# Sample scope and sequence

Stage 2 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:**(LXX2-1C)**interacts with others to share information and participate in classroom activities in [language].**(LXX2-2C)** locates and classifies information in texts.**(LXX2-4C)** composes texts in [language] using modelled language.**(LXX2-9U)** recognises how terms and expressions reflect aspects of culture. | **Where are you from?**Concept – HeritageDuration – Weeks 1-10**Students:*** interact with teacher and peers in guided exchanges
* participate in activities with teacher support that involve following instructions and interacting with peers
* obtain specific information from texts
* compose simple texts using familiar words, formulaic expressions and modelled language
* understand that ways of communicating and behaving reflect aspects of personal identity.

**Task –** Students use ICT to create a personal profile to exchange with a potential [language] speaking friend. They describe themselves and include information about nationality, languages spoken, family, friends and interests.**Students with prior learning and/or experience:*** interact with teacher and peers to share information, experiences and feelings
* participate in classroom activities and collaborative tasks that involve planning or simple transactions
* locate and organise information from spoken, written, digital and visual texts
* compose texts using formulaic expressions, modelled language and visual supports
* reflect on their experiences when interacting in [language] and English-speaking contexts, identifying differences in language use and behaviours.

**Task –** Students write an email to a potential [language] speaking friend. They include information about nationality, languages spoken, family, friends and interests. |

## Year A – Term 2

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| Outcomes | Learning overview |
| A student:****(LXX2-1C)**** interacts with others to share information and participate in classroom activities in [language].****(LXX2-2C)**** locates and classifies information in texts.****(LXX2-4C)**** composes texts in [language] using modelled language.****(LXX2-5U)**** recognises pronunciation and intonation patterns of [language]. | **What day is it?**Concept – Months and days of the weekDuration – Weeks 1-10**Students:*** participate in activities with teacher support that involve following instructions and interacting with peers
* obtain specific information from texts
* compose simple texts using familiar words, formulaic expressions and modelled language
* reproduce pronunciation and intonation and recognise sound–writing relationships.

**Task –** Students collaborate with peers to create an illustrated yearly calendar for a classroom display. They exchange information about birthdays and enter each birthday on the calendar.**Students with prior learning and/or experience:*** interact with teacher and peers to share information, experiences and feelings
* locate and organise information from spoken, written, digital and visual texts
* compose texts using formulaic expressions, modelled language and visual supports
* understand the intonation and phrasing patterns of spoken [language].

**Task –** Students gather information and compare the seasonal characteristics for each month in [country] with those of Australia. They share their findings with the class using modelled language and visual supports. |

## Year A – Term 3

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| Outcomes | Learning overview |
| A student:****(LXX2-2C)**** locates and classifies information in texts.****(LXX2-4C)**** composes texts in [language] using modelled language.****(LXX2-9U)**** recognises how terms and expressions reflect aspects of culture. | **What’s your day like?**Concept – Daily routineDuration – Weeks 1-10**Students:*** obtain specific information from texts
* compose simple texts using familiar words, formulaic expressions and modelled language
* understand that ways of communicating and behaving reflect aspects of personal identity.

**Task –** Students create a video in which they interview their peers about their daily routine at school and home, using modelled language.**Students with prior learning and/or experience:*** locate and organise information from spoken, written, digital and visual texts
* compose texts using formulaic expressions, modelled language and visual supports
* reflect on their experiences when interacting in [language] and English-speaking contexts, identifying differences in language use and behaviours.

**Task –** Students contribute to a shared blog exchanging information with students from a buddy school, either in [country] or a [language] school in the community, about their daily routine at school and home, focusing on similarities and differences. |

## Year A – Term 4

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| Outcomes | Learning overview |
| A student:**(LXX2-1C)**interacts with others to share information and participate in classroom activities in [language].**(LXX2-4C)** composes texts in [language] using modelled language.**(LXX2-6U)** demonstrates understanding of basic [language] writing conventions. | **Let’s plan a treasure hunt!**Concept – CollaboratingDuration – Weeks 1-5**Students:*** participate in activities with teacher support that involve following instructions and interacting with peers
* create bilingual texts for the classroom, such as descriptions and signs
* recognise and reproduce [language] letter clusters and letter combinations.

**Task –** Students create simple bilingual signs to name locations within the school for a treasure hunt. **Students with prior learning and/or experience:*** participate in classroom activities and collaborative tasks that involve planning or simple transactions
* compose texts using formulaic expressions, modelled language and visual supports
* reproduce letter clusters and use accent marks appropriately.

**Task –** Students work collaboratively to create cards with simple clues for a treasure hunt. |
| A student:**(LXX2-1C)** interacts with others to share information and participate in classroom activities in [language].**(LXX2-2C)** locates and classifies information in texts.**(LXX2-4C)** composes texts in [language] using modelled language.**(LXX2-7U)** demonstrates understanding of elements of [language] grammar in familiar language patterns. | **Look what we’ve made!**Concept – Following instructionsDuration – Weeks 6-10**Students:*** participate in activities with teacher support that involve following instructions and interacting with peers
* obtain specific information from texts
* compose simple texts using familiar words, formulaic expressions and modelled language
* understand and identify elements of basic grammar and sentence structure.

