[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 1-10Students:* 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 1-10Students:* 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 1-5Students:* 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 6-10Students:* 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 1-5Students:* 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 6-10Students:* 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 1-10Students:* 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 1-5Students:* 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 6-10Students:* 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 1-10Students:* 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 1-10Students:* 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.