[Language] Early Stage 1 – Sample scope and sequence

This sample scope and sequence document incorporates [advice from NSW Education Standards Authority (NESA)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences) and includes the following elements:

* the scope of learning in relation to the syllabus outcomes to be addressed
* the sequence of learning in relation to the syllabus outcomes to be addressed
* duration of the learning
* syllabus outcomes addressed through the learning and related outcomes (from other KLAs) if the teaching program is integrated
* relevant information for particular learning areas or particular school requirements.

Please note that this document is a ‘sample’ that schools may adapt to meet the needs of their students and local context.

# Term 1

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:  ****LXXe-1C****  interacts in simple exchanges in [Language]  ****LXXe-9U****  recognises other languages and cultures in their immediate environment and the world | Hello! **Concept** – Greetings and introductions  **Duration** – Weeks 1-10  Students:   * exchange greetings * understand that [Language] is one of the many languages spoken in Australia.   **Task**  Students exchange greetings in pairs or small groups using culturally appropriate gestures.  **Students with prior learning and/or experience:**   * interact with teacher and peers by exchanging information.   **Task**  Students practise formal and informal greetings in pairs or small groups using culturally appropriate gestures. |

# Term 2

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:  ****LXXe-1C****  interacts in simple exchanges in [Language]  ****LXXe-6U****  recognises written [Language]  ****LXXe-7U****  recognises the difference between statements, questions and commands in [Language] | School is fun! **Concept** – School routines  **Duration** – Weeks 1-10  Students:   * participate in classroom routines and follow simple instructions * recognise that [Language] and English are written differently * recognise the structure of statements, questions and commands in [Language].   **Task**  Students respond to simple instructions that relate to classroom routines.  **Students with prior learning and/or experience:**   * participate in classroom activities by responding to instructions and taking turns * recognise that the sounds of [Language] are represented in the [Language] alphabet * identify the function of statements, questions and commands in [Language].   **Task**  Students give simple instructions to classmates that relate to classroom routines. |

# Term 3

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:  ****LXXe-4C****  composes texts in [Language] using visual supports and other scaffolds | Show and tell **Concept** – Describing objects of interest  **Duration** – Weeks 1-10  Students:   * describe objects in [Language] using visual supports.   **Task**  Students present to class an object of interest such as a favourite toy, photograph or game. They describe size and colour of the object using modelled language.  **Students with prior learning and/or experience:**   * compose simple texts using illustrations and actions to support meaning.   **Task**  Students present to class an object of interest such as a favourite toy, photograph or game. They give descriptive information about the object using simple structures. |

# Term 4

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:  **LXXe-2C**  engages with [Language] texts  **LXXe-3C**  responds to spoken and visual texts  **LXXe-5U**  recognises spoken [Language]  **LXXe-8U**  recognises that there are different kinds of texts | Let’s sing! **Concept** – Leisure  **Duration** – Weeks 1-10  Students:   * participate in shared listening and viewing activities * respond to simple or familiar songs through actions, drawing or singing * recognise the sounds of [Language] * understand that language is organised as ‘text’.   **Task**  Students perform a song at a school assembly, adding actions to support meaning.  **Students with prior learning and/or experience:**   * identify key words and specific information in simple spoken and visual texts * share information from texts, using illustrations and gestures to support meaning * recognise and use features of the [Language] sound system, including pitch, accent, rhythm and intonation.   **Task**  Students listen to a song and create actions to support meaning. They teach the actions to their classmates and perform the song with their classmates at a school assembly. |

[Languages K-10 Framework](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.PDF?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.