**Task –** Students engage with an instructional video and work in groups to make a cultural craft item. They present their craft item to the class using formulaic expressions and modelled language.**Students with prior learning and/or experience:*** participate in classroom activities and collaborative tasks that involve planning or simple transactions
* locate and organise information from spoken, written, digital and visual texts
* compose texts using formulaic expressions, modelled language and visual supports
* develop knowledge of grammatical elements to describe actions, people and objects.

**Task –** Students engage with an instructional video and work in groups to make a cultural craft item. They present their craft item to the class and explain its cultural significance. |

## Year B – Term 1

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| Outcomes | Learning overview |
| A student:**(LXX2-2C)** locates and classifies information in texts.**(LXX2-3C)** responds to texts in a variety of ways.**(LXX2-4C)** composes texts in [language] using modelled language.**(LXX2-7U)** demonstrates understanding of elements of [language] grammar in familiar language patterns.**(LXX2-8U)** demonstrates an awareness of how familiar texts are structured. | **Friends for ever!**Concept – FriendshipDuration – Weeks 1-10**Students:*** obtain specific information from texts
* respond to texts using graphic, visual and digital supports, in English or [language], using simple statements
* compose simple texts using familiar words, formulaic expressions and modelled language
* understand and identify elements of basic grammar and sentence structure
* identify particular language features and textual conventions in familiar texts.

**Task –** Using simple captions and images, students create a simple digital picture story about friendship to share with younger learners of [language].**Students with prior learning and/or experience:*** locate and organise information from spoken, written, digital and visual texts
* respond in English or [Language] to texts, using spoken, written and digital modes, and models
* compose texts using formulaic expressions, modelled language and visual supports
* develop knowledge of grammatical elements to describe actions, people and objects.

**Task –** Students collaborate with peers to create a digital story about friendship using modelled language and images. |

## Year B – Term 2

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| Outcomes | Learning overview |
| A student:****(LXX2-2C)**** locates and classifies information in texts****(LXX2-3C)**** responds to texts in a variety of ways.****(LXX2-9U)**** recognises how terms and expressions reflect aspects of culture. | **Where do you like to hang out?**Concept – LeisureDuration – Weeks 1-10**Students:*** obtain specific information from texts
* respond to texts using graphic, visual and digital supports, in English or [language], using simple statements
* understand that ways of communicating and behaving reflect aspects of personal identity.

**Task –** Students use modelled questions to interview their peers about their favourite pastimes. They collect data, record results in the form of a visual display and present their findings.**Students with prior learning and/or experience:*** locate and organise information from spoken, written, digital and visual texts
* respond in English or [language] to texts, using spoken, written and digital modes, and models
* reflect on their experiences when interacting in [language] and English-speaking contexts, identifying differences in language use and behaviours.

**Task –** Students create questions to interview their peers and [language] students from a buddy school about favourite pastimes. They analyse results, record comparisons in the form of a visual display and present their findings. |

## Year B – Term 3

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| Outcomes | Learning overview |
| A student:****(LXX2-1C)**** interacts with others to share information and participate in classroom activities in [language].****(LXX2-2C)**** locates and classifies information in texts.****(LXX2-4C)**** composes texts in [language] using modelled language. | **How is the weather?**Concept – Interacting with natureDuration – Weeks 1-10**Students:*** participate in activities with teacher support that involve following instructions and interacting with peers
* obtain specific information from texts
* compose simple texts using familiar words, formulaic expressions and modelled language.

**Task –** Students compose a weather forecast for NSW. They create a poster and present the forecast to the class.**Students with prior learning and/or experience:*** participate in classroom activities and collaborative tasks that involve planning or simple transactions
* locate and organise information from spoken, written, digital and visual texts
* compose texts using formulaic expressions, modelled language and visual supports.

**Task –** Students collaborate to compose a weather forecast for NSW and a selected place in [country]. They create posters and present the forecasts, noting similarities and differences. |

## Year B – Term 4

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| Outcomes | Learning overview |
| A student:****(LXX2-1C)**** interacts with others to share information and participate in classroom activities in [language].****(LXX2-2C)**** locates and classifies information in texts.****(LXX2-9U)**** recognises how terms and expressions reflect aspects of culture. | **Having fun with pots and pans!**Concept – Following proceduresDuration – Weeks 1-10**Students:*** participate in activities with teacher support that involve following instructions and interacting with peers
* obtain specific information from texts
* understand that ways of communicating and behaving reflect aspects of personal identity.

**Task –** Students work in groups to make a simple cultural dish following simple procedures and using modelled language.**Students with prior learning and/or experience:*** participate in classroom activities and collaborative tasks that involve planning or simple transactions
* locate and organise information from spoken, written, digital and visual texts
* reflect on their experiences when interacting in [language] and English-speaking contexts, identifying differences in language use and behaviours.

**Task –** Students use authentic texts to research cultural eating etiquette and cultural customs. They reflect on their own experiences and create a poster on the dos and don’ts of eating in cultural contexts. |

[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.