# [Language] Stage 2 – 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:**   * exchanges information in familiar contexts by selecting culturally appropriate modelled language **ML2-INT-01** * identifies and responds to information in texts to demonstrate understanding **ML2-UND-01** * creates texts for familiar communicative purposes by selecting culturally appropriate modelled language **ML2-CRT-01**   **These tasks will allow students to work towards:**   * explaining and using strategies to develop resilience and to make them feel comfortable and safe which aligns with outcome **PD2-2** * explaining how empathy, inclusion and respect can positively influence relationships which aligns with outcome **PD2-3**. | **KLA** – PDHPE  **Strand:** [Health, Wellbeing and Relationships](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/content/3887)  **Key inquiry question:**   * How does who I am influence others?   **Language learning tasks**:   * Create and deliver a presentation, ‘A comparison – My Identity and the identity of a famous or known person from [Culture]’. * Role-play – provide advice to a friend to help them overcome a challenging situation.   **Suggested language and text types:**   * factors that influence identity * challenging situations students can find themselves in * potential solutions to challenging situations * modal language |

## Term 2 – Year A

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:   * identifies and responds to information in texts to demonstrate understanding **ML2-UND-01** * creates texts for familiar communicative purposes by selecting culturally appropriate modelled language **ML2-CRT-01**   **These tasks will allow students to work towards:**   * identifying celebrations and commemorations of significance in Australia and the world which aligns with outcome **HT2-1** * describing and explaining how significant individuals, groups and events contributed to changes in the local community over time which aligns with outcome **HT2-2**. | **KLA** – history  **Strand:** [Community and Remembrance](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/content/802)  **Key inquiry questions:**   * What is the nature of the contribution made by different groups and individuals in the community? * How and why do people choose to remember significant events of the past?   **Language learning tasks:**   * Create and deliver a presentation explaining the origins of a celebration from [Culture]. * Use a range of sources to outline the contribution of [Nationality] community to the local area, NSW or Australia   **Suggested language and text types:**   * past tense * activities that happen during celebration * types of historical sources   **Links to KLA resource:**   * [Importance of Country and Place](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/hsie-curriculum-resources-k-12/hsie-k-6-curriculum-resources/community-and-remembrance#:~:text=Importance%20of%20Country%20and%20Place%20%E2%80%93%20unit%20of%20work%20(DOCX%20337%20KB)) * [Celebrations and Commemorations](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/hsie-curriculum-resources-k-12/hsie-k-6-curriculum-resources/community-and-remembrance#:~:text=Celebrations%20and%20commemorations%20%E2%80%93%20unit%20of%20work%20(DOCX%201657%20KB)) |

## Term 3 – Year A

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * identifies and responds to information in texts to demonstrate understanding ML2-UND-01 * creates texts for familiar communicative purposes by selecting culturally appropriate modelled language ML2-CRT-01   ****These tasks will allow students to work towards:****   * comparing features and characteristics of living and non-living things which aligns with outcome ST2-4LW-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/2777)  **Key inquiry questions:**   * What are the similarities and differences between the life cycles of living things? * How can we group living things?   **Language learning tasks:**   * Write and share a life cycle of an animal. * Create and share a fact sheet about an animal.   **Suggested language and text types:**   * vocabulary related to animals and their features * present simple sentences * language of life cycles.   **Link to content and language-integrated learning resource:** [Stage 2 languages – Australian animals](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/australian-animals-s2-language-sample-unit#:~:text=Stage%202%20languages%20sample%20unit%20Australian%20animals%20(DOCX%2051%20KB))  **Link to KLA resource**: [Science and technology Stage 2 learning sequence – Living world](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-2#:~:text=Learning%20sequence%20living%20world%20Stage%202%20(DOCX%2075%20KB)) |

## Term 4 – Year A

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * identifies and responds to information in texts to demonstrate understanding ML2-UND-01 * creates texts for familiar communicative purposes by selecting culturally appropriate modelled language ML2-CRT-01   ****These tasks will allow students to work towards:****   * examining features and characteristics of places and environments which aligns with outcome GE2-1 * describing the ways people, places and environments interact which aligns with outcome GE2-2. | **KLA** – geography  **Strand:** [Places are similar and different](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1180)  **Key inquiry questions:**   * How and why are places similar and different? * What would it be like to live in a neighbouring country?   **Language learning tasks:**   * Create and share a visual representation comparing natural and demographic features of [Country], Australia and a neighbouring country. * Create and share a detailed and appealing travel brochure about one of Australia’s neighbours.   **Suggested language and text types:**   * large numbers * natural features * travel brochures * infographics * comparative language * questions for interview   **Links to KLA resource**:   * [Features of Australia](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-assessing-geography-k-6-2015#:~:text=Teaching%20framework-,Features%20of%20Australia%20(DOC%20101%20KB),-Australia%27s%20neighbours%20(DOC) * [Australia’s neighbours](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-assessing-geography-k-6-2015#:~:text=Australia%27s%20neighbours%20(DOC%20238%20KB)). |

