# Sample scope and sequence

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.

## Year A

### Term 1

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| Outcomes | Learning overview |
| A student:  **(LXX1-1C)** participates in classroom interactions and play-based learning activities in [language].  **(LXX1-9U)** recognises similarities and differences in communication across cultures. | **Our class!**  Concept – Cultural communication  Duration – Weeks 1-10  **Students:**   * interact with teacher and peers to exchange greetings and information * participate in classroom routines and activities * recognise that the ways of greeting and addressing others vary in different cultural and social contexts.   **Task** – Students collaborate with classmates to create greeting scenarios to be enacted in class.  **Students with prior learning and/or experience:**   * interact with teacher and peers to exchange personal information * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * reflect on the role of [language] language and culture in their own lives.   **Task** –Students collaborate with class peers to create scenarios to be enacted in class, incorporating formal and informal ways of greeting. |

### Term 2

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| Outcomes | Learning overview |
| A student:  ****(LXX1-1C)**** participates in classroom interactions and play-based learning activities in [language].  ****(LXX1-4C)**** composes texts in [language] using rehearsed language. | **We are a family!**  Concept – Relationships  Duration – Weeks 1-10  **Students:**   * interact with teacher and peers to exchange greetings and information * participate in classroom routines and activities * label objects and caption visual texts.   **Task –** Students create a print or digital text about their family, using pictures and captions to name family members. They present their text to the class using simple sentence structures.  **Students with prior learning and/or experience:**   * interact with teacher and peers to exchange personal information * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * compose simple texts using modelled sentence structures and illustrations to support meaning.   **Task –** Students create a print or digital text about their family, using pictures and captions. They present their text to the class and give a short description for each family member. |

### Term 3

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| Outcomes | Learning overview |
| A student:  **(LXX1-1C)** participates in classroom interactions and play-based learning activities in [language].  **(LXX1-4C)** composes texts in [language] using rehearsed language | **My dream home!**  Concept – Describing buildings  Duration – Weeks 1-5  **Students:**   * participate in classroom routines and activities * label objects and caption visual texts.   **Task –** Students create a print or digital text about their dream home, using pictures and captions to name each room/area. They present their text to the class using simple sentence structures.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * compose simple texts using modelled sentence structures and illustrations to support meaning.   **Task –** Students create a print or digital text about their dream home using pictures and captions to name and describe each room/area. They present their text to the class and respond to questions. |
| A student:  **(LXX1-4C)** composes texts in [language] using rehearsed language.  **(LXX1-6U)** recognises basic [language] writing conventions.  **(LXX1-7U)** recognises language patterns in statements, questions and commands. | **What’s under my bed?**  Concept – Describing objects and their position  Duration – Weeks 6-10  **Students:**   * compose simple texts using familiar words, phrases and patterns * recognise and reproduce the letters of the [language] alphabet * understand basic [language] sentence structure and recognise some key elements of [language] grammar.   **Task –** Students create a multimodal text about a favourite room/area in the house and present it to the class using modelled language. They include information about objects/furniture and activities they do in that room/area.  **Students with prior learning and/or experience:**   * compose simple texts using modelled sentence structures and illustrations to support meaning * build knowledge of the [language] alphabet * recognise parts of speech and understand basic rules of word order in simple sentences.   **Task –** Students create a multimodal text about a favourite room/area in the house. They present their text to the class giving information about position of furniture/objects and activities they do in that room/area. |

### Term 4

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| Outcomes | Learning overview |
| A student:  **(LXX1-2C)** identifies key words and information in simple texts.  **(LXX1-3C)** responds to texts using a range of supports.  **(LXX1-5U)** recognises and reproduces the sounds of [language].  **(LXX1-8U)** recognises features of familiar texts. | **Let’s sing together!**  Concept – Leisure  Duration – Weeks 1-5  **Students:**   * locate specific items of information in texts, such as charts, songs, rhymes or lists * respond to texts using key words or phrases in English or [language], or gestures, drawings and other supports * recognise the sounds and rhythms of spoken [language] * understand that there are different types of text with particular features.   **Task –** Students perform a song at a school assembly, adding actions to support meaning.  **Students with prior learning and/or experience:**   * locate and organise key points of information from simple spoken, written, digital and visual texts * respond to texts using English, or modelled sentence structures in [language], or illustrations to support meaning * apply [language] pronunciation and intonation patterns, including pronunciation of loan words and punctuation.   **Task –** Students help peers to learn a song, suggesting actions to support meaning. They perform the song at a school event. |
| A student:  **(LXX1-1C)** participates in classroom interactions and play-based learning activities in [language].  **(LXX1-9U)** recognises similarities and differences in communication across cultures. | **Just dance!**  Concept – Tradition  Duration – Weeks 6-10  **Students:**   * participate in classroom routines and activities * identify what may look or feel similar or different to their own language and culture when interacting in [language].   **Task –** Students learn a simple dance routine following simple instructions. They perform the dance at a school event such as school assembly or cultural celebration.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * reflect on the role of [language] language and culture in their own lives.   **Task –** Students help peers to learn a simple dance routine, using simple instructions. They perform the dance at a school event such as school assembly or cultural celebration. |

