[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

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| --- | --- |
| 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 1-10Students:* 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

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| 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 1-10Students:* 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

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| --- | --- |
| 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 1-10Students:* 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

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| --- | --- |
| 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 1-10Students:* 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.