[Language] 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.

# [Language] Stage 1 (Year A) – Sample scope and sequence

## Term 1

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| Outcomes | Learning overview |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-9U**  recognises similarities and differences in communication across cultures | Our class! **Concept** – Cultural communication  **Duration** – Weeks 1-10  Students:   * interact with teacher and peers to exchange greetings and information * participate in classroom routines and activities * recognise that the ways of greeting and addressing others vary in different cultural and social contexts.   **Task**  Students collaborate with classmates to create greeting scenarios to be enacted in class.  **Students with prior learning and/or experience:**   * interact with teacher and peers to exchange personal information * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * reflect on the role of [Language] language and culture in their own lives.   **Task**  Students collaborate with class peers to create scenarios to be enacted in class, incorporating formal and informal ways of greeting. |

## Term 2

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| Outcomes | Learning overview |
| A student:  ****LXX1-1C****  participates in classroom interactions and play-based learning activities in [Language]  ****LXX1-4C****  composes texts in [Language] using rehearsed language | We are a family! **Concept** – Relationships  **Duration** – Weeks 1-10  Students:   * interact with teacher and peers to exchange greetings and information * participate in classroom routines and activities * label objects and caption visual texts.   **Task**  Students create a print or digital text about their family, using pictures and captions to name family members. They present their text to the class using simple sentence structures.  **Students with prior learning and/or experience:**   * interact with teacher and peers to exchange personal information * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * compose simple texts using modelled sentence structures and illustrations to support meaning.   **Task**  Students create a print or digital text about their family, using pictures and captions. They present their text to the class and give a short description for each family member. |

## Term 3

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| Outcomes | Learning overview |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-4C**  composes texts in [Language] using rehearsed language | My dream home! **Concept** – Describing buildings  **Duration** – Weeks 1-5  Students:   * participate in classroom routines and activities * label objects and caption visual texts.   **Task**  Students create a print or digital text about their dream home, using pictures and captions to name each room/area. They present their text to the class using simple sentence structures.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * compose simple texts using modelled sentence structures and illustrations to support meaning.   **Task**  Students create a print or digital text about their dream home using pictures and captions to name and describe each room/area. They present their text to the class and respond to questions. |
| A student  **LXX1-4C**  composes texts in [Language] using rehearsed language  **LXX1-6U**  recognises basic [Language] writing conventions  **LXX1-7U**  recognises language patterns in statements, questions and commands | What’s under my bed? **Concept** – Describing objects and their position  **Duration** – Weeks 6-10  Students:   * compose simple texts using familiar words, phrases and patterns * recognise and reproduce the letters of the [Language] alphabet * understand basic [Language] sentence structure and recognise some key elements of [Language] grammar.   **Task**  Students create a multimodal text about a favourite room/area in the house and present it to the class using modelled language. They include information about objects/furniture and activities they do in that room/area.  **Students with prior learning and/or experience:**   * compose simple texts using modelled sentence structures and illustrations to support meaning * build knowledge of the [Language] alphabet * recognise parts of speech and understand basic rules of word order in simple sentences.   **Task**  Students create a multimodal text about a favourite room/area in the house. They present their text to the class giving information about position of furniture/objects and activities they do in that room/area. |

## Term 4

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| Outcomes | Learning overview |
| A student:  **LXX1-2C**  identifies key words and information in simple texts  **LXX1-3C**  responds to texts using a range of supports  **LXX1-5U**  recognises and reproduces the sounds of [Language]  **LXX1-8U**  recognises features of familiar texts | Let’s sing together! **Concept** – Leisure  **Duration** – Weeks 1-5  Students:   * locate specific items of information in texts, such as charts, songs, rhymes or lists * respond to texts using key words or phrases in English or [Language], or gestures, drawings and other supports * recognise the sounds and rhythms of spoken [Language] * understand that there are different types of text with particular features.   **Task**  Students perform a song at a school assembly, adding actions to support meaning.  **Students with prior learning and/or experience:**   * locate and organise key points of information from simple spoken, written, digital and visual texts * respond to texts using English, or modelled sentence structures in [Language], or illustrations to support meaning * apply [Language] pronunciation and intonation patterns, including pronunciation of loan words and punctuation.   **Task**  Students help peers to learn a song, suggesting actions to support meaning. They perform the song at a school event. |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-9U**  recognises similarities and differences in communication across cultures | Just dance! **Concept** – Tradition  **Duration** – Weeks 6-10  Students:   * participate in classroom routines and activities * identify what may look or feel similar or different to their own language and culture when interacting in [Language].   **Task**  Students learn a simple dance routine following simple instructions. They perform the dance at a school event such as school assembly or cultural celebration.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * reflect on the role of [Language] language and culture in their own lives.   **Task**  Students help peers to learn a simple dance routine, using simple instructions. They perform the dance at a school event such as school assembly or cultural celebration. |