## Year B

### Term 1

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| Outcomes | Learning overview |
| A student:  **(LXX1-1C)** participates in classroom interactions and play-based learning activities in [language].  **(LXX1-4C)** composes texts in [Language] using rehearsed language.  **(LXX1-9U)** recognises similarities and differences in communication across cultures. | **Together again!**  Concept – Community  Duration – Weeks 1-10  **Students:**   * interact with teacher and peers to exchange greetings and information * participate in classroom routines and activities * compose simple texts using familiar words, phrases and patterns * recognise that the ways of greeting and addressing others vary in different cultural and social contexts * understand that language and culture are closely connected.   **Task –** Students create a print or digital text about themselves and use captions to make a Big Book.  **Students with prior learning and/or experience:**   * interact with teacher and peers to exchange personal information * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * compose simple texts using modelled sentence structures and illustrations to support meaning * reflect on the role of [language] language and culture in their own lives.   **Task –** Students create a print or digital text about themselves, using pictures and captions to name family members, friends and favourite activities. They present their text to the class and respond to questions. |

### Term 2

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| Outcomes | Learning overview |
| A student:  **(LXX1-1C)** participates in classroom interactions and play-based learning activities in [language].  **(LXX1-4C)** composes texts in [language] using rehearsed language. | **Let’s play a game!**  Concept – Following instructions  Duration – Weeks 1-5  **Students:**   * participate in classroom routines and activities * label objects and caption visual texts.   **Task –** Students collaborate with peers to create a simple board or card game such as matching words and pictures.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom.   **Task –** Students collaborate with peers to create a simple board or card game, such as matching [language] and English words. |
| A student:  **(LXX1-1C)** participates in classroom interactions and play-based learning activities in [language].  **(LXX1-4C)** composes texts in [language] using rehearsed language.  **(LXX1-8U)** recognises features of familiar texts.  **(LXX1-9U)** recognises similarities and differences in communication across cultures. | **Happy birthday!**  Concept – Celebrations  Duration – Weeks 6-10  **Students:**   * participate in classroom routines and activities * compose simple texts using familiar words, phrases and patterns * understand that there are different types of text with particular features * identify what may look or feel similar or different to their own language and culture when interacting in [language].   **Task –** Students create an invitation for a birthday party using formulaic expressions about the occasion, time and place.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * compose simple texts using modelled sentence structures and illustrations to support meaning * reflect on the role of [language] language and culture in their own lives.   **Task –** Students plan a birthday party. They create an invitation and provide information about guests, food and activities. |

### Term 3

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| Outcomes | Learning overview |
| A student:  ****(LXX1-1C)**** participates in classroom interactions and play-based learning activities in [language].  ****(LXX1-2C)**** identifies key words and information in simple texts.  ****(LXX1-4C)****  composes texts in [language] using rehearsed language.  ****(LXX1-6U)**** recognises basic [language] writing conventions. | **What’s for dinner?**  Concept – Eating habits  Duration – Weeks 1-10  **Students:**   * participate in classroom routines and activities * locate specific items of information in texts, such as charts, songs, rhymes or lists * label objects and caption visual texts * recognise and reproduce the letters of the [language] alphabet.   **Task –** Students create a print or digital text with pictures and captions to name foods they like.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * locate and organise key points of information from simple spoken, written, digital and visual texts * create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom * build knowledge of the [language] alphabet.   **Task –** Students create a bilingual food dictionary with English and [language] words. |

#### Term 4

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| --- | --- |
| Outcomes | Learning overview |
| A student:  ****(LXX1-2C)**** identifies key words and information in simple texts.  ****(LXX1-3C)**** responds to texts using a range of supports.  ****(LXX1-8U)**** recognises features of familiar texts. | **It’s story time!**  Concept – Storytelling  Duration – Weeks 1-10  **Students:**   * locate specific items of information in texts, such as charts, songs, rhymes or lists * respond to texts using key words or phrases in English or [;anguage], or gestures, drawings and other supports * understand that there are different types of text with particular features.   **Task –** Students re-enact a multimodal story in class using puppets, props or actions.  **Students with prior learning and/or experience:**   * locate and organise key points of information from simple spoken, written, digital and visual texts * respond to texts using English, or modelled sentence structures in [language], or illustrations to support meaning * understand that there are different types of text with particular features.   **Task –** Students re-enact a multimodal story in class using puppets, props or actions, and language. |

[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.