[Language] Stage 3 – 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 3 (Year A) – Sample scope and sequence

## Term 1

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| Outcomes | Learning overview |
| A student:  **LXX3-1C**  uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities  **LXX3-2C**  obtains and processes information in texts, using contextual and other clues  **LXX3-4C**  composes texts in [Language] using a series of sentences  **LXX3-9U**  makes connections between cultural practices and language use | This is my family! **Concept** – Belonging  **Duration** – Weeks 1-10  Students:   * initiate interactions and exchange information with teacher and peers * obtain and organise specific information from texts * compose informative and imaginative texts, using scaffolded models, for different purposes and audiences * understand that [Language] changes according to the context of use and reflects different relationships.   **Task**  Using a photograph of a family gathering, students work collaboratively to re-enact a scenario in which they interact with family members of different ages.  **Students with prior learning and/or experience:**   * initiate interactions with adults and peers to exchange information, ideas and opinions * locate and classify information from a range of spoken, written, digital and visual texts * compose informative and imaginative texts for a variety of purposes and audiences * reflect on their experiences in [Language] and English-speaking contexts, discussing adjustments made when moving from English to [Language] and vice versa.   **Task**  Students develop questions to interview a family member who lives in [Country] to find out more about their family origins and history. Students present their findings. |

## Term 2

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| Outcomes | Learning overview |
| A student:  ****LXX3-1C****  uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities  ****LXX3-2C****  obtains and processes information in texts, using contextual and other clues  ****LXX3-4C****  composes texts in [Language] using a series of sentences | Pets are family! **Concept** – Relationships  **Duration** – Weeks 1-10  Students:   * participate in a group activity or shared event * obtain and organise specific information from texts * compose informative and imaginative texts, using scaffolded models, for different purposes and audiences.   **Task**  Students design a poster to promote a real or imaginary pet for a ‘Pet of the Year’ competition.  **Students with prior learning and/or experience:**   * initiate interactions with adults and peers to exchange information, ideas and opinions * locate and classify information from a range of spoken, written, digital and visual texts * compose informative and imaginative texts for a variety of purposes and audiences.   **Task**  Students create a multimodal text to promote responsible behaviour associated with keeping a pet. |

## Term 3

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| Outcomes | Learning overview |
| A student:  ****LXX3-2C****  obtains and processes information in texts, using contextual and other clues  ****LXX3-4C****  composes texts in [Language] using a series of sentences  ****LXX3-5U****  applies key features of [Language] pronunciation and intonation  ****LXX3-7U****  demonstrates understanding of [Language] grammatical structures | Holidays are coming! **Concept** – Travelling  **Duration** – Weeks 1-10  Students:   * obtain and organise specific information from texts * compose informative and imaginative texts, using scaffolded models, for different purposes and audiences * reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning * recognise the systematic nature of [Language] grammar rules.   **Task**  Students give a short presentation about a place in [Country] they would like to visit, using a combination of language and images.  **Students with prior learning and/or experience:**   * locate and classify information from a range of spoken, written, digital and visual texts * compose informative and imaginative texts for a variety of purposes and audiences * apply the [Language] sound system, including variations in tone, stress and phrasing * understand and use basic structures and features of [Language] grammar to elaborate on meaning.   **Task**  Students create an itinerary and give a presentation about a trip to [Country], incorporating language, photographs and videos. |

## Term 4

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| Outcomes | Learning overview |
| A student:  ****LXX3-1C****  uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities  ****LXX3-2C****  obtains and processes information in texts, using contextual and other clues  ****LXX3-4C****  composes texts in [Language] using a series of sentences | What’s the time in [Country]? **Concept** – Time  **Duration** – Weeks 1-10  Students:   * participate in a group activity or shared event * obtain and organise specific information from texts * compose informative and imaginative texts, using scaffolded models, for different purposes and audiences.   **Task**  Students create a set of cards with times represented in analog and digital form and in words for a matching/memory game, as a classroom resource.  **Students with prior learning and/or experience:**   * collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions * locate and classify information from a range of spoken, written, digital and visual texts * compose informative and imaginative texts for a variety of purposes and audiences.   **Task**  Using an itinerary of a trip to [Country], students create possible dialogues with a travel agent to discuss best times to visit and time it takes to travel from place to place. They also include information about any changes in time zone. |

