of toys over time
- Pose questions about toys from the past and present
- Describe ways technology has impacted on peoples' lives making them different from those of previous generations
- Use information gathered for an investigation to develop a narrative about the past.

***** Unit called - Where am I?****YR1 – At a local Level****YR2 – At a national Level****C2C Year 1 Unit 2 My changing world**

What are the features of my local places and how have they changed?

In this unit, students:

- draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops
- recognise that the features of places can be natural, managed or constructed
- identify and describe the natural, constructed and managed features of places
- examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places
- represent local places using pictorial maps and describe local places using the language of direction and location
- respond to questions to find out about the features of places, the activities that occur in places and the care of places
- collect and record geographical data and information, such as observations to investigate a local place
- reflect on learning to respond to questions about how places and their features can be cared for.

C2C Year 2 Unit 1: Present connections to places**Inquiry questions:**

- **How are people connected to their place and other places?**

In this unit, students:

- Draw on representations of the world as geographical divisions and the location of Australia
- Recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another
- Identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale

- Understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility
- Represent connections between places by constructing maps and using symbols
- Examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections
- Respond with ideas about why significant places should be preserved and how people can act to preserve them.