# [Language] Stage 1– CLIL sample scope and sequence

Content and language integrated learning (CLIL) is a pedagogical approach that involves students learning a language through content from other key learning areas (KLAs).

## Information for teachers

This sample document incorporates [advice on scope and sequences](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences) from NSW Education Standards Authority (NESA) 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 KLAs, when the teaching program is integrated
* relevant information for particular learning areas or particular school requirements.

The department has further advice on [developing a scope and sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/primary/scope-and-sequences).

Please note that this document is a ‘sample’ that schools may adapt to meet the needs of their students and local context. This document is based on a school language program of 120 minutes per week. Approximately half this time will be spent teaching the language needed to successfully meet the KLA outcomes in [Language] and the rest of the time completing the task.

Critical information regarding the use of this document can be found at [content and language integrated learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/early-stage-1-to-stage-3/content-and-language-integrated-learning).

[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.

## Term 1 – Year a

Table 1 – Term 1, Year a sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:****   * participates in classroom interactions and play-based learning activities in [Language] LXX1-1C * composes texts in [Language] using rehearsed language LXX1-4C * recognises and reproduces the sounds of [Language] LXX1-5U * recognises basic [Language] writing conventions LXX1-6U * recognises [Language] language patterns in statements, questions and commands LXX1-7U * recognises features of familiar texts LXX1-8U   ****These tasks will allow students to work towards:****   * performing movement skills in a variety of sequences and situations which aligns with outcome – PD1-4 * describing and practising interpersonal skills to promote inclusion which aligns with outcome – PD1-10 | **KLA** – PDHPE  **Strand:** [Movement Skill and Performance](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/content/3887)  **Key inquiry questions:**   * What are the different ways we can move our body? * How can we participate safely and fairly during physical activity? * How can we move and improve our involvement in physical activity?   **Language learning tasks**:   * Lead a small group in a game of ‘Simon says’ to show different ways we can move our bodies. * Design a movement game everyone can play that is safe and fair. You can use up to 2 pieces of equipment. Write and explain the rules to the game and play the game with your friends.   **Suggested language and text types:**   * game rules * action verbs * modal verbs (commands – you must, you cannot)   **Link to KLA resource**: [‘How can I solve problems while moving?’](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/media/documents/pdhpe-s1-unit-how-can-i-solve-problems-while-moving.docx) |

## Term 2 – Year a

Table 2 – Term 2, Year a sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:****   * composes texts in [Language] using rehearsed language **LXX1-4C** * recognises and reproduces the sounds of [Language] LXX1-5U * recognises basic [Language] writing conventions LXX1-6U * recognises [Language] language patterns in statements, questions and commands LXX1-7U * **recognises features of familiar texts** LXX1-8U   ****These tasks will allow students to work towards:****   * an understanding of change and continuity in family life which aligns with outcome – HT1-1 | **KLA** – History  **Strand:** [Present and past family life](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/content/800)  **Key inquiry questions:**   * How has family life changed or remained the same over time? * How can we show that the present is different from or similar to the past?   **Language learning tasks:**   * Represent graphically the structure your family. Include parents, grandparents and siblings. * Make and give a presentation to classmates comparing and contrasting your daily life with an older family member’s childhood daily life.   **Suggested language and text types:**   * family vocabulary * time related vocabulary * present and past tenses (I catch the bus, my dad walked to school)   **Link to KLA resource**: [Daily life past and present](https://schoolsequella.det.nsw.edu.au/file/6ad3d582-8a95-430c-b44d-1108e7d023d6/1/Stage-1-history-daily-lives-present-past.docx) |

