[Language] Stage 2 – 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 2 (Year A) – Sample scope and sequence

## Term 1

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:**LXX2-1C**interacts with others to share information and participate in classroom activities in [Language]**LXX2-2C**locates and classifies information in texts**LXX2-4C**composes texts in [Language] using modelled language**LXX2-9U**recognises how terms and expressions reflect aspects of culture | Where are you from?**Concept** – Heritage**Duration** – Weeks 1-10Students:* interact with teacher and peers in guided exchanges
* participate in activities with teacher support that involve following instructions and interacting with peers
* obtain specific information from texts
* compose simple texts using familiar words, formulaic expressions and modelled language
* understand that ways of communicating and behaving reflect aspects of personal identity.

**Task**Students use ICT to create a personal profile to exchange with a potential [Language] speaking friend. They describe themselves and include information about nationality, languages spoken, family, friends and interests.**Students with prior learning and/or experience:*** interact with teacher and peers to share information, experiences and feelings
* participate in classroom activities and collaborative tasks that involve planning or simple transactions
* locate and organise information from spoken, written, digital and visual texts
* compose texts using formulaic expressions, modelled language and visual supports
* reflect on their experiences when interacting in [Language] and English-speaking contexts, identifying differences in language use and behaviours.

**Task**Students write an email to a potential [Language] speaking friend. They include information about nationality, languages spoken, family, friends and interests. |

## Term 2

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:****LXX2-1C****interacts with others to share information and participate in classroom activities in [Language]****LXX2-2C****locates and classifies information in texts****LXX2-4C****composes texts in [Language] using modelled language****LXX2-5U****recognises pronunciation and intonation patterns of [Language] | What day is it?**Concept** – Months and days of the week**Duration** – Weeks 1-10Students:* participate in activities with teacher support that involve following instructions and interacting with peers
* obtain specific information from texts
* compose simple texts using familiar words, formulaic expressions and modelled language
* reproduce pronunciation and intonation and recognise sound–writing relationships.

**Task**Students collaborate with peers to create an illustrated yearly calendar for a classroom display. They exchange information about birthdays and enter each birthday on the calendar.**Students with prior learning and/or experience:*** interact with teacher and peers to share information, experiences and feelings
* locate and organise information from spoken, written, digital and visual texts
* compose texts using formulaic expressions, modelled language and visual supports
* understand the intonation and phrasing patterns of spoken [Language].

**Task**Students gather information and compare the seasonal characteristics for each month in [Country] with those of Australia. They share their findings with the class using modelled language and visual supports. |

## Term 3

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:****LXX2-2C****locates and classifies information in texts****LXX2-4C****composes texts in [Language] using modelled language****LXX2-9U****recognises how terms and expressions reflect aspects of culture | What’s your day like?**Concept** – Daily routine**Duration** – Weeks 1-10Students:* obtain specific information from texts
* compose simple texts using familiar words, formulaic expressions and modelled language
* understand that ways of communicating and behaving reflect aspects of personal identity.

**Task**Students create a video in which they interview their peers about their daily routine at school and home, using modelled language.**Students with prior learning and/or experience:*** locate and organise information from spoken, written, digital and visual texts
* compose texts using formulaic expressions, modelled language and visual supports
* reflect on their experiences when interacting in [Language] and English-speaking contexts, identifying differences in language use and behaviours.

**Task**Students contribute to a shared blog exchanging information with students from a buddy school, either in [Country] or a [Language] school in the community, about their daily routine at school and home, focusing on similarities and differences. |

## Term 4

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:**LXX2-1C**interacts with others to share information and participate in classroom activities in [Language]**LXX2-4C**composes texts in [Language] using modelled language**LXX2-6U**demonstrates understanding of basic [Language] writing conventions | Let’s plan a treasure hunt!**Concept** – Collaborating**Duration** – Weeks 1-5Students:* participate in activities with teacher support that involve following instructions and interacting with peers
* create bilingual texts for the classroom, such as descriptions and signs
* recognise and reproduce [Language] letter clusters and letter combinations

**Task**Students create simple bilingual signs to name locations within the school for a treasure hunt. **Students with prior learning and/or experience:*** participate in classroom activities and collaborative tasks that involve planning or simple transactions
* compose texts using formulaic expressions, modelled language and visual supports
* reproduce letter clusters and use accent marks appropriately

**Task**Students work collaboratively to create cards with simple clues for a treasure hunt. |
| A student:**LXX2-1C**interacts with others to share information and participate in classroom activities in [Language]**LXX2-2C**locates and classifies information in texts**LXX2-4C**composes texts in [Language] using modelled language**LXX2-7U**demonstrates understanding of elements of [Language] grammar in familiar language patterns | Look what we’ve made!**Concept** – Following instructions**Duration** – Weeks 6-10Students:* participate in activities with teacher support that involve following instructions and interacting with peers
* obtain specific information from texts
* compose simple texts using familiar words, formulaic expressions and modelled language
* understand and identify elements of basic grammar and sentence structure.

