

OXENFORD STATE SCHOOL YEAR ONE CURRICULUM OVERVIEW

Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
ENGLISH	<p>Poetry 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>Information Report (Adapting C2C Unit 3 A cycle) In this unit, students read, view and listen to a variety of informative texts to explore the language features and text structure of Information Reports. Students choose a habitat (i.e rainforest, coral reef) and create an information report around their chosen habitat.</p>	<p>Retelling cultural stories (based on C2C Unit 5) <i>Retell narrative – written, drawn, spoken</i> In this unit, students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers</p>	<p>Creating digital procedural texts Reading Comprehension – Early Start (based on C2C Unit 6) Informative 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>Poem Recitation Students perform a recitation or reading of a poem for a familiar audience.</p> <p>Poem Comprehension Students read and answer questions to understand a poem</p> <p>Writing-Collection of Evidence Students write a poem</p>	<p>Reading and comprehension Students demonstrate reading accuracy, fluency and comprehension of character development.</p> <p>Informative response - Written</p>	<p>Retelling a Cultural Story Write a retelling of a traditional or cultural story.</p> <p>Written, drawn with Poster/multi-modal presentation</p> <p>Spoken – Discussion in Reading group <i>Students express opinions about characters and events</i></p>	<p>Multimodal procedure Create a digital multimodal procedure, combining and connecting written, visual and spoken elements.</p> <p>Reading and comprehension Students demonstrate reading accuracy, fluency and understanding of the different purpose of texts.</p>
MATHEMATICS	<p>Unit 1</p> <ul style="list-style-type: none"> • Chance • Number (teen numbers) • Measurement (Length) Unit 3 	<p>Unit 2</p> <ul style="list-style-type: none"> • Shapes (2&3D) • Direction (using bee-bots) • Measurement (Capacity) Unit 3 • Number formative ongoing assessment (oral counting to 100, recording numbers to 20, matching numbers to 20 with numeral, word and objects) 	<p>Unit 3</p> <ul style="list-style-type: none"> • Number and Place Value – Addition and Subtraction Unit 4 • Money – use a checklist for coin recognition and ordering value • Measurement (units of time) • Number formative ongoing assessment (oral counting to 100, recording numbers to 20, matching numbers to 20 with numeral, word and objects) 	<p>Unit 4</p> <ul style="list-style-type: none"> • Number and place value sequencing Unit 3 • Fractions – half • Data representation & interpretation • Number formative ongoing assessment (oral counting to 100, recording numbers to 20, matching numbers to 20 with numeral, word and objects)
	<p>Understanding teen numbers To recognise, model, write and order numbers to 20, locate numbers on a number line and partition numbers using place value.</p> <p>Classifying outcomes To classify outcomes of simple familiar events.</p> <p>Measuring informal units Students’ measure and order objects based on length.</p>	<p>This Little Piggy (location and direction) Students give and follow directions to familiar locations.</p> <p>Measuring informal units Students’ measure and order objects based on capacity using informal units</p> <p>Shape task Students describe two-dimensional shapes and three-dimensional objects.</p>	<p>Adding and subtracting using counting strategies Students carry out simple addition and subtraction.</p> <p>Money task Students identify coins and their values They solve simple money problems</p> <p>Explaining durations and telling time Students explain time durations and tell time to the half hour.</p>	<p>Identifying one half Students identify representations of one half.</p> <p>Making inferences from collected data Students collect data by asking questions, draw and describe data displays and make simple inferences.</p> <p>Number task Students understand number sequences</p>

SCIENCE	Chemical Sciences C2C U1 Material madness In this unit, students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives.	Biological Sciences C2C U2 Living adventure In this unit students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats	Earth and Space Sciences C2C U3 Changes around me In this unit students will describe the observable features of a variety of landscapes and skies. They will consider changes in the sky and landscape, and the impact of these changes on themselves and other living things.	Physical Sciences C2C U4 Light and sound In this unit students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects.
	Rocking the boat (practical investigation) Students describe the effects of physically changing a material to make a boat that floats.	Describing a habitat (modelling) Students represent, share and reflect on observations about the needs of living things and how an environment can affect them.	Exploring sky and land Students describe objects and events that they encounter in their everyday lives. Students describe changes in the local environment.	Investigating light and sound (guided investigation) Students participate in a guided investigation designing a toy that makes sound, and describe the effects of interacting with it. Students sort objects according to criteria and share observations with others.
HASS	My changing world (C2C Unit 2) What are the features of my local places and how have they changed?		My changing life (C2C Unit 1) How has my family and daily life changed over time?	
	My changing world- Portfolio Students conduct an inquiry to investigate places and their features at a local scale.		My changing life- Presentation Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.	
HEALTH	Term 1 Healthy Message Targets Students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe how to keep themselves and others healthy in different situations.	Term 2 Growing Up Students will describe physical and social changes that occur as they grow. They will describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students will identify similarities and differences and recognise how diversity contributes to identities.	Term 3 Our Culture- My Identity This term students will recognise how strengths and achievements contribute to identities. Students will identify and practice emotional responses that reflect their own and others' feelings. They will examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.	Term 4 My safety, my responsibilities Students will identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students will practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.
PHYSICAL EDUCATION	Term 1 Catch Me If You Can Students will demonstrate dodging and running skills and test alternatives to evade others or objects in tagging games. They will demonstrate strategies to work in groups and play fairly during tagging games. Students will also develop the skills and fitness required for cross country running.	Term 2 Oxenford Olympics (School Unit) Students develop 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.	Term 3 Catch That Bean Students use personal and social skills when working with others in a range of activities. They perform underarm throwing, two-handed catching and dynamic partner balances with a beanbag and solve movement challenges.	Term 4 I'm a Balliever Students will perform the fundamental movement skills of two-handed throwing, two-handed catching, soccer dribbling and basketball dribbling in a variety of movement situations. They will test alternatives to solve large ball challenges and identify how the heart reacts to different physical activities.

THE ARTS	MUSIC	MUSIC
	<p>Unit 3: Different places In this unit, students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes; and the built environment as stimulus for music making and responding. Assessment will gather evidence of the student's ability to:</p> <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 	<p>UNIT 4: Music in our new world In this unit, students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding. Assessment will gather evidence of the student's ability to:</p> <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
TECHNOLOGIES	DANCE	VISUAL ARTS
	<p>UNIT 1: DANCING CHARACTERS In this unit, students make and respond to dance by exploring characters in stories and rhymes as stimulus.</p> <p style="text-align: center;">Teach "Heel and Toe Polka"</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe the effect of the elements in dance they make, perform and view and where and why people dance about characters • make and perform dance sequences using the elements of dance, that demonstrate fundamental movement skills to represent ideas about stories, rhymes and characters • perform dance safely to develop technical skills to communicate ideas about characters to an audience. 	<p>UNIT 4: STORMY CLOUDS In this unit, students explore how visual language can be used to communicate and relate to mood and experiences. Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe artworks they make • describe artworks they view • describe where and why artworks are made and presented • make artworks in different forms to express their ideas, observations and imagination <p>make artworks using different techniques and processes.</p>
TECHNOLOGIES	DIGITAL TECHNOLOGIES	DESIGN and TECHNOLOGIES
	<p>Aligned with Maths - Bee Bots for Direction and Location assessment.</p>	<p>Play It – Unit 1 Design and Technology</p> <p>In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a musical instrument.</p>