

OXENFORD STATE SCHOOL YEAR ONE CURRICULUM OVERVIEW

Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
ENGLISH	Engaging with Poetry and Rhyming Picture Books Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite their favourite imaginative text.	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 text about a topic of interest.	Magic Carpet Ride Students listen to, read, view and interpret picture books and stories from different cultures. They write and present a retelling of their favourite story to an audience of peers.	Class Author like Pamela Allen Students listen to, read, view and interpret picture books and stories. They write and present a letter to their class outlining their favourite character.
	<i>Summative Assessments</i> Speaking and Listening Reading Writing	<i>Summative Assessments</i> Speaking and Listening Reading Writing	<i>Summative Assessments</i> Speaking and Listening Reading Writing	<i>Summative Assessments</i> Speaking and Listening Reading Writing
MATHEMATICS	Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Chance Number (teen numbers) Measurement (Length) Unit 3 	Students have opportunities to develop understandings of: <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) 	Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Money – use a checklist for coin recognition and ordering value Measurement (units of time) Fractions – half Number Sequencing (beads) 	Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Number and Place Value – Addition and Subtraction Unit 4 Number Sequencing (beads) Data representation & interpretation
	Understanding teen numbers To recognise, model, write and order numbers to 20, locate numbers on a number line and partition numbers using place value. Classifying outcomes To classify outcomes of simple familiar events. Measuring informal units Students' measure and order objects based on length.	This Little Piggy (location and direction) Students give and follow directions to familiar locations. Measuring informal units Students' measure and order objects based on capacity using informal units Shape task Students describe two-dimensional shapes and three-dimensional objects.	Money task Students identify coins and their values They solve simple money problems Explaining durations and telling time Students explain time durations and tell time to the half hour. Identifying one half Students identify representations of one half.	Adding and subtracting using counting strategies Students carry out simple addition and subtraction. Making inferences from collected data Students collect data by asking questions, draw and describe data displays and make simple inferences. Number task Students understand number sequences
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.
	My changing world What are the features of my local places and how have they changed?	My changing life How has my family and daily life changed over time?		
HASS	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.		PHYSICAL EDUCATION 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.	
PHYSICAL EDUCATION	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.	
	MUSIC Unit 5 Musical Stories In this unit, students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories. Students will: Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> improvise, compose and arrange music perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play communicate about the music they listen to, make and perform and where and why people make music. 		MUSIC 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: <ol 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. 	
THE ARTS	DANCE UNIT 1: DANCING CHARACTERS In this unit, students make and respond to dance by exploring characters in stories and rhymes as stimulus. Teach "Heel and Toe Polka" Assessment will gather evidence of the student's ability to: <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. 		VISUAL ARTS 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: <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 make artworks using different techniques and processes.	
	DIGITAL TECHNOLOGIES Aligned with Maths - Bee Bots for Direction and Location assessment.		DESIGN and TECHNOLOGIES Play It – Unit 1 Design and Technology 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.	
TECHNOLOGIES				

