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