

# OXENFORD STATE SCHOOL PREP CURRICULUM OVERVIEW

		SEMESTER 1		SEMESTER 2	
Learning Areas	Term 1 Welcome to a New World	Term 2 Recount	Term 3 Rhyming Time	Term 4 Let me tell you a story	
<b>ENGLISH</b>	<p>Students engage with a variety of texts for enjoyment including picture books, stories and films. They participate in shared reading, viewing and storytelling of texts that expand and reflect their world and involve straightforward sequences of events and everyday happenings. Texts may include traditional oral narratives and literature of First Nations Australians.</p> <p>Students make connections between characters, settings and events and link ideas to personal experiences.</p>	<p>Students engage with a variety of authentic texts, including non-fiction texts, through shared reading, viewing and storytelling. These texts include topics that reflect upon and expand their world. They consist of a range of literature from Australian and world authors, including First Nations Australian authors.</p> <p>Students make connections between layout, images and text types. They expand topic-specific vocabulary through planned and informal experiences with texts, images, and objects.</p> <p>Students draw and write to create short texts that record and report ideas or events using learnt vocabulary.</p>	<p>Students explore spoken, written and multimodal texts including poetry, rhymes, chants, songs and dramatic performances. They consider the purposes of these texts. Texts may include classic and contemporary literature from wide-ranging Australian and world authors, including the literature of First Nations Australians.</p> <p>Students explore rhyming words, alliteration patterns, syllables and sounds in texts. They use these as models to create their own short imaginative response and present their texts to an audience.</p>	<p>Students engage with a variety of oral texts, picture books, films, stories, non-fiction, multimodal texts and dramatic performances including the literature of Australian and world authors. These texts reflect and expand on their world.</p> <p>Students make connections to personal experiences and respond to a topic or event to create a short story about a favourite character or event</p>	
	<p><i>Summative</i></p> <p><b>Speaking and Listening</b></p> <p>Students share their thoughts and feelings about a familiar story</p> <p><i>Monitoring</i></p> <p><b>Letter Sound Knowledge</b></p> <p>(This includes letter recognition sound and formation)</p> <p>Segmenting and Blending Sounds</p> <p><b>Early Start- Start of Year</b></p>	<p><i>Summative</i></p> <p><b>Letter Sound Knowledge</b></p> <p>(This includes letter recognition sound and formation)</p> <p><b>Reading</b></p> <p>Collection of Evidence focused on letter sound, segmenting and blending reading sentences with CVC (consonant-vowel-consonant) words.</p> <p><b>Writing - retell</b></p> <p>Students demonstrate comprehension of a familiar story through retelling events using pictures and some letters and words.</p>	<p><i>Summative</i></p> <p><b>Speaking and Listening</b></p> <p>They recite a nursery rhyme and respond to questions. They listen and identify rhyming words.</p> <p><b>Writing</b></p> <p>Collection of Evidence</p> <p>They use words and phrases to write a rhyming sentence. They form letters, spell most consonant-vowel-consonant words and experiment with capital letters and full stops.</p> <p><i>Monitoring</i></p> <p>Reading Interview</p>	<p><i>Summative</i></p> <p><b>Reading</b></p> <p>They show evidence of reading behaviours by segmenting and blending sentences with CVC and high-frequency words.</p> <p>They answer questions about a text.</p> <p><b>Writing</b></p> <p>They respond to a familiar story by writing a new ending. They form letters and spell consonant-vowel-consonant words and high-frequency words accurately. They experiment with capital letters and full stops</p> <p><i>Monitoring</i></p> <p>Early Start- End of Year</p>	
<b>MATHEMATICS</b>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place</li> <li>Patterns and algebra</li> <li>Location and direction</li> </ul>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value</li> <li>Sorting Shapes</li> </ul>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value</li> <li>Measurement – Data and Time</li> </ul>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value</li> <li>Using units of measurement – Comparing Length, Mass and Capacity</li> </ul>	
	<p><b>Grouping familiar objects</b></p> <p><b>Interview</b></p> <p>Students group familiar objects based on common characteristics (Colour, Size).</p> <p><b>Location</b></p> <p><b>Interview</b></p> <p>Students use positional language to describe the location of an object.</p>	<p><b>Sorting shapes</b></p> <p><b>Interview/work sample</b></p> <p>Students sort shapes.</p> <p><b>Understanding Numbers</b></p> <p><b>Interview</b></p> <p>Students make connections between number names, numerals and quantities up to 10. They count to and from 10 and order small collections.</p>	<p><b>Answering questions</b></p> <p><b>Interview</b></p> <p>Students answer simple questions to collect information and make simple inferences.</p> <p><b>Explaining duration and event sequences</b></p> <p><b>Interview</b></p> <p>Students connect events and days of the week and explain the order and duration of events.</p>	<p><b>Identifying numerals</b></p> <p><b>Short answer questions</b></p> <p>Students connect number names, numerals and quantities up to 10 and count to and from 20.</p> <p><b>Comparing Length, Mass and Capacity</b></p> <p><b>Interview</b></p> <p>Students connect events and days of the week and explain the order and duration of events.</p>	

