# [Language] Early 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 other 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 K–6 scope and sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-k-6/k-6-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/languages/planning-programming-and-assessing-languages-k-6/content-and-language-integrated-learning).

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## Term 1

Table 1 – Term 1 sample scope and sequence

|  |  |
| --- | --- |
| ****Outcomes**** | ****Learning overview**** |
| **A student**:   * exchanges meaning through play and actions by reproducing culturally appropriate modelled language **MLE-INT-01** * responds to information in simple texts in a variety of ways to demonstrate understanding **MLE-UND-01** * creates simple texts by reproducing culturally appropriate modelled vocabulary **MLE-CRT-01**   **These tasks will allow students to work towards**:   * identifying people and demonstrating protective strategies that help keep themselves healthy, resilient and safe **PD e-2**. | **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/3893)  **Key inquiry questions**:   * What helps us stay healthy and safe?   **Language learning tasks**:   * Tell your friends about a person who keeps you safe and how they keep you safe. * Draw a picture of a safe place to play, such as home or school. Tell your friends why it is a safe place.   **Suggested language and text types**:   * family members, teacher * places – playground, garden, park, pool * features of safe places – fences, grass, supervising adults, rules * ‘(My teacher) keeps me safe when I (play in the playground).’   **Link to KLA resource**: [How do I keep myself and others safe?](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-k-6-2018/pdhpe-k-6-units-2018#/asset2) |

## Term 2

Table 2 – Term 2 sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * exchanges meaning through play and actions by reproducing culturally appropriate modelled language **MLE-INT-01** * creates simple texts by reproducing culturally appropriate modelled vocabulary **MLE-CRT-01**   **These tasks will allow students to work towards:**   * communicating stories of their own family heritage and the heritage of others **HTe-1**. | **KLA** – history  **Strand**: [Personal and Family Histories](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/content/799)  **Key inquiry questions**:   * What is my history and how do I know?   **Language learning tasks**:   * Using a photograph, introduce members of your family to your class. * Ask questions about classmates’ families.   **Suggested language and text types**:   * family vocabulary * ‘This is my … (S)he is called …’ * countries * ‘(S)he was born in ...’ * questions – Who is that? What’s his or her name? Where was (s)he born?   **Link to KLA resource**: [My family and other families](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/hsie-curriculum-resources-k-12/hsie-k-6-curriculum-resources/my-family-and-other-families) |

## Term 3

Table 3 – Term 3 sample scope and sequence

|  |  |
| --- | --- |
| ****Outcomes**** | ****Learning overview**** |
| **A student:**   * exchanges meaning through play and actions by reproducing culturally appropriate modelled language **MLE-INT-01** * creates simple texts by reproducing culturally appropriate modelled vocabulary **MLE-CRT-01** * responds to information in simple texts in a variety of ways to demonstrate understanding **MLE-UND-01**   **These tasks will allow students to work towards**:   * identifying how daily and seasonal changes in the environment affect humans and other living things which aligns with outcome **STe-6ES-S**. | **KLA** – science and technology  **Strand**: [Earth and Space](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus/content/2756)  **Key inquiry questions**:   * How do daily and seasonal changes affect the environment?   **Language learning tasks**:   * Complete a daily weather watching chart. * Tell your friends about your favourite season. Describe what changes happen during this season. Include information on changes for people, animals and the weather.   **Suggested language and text types**:   * weather watching chart * What’s the weather like today? * vocabulary –days, months, seasons, weather, clothes, animals * ‘In (season), I wear …, you can see (animals) … the weather is …’   **Link to KLA resource**:   * [Learning sequence Earth and Space Early Stage 1](https://education.nsw.gov.au/teaching-and-learning/curriculum/science/science-curriculum-resources-k-12/science-and-technology-k-6-curriculum-resources/earth-and-space-es1#:~:text=Learning%20sequence%20Earth%20and%20space%20Early%20Stage%201%20(DOCX%2084%20KB)) * [Student workbook Earth and Space Early Stage 1](https://education.nsw.gov.au/teaching-and-learning/curriculum/science/science-curriculum-resources-k-12/science-and-technology-k-6-curriculum-resources/earth-and-space-es1#:~:text=Student%20workbook%20Earth%20and%20space%20Early%20Stage%201%20(DOCX%201547%20KB)). |

## Term 4

Table 4 – Term 4 sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * exchanges meaning through play and actions by reproducing culturally appropriate modelled language **MLE-INT-01** * creates simple texts by reproducing culturally appropriate modelled vocabulary **MLE-CRT-01** * responds to information in simple texts in a variety of ways to demonstrate understanding **MLE-UND-01**   **These tasks will allow students to work towards**:   * identifying places and developing an understanding of the importance of places to people which aligns with outcome **GEe-1**. | **KLA** – geography  **Strand:** [People live in places](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1175)  **Key inquiry questions**:   * What are places like? * What makes a place special?   **Language learning tasks**:   * Create and label a map of your classroom. * Tell your friends about an important place at school.   **Suggested language and text types**:   * classroom places and objects * maps * places at school * ‘(Place) is important because (reason) …’ * reasons why places are important, for example, ‘The playground is important because we can exercise and play there.’   **Link to KLA resource**: [[People live in places](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/hsie-curriculum-resources-k-12/hsie-k-6-curriculum-resources/people-live-in-places)](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/hsie-curriculum-resources-k-12/hsie-k-6-curriculum-resources/people-live-in-places) |

## References

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[Science and Technology K–6 Syllabus (2017)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus/content/2756) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

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