## Term 3 – Year a

Table 3 – Term 3, Year a sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:****   * composes texts in [Language] using rehearsed language LXX1-4C * recognises and reproduces the sounds of [Language] LXX1-5U * recognises basic [Language] writing conventions LXX1-6U * recognises [Language] language patterns in statements, questions and commands LXX1-7U * recognises features of familiar texts LXX1-8U   ****These tasks will allow students to work towards:****   * describing observable features of living things and their environments which aligns with outcome – ST1-4LW-S | **KLA** – Science and Technology  **Strand:** [Living world](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus/content/2762)  **Key inquiry questions:**   * What are the external features of living things? * How do living things change as they grow?   **Language learning tasks:**   * Draw a diagram of two different animals, labelling the external features. Explain your diagrams to a classmate. * Complete a table recording changes in growth of a native or introduced plant. Share your findings with a classmate.   **Suggested language and text types:**   * Vocabulary related to plants, animals and their features * Labelled diagrams * Table to record changes * Present simple sentences (birds have wings, fish live in the sea)   **Link to KLA resource**:   * [Learning sequence – Living world Stage 1](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-s1-learning-sequence-living-world.docx) * [Student workbook – Living world Stage 1](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-s1-living-world-student-workbook.docx) |

## Term 4 – Year a

Table 4 – Term 4, Year a sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:****   * composes texts in [Language] using rehearsed language LXX1-4C * recognises and reproduces the sounds of [Language] LXX1-5U * recognises basic [Language] writing conventions LXX1-6U * recognises [Language] language patterns in statements, questions and commands LXX1-7U * recognises features of familiar texts LXX1-8U   ****These tasks will allow students to work towards:****   * describing features of places which aligns with outcome –GE1-1 * identifying ways in which people interact with and care for places which aligns with outcome GE1-2 | **KLA** – Geography  **Strand:** [Features of places](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1177)  **Key inquiry questions:**   * What are the features of, and activities in, places? * How can spaces within a place be used for different purposes?   **Language learning tasks:**   * Your school will host a sporting, artistic or cultural event next term. Create a spoken text (film, presentation, interview) explaining where the event will take place and what school activities will need to be rearranged. * Draw and label a map of your suburb that includes your school. Do you think your school is in a good location? Write a sentence explaining your answer.   **Suggested language and text types:**   * Natural and human features of places, for example, park, street, shop, lights, house, apartment, trees, grass, buildings, rooms and spaces at school. * Maps * Directions * Sentences – ‘I think…. because...’   **Link to KLA resource**: [Local places and spaces](https://schoolsequella.det.nsw.edu.au/file/c8574849-9521-41ff-a495-e726d983c811/1/st1-geography-local-places.docx) |

## Term 1 – Year b

Table 1 – Term 1, Year b sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:****   * composes texts in [Language] using rehearsed language LXX1-4C * recognises and reproduces the sounds of [Language] LXX1-5U * recognises basic [Language] writing conventions LXX1-6U * recognises [Language] language patterns in statements, questions and commands LXX1-7U * recognises features of familiar texts LXX1-8U   ****These tasks will allow students to work towards:****   * understanding factors that influence health and recognising strategies that contribute to safe outcomes which aligns with outcome – PD1-6 | **KLA** – PDHPE  **Strand:** [Healthy, Safe and Active Lifestyles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/content/3884)  **Key inquiry questions:**   * How can I be responsible for my own, and others’ health, safety and wellbeing?   **Language learning tasks**:  Throughout this unit, keep a ‘My health, safety and wellbeing diary’. In your diary, write about: a safe choice you made; a feeling you had in an enjoyable situation; a healthy decision you made; a time when you were physically active; and a situation where someone might need help from emergency services.  **Suggested language and text types:**   * Diaries * Vocabulary - healthy food, safe/unsafe activities, emergency situations * Past tense sentences   **Link to KLA resource**: [Stage 1 ‘How do I keep myself and others safe?’](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/media/documents/pdhpe-s1-unit-how-do-i-keep-myself-and-others-safe.docx) |

