# Sample scope and sequence

Early Stage 1 languages:

* 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 you may adapt to meet the needs of your students and local context.

## Term 1

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| --- | --- |
| Outcomes | Learning overview |
| A student:****(LXXe-1C)**** interacts in simple exchanges in [language].****(LXXe-9U)**** recognises other languages and cultures in their immediate environment and the world. | **Hello!**Concept – Greetings and introductionsDuration – Weeks 1-10**Students:*** exchange greetings
* understand that [language] is one of the many languages spoken in Australia.

**Task** –Students exchange greetings in pairs or small groups using culturally appropriate gestures.**Students with prior learning and/or experience:*** interact with teacher and peers by exchanging information.

**Task** – Students practise formal and informal greetings in pairs or small groups using culturally appropriate gestures. |

## Term 2

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| --- | --- |
| Outcomes | Learning overview |
| A student:****(LXXe-1C)**** interacts in simple exchanges in [language].****(LXXe-6U)**** recognises written [language].****(LXXe-7U)**** recognises the difference between statements, questions and commands in [language]. | **School is fun!**Concept – School routinesDuration – Weeks 1-10**Students:*** participate in classroom routines and follow simple instructions
* recognise that [language] and English are written differently
* recognise the structure of statements, questions and commands in [language].

**Task –** Students respond to simple instructions that relate to classroom routines.**Students with prior learning and/or experience:*** participate in classroom activities by responding to instructions and taking turns
* recognise that the sounds of [language] are represented in the [language] alphabet
* identify the function of statements, questions and commands in [language].

**Task –** Students give simple instructions to classmates that relate to classroom routines. |

## Term 3

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:****(LXXe-4C)**** composes texts in [language] using visual supports and other scaffolds. | **Show and tell**Concept – Describing objects of interestDuration – Weeks 1-10**Students:*** describe objects in [language] using visual supports.

**Task:** Students present to class an object of interest such as a favourite toy, photograph or game. They describe size and colour of the object using modelled language.**Students with prior learning and/or experience:*** compose simple texts using illustrations and actions to support meaning.

**Task** –Students present to class an object of interest such as a favourite toy, photograph or game. They give descriptive information about the object using simple structures. |

## Term 4

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| --- | --- |
| Outcomes | Learning overview |
| A student:**(LXXe-2C)** engages with [language] texts.**(LXXe-3C)** responds to spoken and visual texts.**(LXXe-5U)** recognises spoken [language]**(LXXe-8U)** recognises that there are different kinds of texts. | **Let’s sing!**Concept – LeisureDuration – Weeks 1-10**Students:*** participate in shared listening and viewing activities
* respond to simple or familiar songs through actions, drawing or singing
* recognise the sounds of [language]
* understand that language is organised as ‘text’.

**Task** –Students perform a song at a school assembly, adding actions to support meaning.**Students with prior learning and/or experience:*** identify key words and specific information in simple spoken and visual texts
* share information from texts, using illustrations and gestures to support meaning
* recognise and use features of the [language] sound system, including pitch, accent, rhythm and intonation.

**Task** – Students listen to a song and create actions to support meaning. They teach the actions to their classmates and perform the song with their classmates at a school assembly. |

[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=) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.