

Oxenford State School

Prep Curriculum Overview, 2026

	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
English V9	Sharing an Event Students explore language for expressing and developing ideas when retelling experiences or events in stories. They make connections to personal or character experiences, and explore how feelings and preferences relating to these experiences might be expressed. Students create a short-spoken text to retell an experience.	Exploring Informative Texts Students engage with a range of informative texts that support learning in English and across the curriculum. Students read, view and comprehend a simple informative text and create a short written informative text about animals.	Sharing my Favourite Story Students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes. Students share ideas about a familiar imaginative story with peers.	Exploring Imaginative Texts Students engage with spoken, written and multimodal texts that feature characters, clear events, beginnings and endings. They explore how characters and events are represented and language used to describe them. Students read, view and comprehend an imaginative text and create a short-written text to retell a familiar story.
Mathematics V9	Assessment 1.1 – Statistics - Students collect, sort and compare data in response to questions in familiar contexts Assessment 2.1 – Space - Students name, create and sort shapes, giving reasons. Monitoring - Students sequence and connect familiar events to the time of day	Assessment 2.1 – Space - Students name, create and sort shapes, giving reasons. Assessment 2.2 – Number - Students partition and combine collections up to 10 - Students represent practical situations that involve quantifying, adding to and taking away Monitoring - Students use subitising and counting strategies to quantify collections	Assessment 3.1 – Number - Students represent practical situations involving quantifying, equal sharing, adding to and taking away from collections to at least 10. Assessment 3.2 – Measurement - Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects	Assessment 4.1 – Number - Students partition and combine collections up to 10, partition teen numbers and compare collections up to 20 and position numerals in a sequence. Monitoring - Students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20 - Students copy and continue repeating patterns
Science V9	Biological Sciences Students represent external features of living things and use these to identify patterns, describing ways of grouping or classifying, including identifying fruits and vegetables as plant parts; identifying common features of familiar animal groups; and recognising humans have features in common with other animals.		Chemical Sciences Students use physical and virtual tools to create displays to show patterns and relationships between materials and their properties and purpose, using labelled samples or images of materials linked to objects and descriptions of properties that make each material suitable for their purpose.	Physical Sciences Students share their ideas about ways different and unusually shaped objects move and compare observations with their predictions to understand the physical world. They explore how the size and shape of traditional toys influence their movement.
HASS	My Family History (C2C Unit 1) Students explore important events celebrated in their lives, and identify how people and objects help them to remember.		My Special Places (C2C Unit 2) Students identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.	
Design Technologies				
The Arts				
HPE	Health: I Can Do It Students will explore information about what makes them unique, identifying their strengths and achievements. They will explore how their bodies are growing and developing. Students will identify safe settings where they can move and play safely and identify actions that keep them safe in different settings.		Health: Looking Out For Others / Making Safe and Healthy Choices Students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings. Students demonstrate practices and protective behaviours to keep themselves safe and healthy in different situations.	
	PE: Let's Move Students will develop a variety of movement skills including hopping, galloping, skipping and jumping.	PE: Oxenford Olympics Students will develop running, jumping and throwing skills required for individual athletics events.	PE: I'm a Believer Students will perform the fundamental movement skills of two-handed throwing, two-handed catching, shooting and basketball dribbling in a variety of movement situations.	PE: Let's Get Busy Playing Students will develop cooperative skills through play-based activities. Students will describe how their body responds to locomotor and non-locomotor movement challenges in small and large groups.
Music	Different Places Students will explore rhymes and songs as stimulus for music making and responding.		Music in Our New World Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.	
Digital Technologies	Data Collections Students collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning.		Online Information Profiles Students work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.	