# 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 introductions  Duration – 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 routines  Duration – 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

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| Outcomes | Learning overview |
| A student:  ****(LXXe-4C)**** composes texts in [language] using visual supports and other scaffolds. | **Show and tell**  Concept – Describing objects of interest  Duration – 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 – Leisure  Duration – 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.