# [Language] Stage 1 (Year B) – Sample scope and sequence

## Term 1

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| Outcomes | Learning overview |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-4C**  composes texts in [Language] using rehearsed language  **LXX1-9U**  recognises similarities and differences in communication across cultures | Together again! **Concept** – Community  **Duration** – Weeks 1-10  Students:   * interact with teacher and peers to exchange greetings and information * participate in classroom routines and activities * compose simple texts using familiar words, phrases and patterns * recognise that the ways of greeting and addressing others vary in different cultural and social contexts * understand that language and culture are closely connected.   **Task**  Students create a print or digital text about themselves and use captions to make a Big Book.  **Students with prior learning and/or experience:**   * interact with teacher and peers to exchange personal information * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * compose simple texts using modelled sentence structures and illustrations to support meaning * reflect on the role of [Language] language and culture in their own lives.   **Task**  Students create a print or digital text about themselves, using pictures and captions to name family members, friends and favourite activities. They present their text to the class and respond to questions. |

## Term 2

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| Outcomes | Learning overview |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-4C**  composes texts in [Language] using rehearsed language | Let’s play a game! **Concept** – Following instructions  **Duration** – Weeks 1-5  Students:   * participate in classroom routines and activities * label objects and caption visual texts.   **Task**  Students collaborate with peers to create a simple board or card game such as matching words and pictures.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom.   **Task**  Students collaborate with peers to create a simple board or card game, such as matching [Language] and English words. |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-4C**  composes texts in [Language] using rehearsed language  **LXX1-8U**  recognises features of familiar texts  **LXX1-9U**  recognises similarities and differences in communication across cultures | Happy birthday! **Concept** – Celebrations  **Duration** – Weeks 6-10  Students:   * participate in classroom routines and activities * compose simple texts using familiar words, phrases and patterns * understand that there are different types of text with particular features * identify what may look or feel similar or different to their own language and culture when interacting in [Language].   **Task**  Students create an invitation for a birthday party using formulaic expressions about the occasion, time and place.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * compose simple texts using modelled sentence structures and illustrations to support meaning * reflect on the role of [Language] language and culture in their own lives.   **Task**  Students plan a birthday party. They create an invitation and provide information about guests, food and activities. |

## Term 3

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| Outcomes | Learning overview |
| A student:  ****LXX1-1C****  participates in classroom interactions and play-based learning activities in [Language]  ****LXX1-2C****  identifies key words and information in simple texts  ****LXX1-4C****  composes texts in [Language] using rehearsed language  ****LXX1-6U****  recognises basic [Language] writing conventions | What’s for dinner? **Concept** – Eating habits  **Duration** – Weeks 1-10  Students:   * participate in classroom routines and activities * locate specific items of information in texts, such as charts, songs, rhymes or lists * label objects and caption visual texts * recognise and reproduce the letters of the [Language] alphabet.   **Task**  Students create a print or digital text with pictures and captions to name foods they like.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * locate and organise key points of information from simple spoken, written, digital and visual texts * create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom * build knowledge of the [Language] alphabet.   **Task**  Students create a bilingual food dictionary with English and [Language] words. |

## Term 4

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| Outcomes | Learning overview |
| A student:  ****LXX1-2C****  identifies key words and information in simple texts  ****LXX1-3C****  responds to texts using a range of supports  ****LXX1-8U****  recognises features of familiar texts | It’s story time! **Concept** – Storytelling  **Duration** – Weeks 1-10  Students:   * locate specific items of information in texts, such as charts, songs, rhymes or lists * respond to texts using key words or phrases in English or [Language], or gestures, drawings and other supports * understand that there are different types of text with particular features.   **Task**  Students re-enact a multimodal story in class using puppets, props or actions.  **Students with prior learning and/or experience:**   * locate and organise key points of information from simple spoken, written, digital and visual texts * respond to texts using English, or modelled sentence structures in [Language], or illustrations to support meaning * understand that there are different types of text with particular features.   **Task**  Students re-enact a multimodal story in class using puppets, props or actions, and language. |

[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.