## Term 2 – Year b

Table 2 – Term 2, Year b sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:****   * composes texts in [Language] using rehearsed language LXX1-4C * recognises and reproduces the sounds of [Language] LXX1-5U * recognises basic [Language] writing conventions LXX1-6U * recognises [Language] language patterns in statements, questions and commands LXX1-7U   ****These tasks will allow students to work towards:****   * describing significant people and places in the local community over time which aligns with outcome – HT1-1 | **KLA** – History  **Strand:** [Past in the present](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/content/801)**Key inquiry questions:**   * What aspects of the past can you see today? * What do they tell us? * What remains of the past are important to the local community? Why? * How have changes in technology shaped our daily life?   **Language learning tasks:**  Create a spoken text, for example, film, presentation or interview about a significant local building or site: Why is the site or building important? And what does it tell us about the past?  Create a spoken text about a historical figure from [Culture]  **Suggested language and text types:**   * Adjectives to describe buildings, natural environments and people * Past tense sentences * Providing reasons – this is important because * Biographical information   **Link to KLA resource**:   * [Local historical site study](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/hsie/media/documents/history-s1-local-historical-site-study.docx) * [Local history walk](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/hsie/media/documents/history-s1-local-history.docx) |

## Term 3 – Year b

Table 3 – Term 3, Year b sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:****   * participates in classroom interactions and play-based learning activities in [Language] LXX1-1C * composes texts in [Language] using rehearsed language LXX1-4C * recognises and reproduces the sounds of [Language] LXX1-5U * recognises basic [Language] writing conventions LXX1-6U * recognises [Language] language patterns in statements, questions and commands LXX1-7U   ****These tasks will allow students to work towards:****   * describing common forms of energy which aligns with outcome – ST1-8PW-S | **KLA** – Science and Technology  **Strand:** [Physical World](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus/content/2768)  **Key inquiry questions:**  What are the different forms of energy around us and how can we detect them?  **Language learning tasks:**   * Explore how the volume and pitch of a sound an object makes can be changed by blowing, scraping, striking and shaking it. Share your findings with a friend. * Identify and record examples of sound, light, heat, electricity and movement as forms of energy from different sources. Share your findings with a friend.   **Language required for tasks:**   * Volume, pitch, high, low, loud, quiet, blowing, scraping, striking and shaking * Cause and effect – ‘when I shake it, the pitch is low’, ‘I can see a rainbow because there is light energy from the sun.’   **Link to KLA resource**: [Sample unit Stage 1 ‘What’s that sound?](https://educationstandards.nsw.edu.au/wps/wcm/connect/40da7ed5-399f-442f-857a-945873988b83/science-and-technology-k-6-2017-s1-sample-unit-whats-that-sound-word.docx?MOD=AJPERES&CACHEID=ROOTWORKSPACE-40da7ed5-399f-442f-857a-945873988b83-mIrBWFj) |

## Term 4 – Year b

Table 4 – Term 4, Year b sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:****   * composes texts in [Language] using rehearsed language LXX1-4C * recognises and reproduces the sounds of [Language] LXX1-5U * recognises basic [Language] writing conventions LXX1-6U * recognises [Language] language patterns in statements, questions and commands LXX1-7U * recognises similarities and differences in communication across cultures LXX1-9U   ****These tasks will allow students to work towards:****   * describing features of places and the connections people have with places which aligns with outcome – GE1-1 | **KLA** – Geography  **Strand:** [People and places](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1178)  **Key inquiry questions:**   * Where are places located in Australia? * How are people connected to places? * What factors affect people’s connections to places?   **Language learning tasks:**  Create a short film to explain the following to a buddy class in [Country]: your hometown on a map of Australia, including information about:   * Local Aboriginal people’s connections to places * comparison of Australia and [Country] on a world map * Australia’s connections to [Country] * how and why people travel from Australia to and from [Country].   **Language required for tasks:**   * Volume, pitch, high, low, loud, quiet, blowing, scraping, striking and shaking * Cause and effect – ‘when I shake it, the pitch is low’, ‘I can see a rainbow because there is light energy from the sun.’   **Link to KLA resource**: [Sample unit Stage 1 ‘What’s that sound?](https://educationstandards.nsw.edu.au/wps/wcm/connect/40da7ed5-399f-442f-857a-945873988b83/science-and-technology-k-6-2017-s1-sample-unit-whats-that-sound-word.docx?MOD=AJPERES&CACHEID=ROOTWORKSPACE-40da7ed5-399f-442f-857a-945873988b83-mIrBWFj) |