# [Language] Stage 3 (Year B) – Sample scope and sequence

## Term 1

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| Outcomes | Learning overview |
| A student:  **LXX3-1C**  uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities  **LXX3-2C**  obtains and processes information in texts, using contextual and other clues  **LXX3-4C**  composes texts in [Language] using a series of sentences  **LXX3-5U**  applies key features of [Language] pronunciation and intonation | Welcome to our school! **Concept** – School life  **Duration** – Weeks 1-10  Students:   * participate in a group activity or shared event * obtain and organise specific information from texts * create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community * reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning.   **Task**  Using modelled language, students create a video about their school in [Language] with English subtitles for families who are searching for a NSW school. They comment on aspects such as location, facilities, subjects and teachers as well as favourite school events.  **Students with prior learning and/or experience:**   * collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions * locate and classify information from a range of spoken, written, digital and visual texts * create bilingual texts and resources for their own language learning and the school community * apply the [Language] sound system, including variations in tone, stress and phrasing.   **Task**  Students collaborate with peers to write a script in [Language] to create a video about their school with English subtitles, for families who are searching for a NSW school. They comment on aspects such as location, facilities, subjects and teachers as well as favourite school events. |

## Term 2

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| Outcomes | Learning overview |
| A student:  **LXX3-1C**  uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities  **LXX3-2C**  obtains and processes information in texts, using contextual and other clues  **LXX3-3C**  responds to texts using different formats  **LXX3-4C**  composes texts in [Language] using a series of sentences  **LXX3-8U**  recognises how texts and language use vary according to context and purpose | Caring for the environment! **Concept** – Sustainability  **Duration** – Weeks 1-10  Students:   * participate in a group activity or shared event * obtain and organise specific information from texts * respond in English or [Language] to texts, using a range of formats * create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community * identify how the features of text organisation vary according to purpose and audience.   **Task**  Students compose a bilingual poster to promote an environmental initiative at school such as recycling, saving water or creating a vegetable garden. Students label images, graphs and other visual representations on the poster and display it around the school.  **Students with prior learning and/or experience:**   * collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions * locate and classify information from a range of spoken, written, digital and visual texts * respond in English or [Language] to ideas and information, using a range of formats for different audiences.   **Task**  Students engage in a classroom discussion on the benefits and disadvantages of using active transport to get to and from school. They prepare a list of arguments for and against to provide different points of view. They present their views to the class using language and images. |

## Term 3

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| Outcomes | Learning overview |
| A student:  **LXX3-1C**  uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities  **LXX3-2C**  obtains and processes information in texts, using contextual and other clues  **LXX3-4C**  composes texts in [Language] using a series of sentences  **LXX3-6U**  applies basic [Language] writing conventions  **LXX3-7U**  demonstrates understanding of [Language] grammatical structures | A great example to follow! **Concept** – Role models  **Duration** – Weeks 1-10  Students:   * participate in a group activity or shared event * obtain and organise specific information from texts * compose informative and imaginative texts, using scaffolded models, for different purposes and audiences * identify and reproduce letter clusters, digraphs and diphthongs * recognise the systematic nature of [Language] grammar rules.   **Task**  Students develop a simple script for an interview with a person they admire. Students role play the interview in class.  **Students with prior learning and/or experience:**   * collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions * locate and classify information from a range of spoken, written, digital and visual texts * compose informative and imaginative texts for a variety of purposes and audiences * extend knowledge of the [Language] alphabet and experiment with spelling * understand and use basic structures and features of [Language] grammar to elaborate on meaning.   **Task**  Using formal language, students develop a script for an interview with a person they admire. Students role play the interview in class. |

## Term 4

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| Outcomes | Learning overview |
| A student:  **LXX3-1C**  uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities  **LXX3-4C**  composes texts in [Language] using a series of sentences  **LXX3-7U**  demonstrates understanding of [Language] grammatical structures  **LXX3-9U**  makes connections between cultural practices and language use | Our yearbook! **Concept** – Collecting memories  **Duration** – Weeks 1-10  Students:   * participate in a group activity or shared event * compose informative and imaginative texts, using scaffolded models, for different purposes and audiences * recognise the systematic nature of [Language] grammar rules * describe aspects of own identity and reflect on differences between [Language] and own language and culture, considering how this affects intercultural communication.   **Task**  Students collaborate to create a print or digital yearbook. They compose simple texts using modelled language and photographs or images to describe some of their favourite memories of primary school. They present the yearbook to their teacher.  **Students with prior learning and/or experience:**   * collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions * compose informative and imaginative texts for a variety of purposes and audiences * understand and use basic structures and features of [Language] grammar to elaborate on meaning * reflect on their experiences in [Language] and English-speaking contexts, discussing adjustments made when moving from English to [Language] and vice versa.   **Task**  Students collaborate to create a print or digital yearbook. They compose texts using modelled language and photographs or images to detail a favourite memory of primary school. They present the yearbook to their teacher. |

[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.