## Term 1 – Year B

Table 5 – Term 1, Year B sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * exchanges information in familiar contexts by selecting culturally appropriate modelled language ML2-INT-01 * identifies and responds to information in texts to demonstrate understanding ML2-UND-01 * creates texts for familiar communicative purposes by selecting culturally appropriate modelled language ML2-CRT-01   ****These tasks will allow students to work towards:****   * describing how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity which aligns with outcome PD2-6. | **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/3875)  **Key inquiry question:**   * How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?   **Language learning tasks**:   * Keep a 2-week diary to monitor your physical activity levels for 2 weeks. Analyse and share with your friends. * Keep a diary about your diet for 2 weeks. Analyse and share with your friends.   **Suggested language and text types:**   * vocabulary – activities, food and drink * present tense sentences – I usually … * future tense sentences – I’m going to … * past tense sentences – I ate …   **Link to KLA resources**: [Australian guide to healthy eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) |

## Term 2 – Year B

Table 6 – Term 2, Year B sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * identifies and responds to information in texts to demonstrate understanding ML2-UND-01 * creates texts for familiar communicative purposes by selecting culturally appropriate modelled language ML2-CRT-01   ****These tasks will allow students to work towards:****   * describing and explaining effects of British colonisation in Australia which aligns with outcome HT2-4. | **KLA** – history  **Strand:** [First contacts](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/content/803)  **Key inquiry questions:**   * What was lifelike for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans? * Why did Europeans settle in Australia?   **Language learning tasks:**   * Create an information table or graphic organiser outlining Aboriginal ways of life prior to the establishment of British colonies. Include information on Aboriginal Culture, traditional foods, shelters, tools and weapons. * Create a profile of a convict. Include their name, crime, sentence and place of arrival in Australia. Use a database such as [Convict Records](https://convictrecords.com.au/) if required.   **Suggested language and text types:**   * adjectives to describe everyday life, events, people, places, sites and buildings * past tense sentences * providing reasons – ‘This is important because … ‘ * biographical information.   **Links to KLA resource:**   * [Australia’s first people](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-assessing-history-k-6-2012" \l "showhide05821106:~:text=Stage%202%20%E2%80%93%20First%20contact) * [The First Fleet and its impact](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-assessing-history-k-6-2012#showhide05821106:~:text=Stage%202%20%E2%80%93%20First%20contact). |

## Term 3 – Year B

Table 7 – Term 3, Year B sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * exchanges information in familiar contexts by selecting culturally appropriate modelled language ML2-INT-01 * identifies and responds to information in texts to demonstrate understanding ML2-UND-01 * creates texts for familiar communicative purposes by selecting culturally appropriate modelled language ML2-CRT-01   ****These tasks will allow students to work towards:****   * selecting and using materials, tools and equipment to develop solutions for a need or opportunity which aligns with outcome ST2-2DP-T. | **KLA** – science and technology  **Strand:** [Material World](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus/content/2780)  **Key inquiry question:**  What are the different forms of energy around us and how can we detect them?  **Language learning tasks:**   * Find a number of objects. Tell your friends what the objects are; what they are used for; what material they are made of; and the properties of the material. * Design and make a game using recycled materials. Tell your friends the rules of your game. Play the game.   **Suggested language and text types:**   * types of objects and their purposes * materials and their properties * commands – rules of a game.   **Links to KLA resource**:   * [Material World Stage 2 Learning sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/science/science-curriculum-resources-k-12/science-and-technology-k-6-curriculum-resources/material-world-stage-2#:~:text=Learning%20sequence%20material%20world%20Stage%202%20(DOCX%2086%20KB)) * [Material World Stage 2 Student workbook](https://education.nsw.gov.au/teaching-and-learning/curriculum/science/science-curriculum-resources-k-12/science-and-technology-k-6-curriculum-resources/material-world-stage-2#:~:text=Student%20workbook%20material%20world%20Stage%202%20(DOCX%205269%20KB)). |

## Term 4 – Year B

Table 8 – Term 4, Year B sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * exchanges information in familiar contexts by selecting culturally appropriate modelled language **ML2-INT-01** * identifies and responds to information in texts to demonstrate understanding **ML2-UND-01** * creates texts for familiar communicative purposes by selecting culturally appropriate modelled language **ML2-CRT-01**   **These tasks will allow students to work towards:**   * examining features and characteristics of places and environments which aligns with outcome **GE2-1**. | **KLA** – geography  **Strand:** [Earth’s environment](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1181)  **Key inquiry question:**  How does the environment support the lives of people and other living things?  **Language learning tasks:**   * Compile and share a fieldwork report on how a local natural environment is a habitat for living things. * Create and share an illustrated fact sheet on the animal, describing its habitat, diet, behaviours and other uses of the environment.   **Suggested language and text types:**   * natural environments and their features * living things in those environments * fieldwork report * language to communicate findings of fieldwork and fact sheet – ‘As you can see …’, ‘This shows how …’, ‘It is important that …’   **Link to KLA resource**: [Natural environments](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-assessing-geography-k-6-2015#showhide41563274:~:text=Stage%202%20%E2%80%93%20The%20Earth%27s%20environment) |

# 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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