**Task**Students engage with an instructional video and work in groups to make a cultural craft item. They present their craft item to the class using formulaic expressions and modelled language.**Students with prior learning and/or experience:*** participate in classroom activities and collaborative tasks that involve planning or simple transactions
* locate and organise information from spoken, written, digital and visual texts
* compose texts using formulaic expressions, modelled language and visual supports
* develop knowledge of grammatical elements to describe actions, people and objects.

**Task**Students engage with an instructional video and work in groups to make a cultural craft item. They present their craft item to the class and explain its cultural significance. |

# [Language] Stage 2 (Year B) – Sample scope and sequence

## Term 1

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:**LXX2-2C**locates and classifies information in texts**LXX2-3C**responds to texts in a variety of ways**LXX2-4C**composes texts in [Language] using modelled language**LXX2-7U**demonstrates understanding of elements of [Language] grammar in familiar language patterns**LXX2-8U**demonstrates an awareness of how familiar texts are structured | Friends for ever!**Concept** – Friendship**Duration** – Weeks 1-10Students:* obtain specific information from texts
* respond to texts using graphic, visual and digital supports, in English or [Language], using simple statements
* compose simple texts using familiar words, formulaic expressions and modelled language
* understand and identify elements of basic grammar and sentence structure
* identify particular language features and textual conventions in familiar texts.

**Task**Using simple captions and images, students create a simple digital picture story about friendship to share with younger learners of [Language].**Students with prior learning and/or experience:*** locate and organise information from spoken, written, digital and visual texts
* respond in English or [Language] to texts, using spoken, written and digital modes, and models
* compose texts using formulaic expressions, modelled language and visual supports
* develop knowledge of grammatical elements to describe actions, people and objects.

**Task**Students collaborate with peers to create a digital story about friendship using modelled language and images. |

## Term 2

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:****LXX2-2C****locates and classifies information in texts****LXX2-3C****responds to texts in a variety of ways****LXX2-9U****recognises how terms and expressions reflect aspects of culture | Where do you like to hang out?**Concept** – Leisure**Duration** – Weeks 1-10Students:* obtain specific information from texts
* respond to texts using graphic, visual and digital supports, in English or [Language], using simple statements
* understand that ways of communicating and behaving reflect aspects of personal identity.

**Task**Students use modelled questions to interview their peers about their favourite pastimes. They collect data, record results in the form of a visual display and present their findings.**Students with prior learning and/or experience:*** locate and organise information from spoken, written, digital and visual texts
* respond in English or [Language] to texts, using spoken, written and digital modes, and models
* reflect on their experiences when interacting in [Language] and English-speaking contexts, identifying differences in language use and behaviours.

**Task**Students create questions to interview their peers and [Language] students from a buddy school about favourite pastimes. They analyse results, record comparisons in the form of a visual display and present their findings. |

## Term 3

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:****LXX2-1C****interacts with others to share information and participate in classroom activities in [Language]****LXX2-2C****locates and classifies information in texts****LXX2-4C****composes texts in [Language] using modelled language | How is the weather?**Concept** – Interacting with nature**Duration** – Weeks 1-10Students:* participate in activities with teacher support that involve following instructions and interacting with peers
* obtain specific information from texts
* compose simple texts using familiar words, formulaic expressions and modelled language.

**Task**Students compose a weather forecast for NSW. They create a poster and present the forecast to the class.**Students with prior learning and/or experience:*** participate in classroom activities and collaborative tasks that involve planning or simple transactions
* locate and organise information from spoken, written, digital and visual texts
* compose texts using formulaic expressions, modelled language and visual supports.

**Task**Students collaborate to compose a weather forecast for NSW and a selected place in [Country]. They create posters and present the forecasts, noting similarities and differences. |

## Term 4

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:****LXX2-1C****interacts with others to share information and participate in classroom activities in [Language]****LXX2-2C****locates and classifies information in texts****LXX2-9U****recognises how terms and expressions reflect aspects of culture | Having fun with pots and pans!**Concept** – Following procedures**Duration** – Weeks 1-10Students:* participate in activities with teacher support that involve following instructions and interacting with peers
* obtain specific information from texts
* understand that ways of communicating and behaving reflect aspects of personal identity.

**Task**Students work in groups to make a simple cultural dish following simple procedures and using modelled language.**Students with prior learning and/or experience:*** participate in classroom activities and collaborative tasks that involve planning or simple transactions
* locate and organise information from spoken, written, digital and visual texts
* reflect on their experiences when interacting in [Language] and English-speaking contexts, identifying differences in language use and behaviours.

**Task**Students use authentic texts to research cultural eating etiquette and cultural customs. They reflect on their own experiences and create a poster on the dos and don’ts of eating in cultural contexts. |

[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.