Oxenford State School

Year 1 Curriculum Overview, 2026

	SEMESTER 1		SEMESTER 2	
	Term 1	**Term 2**	**Term 3**	**Term 4**
English V9	**Character Connections** Students share ideas and express an opinion about their favourite character, retelling details about a character from a short familiar imaginative text. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters.	**Be the Expert** Students read, view and listen to a variety of informative texts to explore the language features and text structure of Information Reports. Students create a short informative text about a fictionalised creature that they have created.	**Procedure** Students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students will create a short-spoken text to recount a simple procedure.	**Fairy Tales** Students listen to, read, view and interpret fairy tales to explore narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning. They write and present a retelling of their favourite story to an audience of peers.
Mathematics V9	**Assessment task 1.1 – Statistics** • Students collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies. **Monitoring** • Students give and follow directions to move people and objects within a space.	**Assessment task 2.1 – Number** • Students demonstrate how numbers can be partitioned in different ways including into tens and ones. • Students solve addition and subtraction problems to 20, using calculation strategies. **Assessment 2.2 – Space** • Students make, compare and classify shapes and objects using obvious features.	**Assessment task 3.1 – Number and mathematical modelling** • Students use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and equal grouping. **Assessment 3.2 – Measurement** • Students measure the length of shapes and objects using uniform informal units. • Students compare and order objects based on the attributes of length, mass, capacity.	**Assessment task 4.1 – Number and algebra** • Students partition collections into equal groups and skip count in 2s, 5s or 10s to quantify collections to at least 120. • Students use numbers, symbols and objects to create skip counting and repeating patterns. **Monitoring** • Students connect number names, numerals and quantities, and order numbers to at least 120
Science V9	**Biological Sciences** Students identify and compare needs of individual plants and animals, such as air, water, food or shelter, and recognise all plants and animals share some basic needs. They use digital tools to collect information and create visual representations, such as models, to show relationships between the needs of living things and the places they live.	**Earth and Space Sciences** Students observe daily weather and seasonal changes to the environment, such as temperature changes, changing wind or rain conditions, how it snows or is hotter/colder in some parts of Australia and not others, and how it gets darker earlier or later in the day at different times of the year.	**Physical Sciences** Students investigate factors influencing ways that objects move, including push and pull force and surface characteristics. They represent push and pull forces (for example: using role-play, labels, arrows or time lapse drawings) and engage with ways of describing their representations using everyday and scientific vocabulary.	
HASS	**My Changing Life (C2C Unit 1)** Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.		**My Changing World (C2C Unit 2)** Students investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it.	
Design Technologies			**Based on C2C Unit 3** | **Context: Materials and technologies specialisations** Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet for a fairy tale.	
The Arts	**Drama: Carnival of the Animals (link to Science)** Students make and respond to drama by using Carnival of the Animals as a stimulus. Students connect movement choices to sounds and explore animal movements.	**Visual Arts** (link to animal habitat in Science) Students respond to environmental artwork as a stimulus. They design and make a mixed media artwork and/or diorama for the habitat of an animal and/or fictionalised creature.		
HPE	**Health: Our Culture – What Shapes Our Identity** Students identify their strengths and achievements and recognise how similarities and differences can be celebrated and respected.		**Health: Being Health and Safe** Students will recognise situations and opportunities to promote health, wellbeing and safety, including road safety, in different situations.	
	PE: Playing with Balls Students send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges.	**PE: Oxenford Olympics** In the Oxenford Olympics' students will learn the skills and movement challenges required to participate in the Junior Sports Carnival.	**PE: I'm a Balliever** Students develop locomotor and object control skills. They propose a range of alternatives and test their effectiveness when solving movement challenges.	**PE: Catch Me if You Can** Students participate in simple tagging games which incorporate the fundamental movement skills of dodging and running.
Music	**Different Places** Students 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.	