<b>SCIENCE</b>	<b>BIOLOGICAL SCIENCES</b>	<b>CHEMICAL SCIENCES</b>	<b>EARTH and SPACE SCIENCES</b>		<b>PHYSICAL SCIENCES</b>
	<b>Unit 1: Our living world</b> Students use their senses to observe the needs of living things, both animals and plants. They learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met.	<b>Unit 2: Our material world</b> Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.	<b>Unit 3: Weather watch</b> Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives.		<b>Unit 4: Move it, move it</b> Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.
	<b>Exploring our living world</b> <i>Collection of work</i> Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. They ask and respond to science questions.	<b>Investigating Materials</b> <i>Project</i> Students describe the observable properties of materials from which their shelter is made. They ask and respond to questions and share and reflect on observations.	<b>Examining the Weather: Weather Journal</b> <i>Supervised assessment</i> Students suggest how the weather affects themselves and other living things. They share observations about the weather. They write and present a weather report.		<b>Investigating movement</b> <i>Collection of work</i> Students record and explain factors that influence the movement of objects
<b>HASS</b>	<b>Unit 1: My family history</b> Inquiry Question: <ul style="list-style-type: none"> <li>What is my history and how do I know?</li> </ul>		<b>Unit 2: My Special Places</b> Inquiry Question: <ul style="list-style-type: none"> <li>What are places like and what makes them special?</li> </ul>		
	<b>UNIT 1: My family history</b> <i>Collection of work</i> Students explore important events celebrated in their lives, and identify how people and objects help them to remember		<b>UNIT 2: My Special Places</b> <i>Collection of work</i> Students identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.		
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	<b>HEALTH</b> <b>UNIT 1: I can do it</b> In this unit students will explore information about what makes them unique, identifying their strengths and achievements. Students will identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students will identify different emotions people experience in different situations. <b>I can do it:</b> <i>Interview / Drawing</i> Students identify different settings where they can play safely, identify, and describe the different emotions people experience. <b>UNIT 2: I am growing and changing</b> Students will explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity.		<b>HEALTH</b> <b>UNIT 3: Looking out for Others</b> Students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings. <b>Looking out for others</b> <i>Interview</i> Students view stimulus pictures and respond verbally to questions. Assessment may gather evidence of the students' ability to identify and describe the different emotions people experience. <b>UNIT 4: I am safe</b> Students will identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.		
	<b>PHYSICAL EDUCATION</b> <b>UNIT 1: Let's get moving</b> In this unit, students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges.	<b>Term 2</b> <b>Unit 2: Oxenford Olympics (School Unit)</b> Students explore 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	<b>PHYSICAL EDUCATION</b> <b>UNIT 3: Who wants to play?</b> In this unit students will demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.	<b>Term 4</b> <b>Unit 4: Playing With Balls</b> Students send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges.	
<b>THE ARTS</b>	<b>MUSIC</b> <b>Musical Stories</b> 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. <b>Assessment</b> will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>improvise, compose and arrange music</li> <li>perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play</li> <li>communicate about the music they listen to, make and perform and where and why people make music.</li> </ul>		<b>MUSIC</b> <b>Let's sing and play together</b> 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: <ul style="list-style-type: none"> <li>communicate about the music they listen to, make and perform, and where and why people make music</li> <li>improvise, compose, and arrange music</li> <li>perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play.</li> </ul>		
	<b>MEDIA ARTS</b> <b>Unit 1: Family Stories</b> <i>Aligning with HASS Semester 1</i> In this unit, students create media artworks to present a story about their family. Assessment will gather evidence of the student's ability to: communicate about media artworks they make <ul style="list-style-type: none"> <li>communicate about media artworks they view</li> <li>communicate about where and why media artworks are made</li> <li>make and share media artworks using story principles, composition, sound and technologies.</li> </ul>		<b>VISUAL ARTS</b> <b>LINKED WITH SCIENCE UNIT- WEATHER, SEASONS</b> Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>communicate about media artworks they make</li> <li>communicate about media artworks they view</li> <li>communicate about where and why media artworks are made</li> </ul>		

**DIGITAL TECHNOLOGIES**

**Let's Get Connected:**

Students learn to use digital technology and software independently. They name common digital devices and their purposes

**Assessment**

Labelled Diagram and Checklist

**DESIGN and TECHNOLOGIES**

**Introducing the Design Process:**

Students create a puppet to respond to a familiar story -Itchy Bear Series

Assessment will gather evidence of the student's ability to plan and create a puppet.