# [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 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://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fteaching-and-learning%2Fcurriculum%2Flanguages%2Fplanning-programming-and-assessing-languages-k-6%2Fcontent-and-language-integrated-learning&data=05%7C02%7CSTEPHEN.NOGHER%40det.nsw.edu.au%7C362e933dce4c48a39c3f08dcfeb4bb86%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638665299413342397%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=QaGO9EQFILZnnh3%2Bl6jjM7HQLVgLNjV1PeRPUyedQSM%3D&reserved=0).

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## Term 1 – Year A

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * recognises and responds to information in simple texts to demonstrate understanding **ML1-UND-01** * creates simple texts by selecting culturally appropriate modelled language **ML1-CRT-01**   **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). |

## Term 2 – Year A

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * recognises and responds to information in simple texts to demonstrate understanding **ML1-UND-01** * creates simple texts by selecting culturally appropriate modelled language **ML1-CRT-01**   **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 of 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 Stage 1 unit](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/hsie-curriculum-resources-k-12/hsie-k-6-curriculum-resources/present-and-past-family-life#:~:text=Daily%20life%20past%20and%20present%20Stage%201%20unit%20(DOCX%204971%20KB)) |

## Term 3 – Year A

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * recognises and responds to information in simple texts to demonstrate understanding **ML1-UND-01** * creates simple texts by selecting culturally appropriate modelled language **ML1-CRT-01** * exchanges meaning by selecting culturally appropriate modelled language **ML1-INT-01**   **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 2 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).   **Links to KLA resource:**   * [Learning sequence living world Stage 1](https://education.nsw.gov.au/teaching-and-learning/curriculum/science/science-curriculum-resources-k-12/science-and-technology-k-6-curriculum-resources/living-world-stage-1#:~:text=Learning%20sequence%20living%20world%20Stage%201%20(DOCX%2073%20KB)) * [Student workbook living world Stage 1](https://education.nsw.gov.au/teaching-and-learning/curriculum/science/science-curriculum-resources-k-12/science-and-technology-k-6-curriculum-resources/living-world-stage-1#:~:text=Student%20workbook%20living%20world%20Stage%201%20(DOCX%201352%20KB)) |

## Term 4 – Year A

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * creates simple texts by selecting culturally appropriate modelled language **ML1-CRT-01** * exchanges meaning by selecting culturally appropriate modelled language **ML1-INT-01** * recognises and responds to information in simple texts to demonstrate understanding **ML1-UND-01**   **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:** [Stage 1 – Features of places](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-assessing-geography-k-6-2015#showhide34445634:~:text=Scope%20and%20sequences-,Geography%20K%E2%80%936%20teaching%20and%20learning%20frameworks,-The%20following%20Early) |

## Term 1 – Year B

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * creates simple texts by selecting culturally appropriate modelled language **ML1-CRT-01** * recognises and responds to information in simple texts to demonstrate understanding **ML1-UND-01**   **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. |

## Term 2 – Year B

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * recognises and responds to information in simple texts to demonstrate understanding **ML1-UND-01** * creates simple texts by selecting culturally appropriate modelled language **ML1-CRT-01**   **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.   **Links to KLA resource:**   * [Local historical site study Stage 1 unit](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/hsie-curriculum-resources-k-12/hsie-k-6-curriculum-resources/present-and-past-family-life#:~:text=Local%20history%20site%20study%20Stage%201%20unit%20(DOCX%2016005%20KB)) * [Local history walk Stage 1 unit](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/hsie-curriculum-resources-k-12/hsie-k-6-curriculum-resources/present-and-past-family-life#:~:text=Local%20history%20walk%20Stage%201%20unit%20(DOCX%2010302%20KB)) |

## Term 3 – Year B

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * recognises and responds to information in simple texts to demonstrate understanding **ML1-UND-01** * creates simple texts by selecting culturally appropriate modelled language **ML1-CRT-01**   **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?' (DOCX 49 KB](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:**   * recognises and responds to information in simple texts to demonstrate understanding **ML1-UND-01** * creates simple texts by selecting culturally appropriate modelled language **ML1-CRT-01**   **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 * comparison of Australia and [Country] on a world map * Australia’s connections to [Country].   **Language required for tasks:**   * comparatives – is bigger than, has a smaller population * connections between countries – many people from [Culture] live in Australia, many people from Australia holiday in [Country]. |

## 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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