# [Language] Stage 3 – 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).

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024.

## Term 1 – Year A

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * exchanges information and opinions in familiar contexts by using culturally appropriate rehearsed language **ML3-INT-01** * identifies and responds to information and opinions in texts to demonstrate understanding **ML3-UND-01** * creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language **ML3-CRT-01**   **These tasks will allow students to work towards:**   * adapting movement skills in a variety of physical activity contexts which aligns with outcome **PD3-4** * selecting and using interpersonal skills to interact respectfully with others to promote inclusion and build connections which aligns with outcome **PD3-10.** | **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/3869)  **Key inquiry questions:**   * How can we adapt and perform movement skills in different situations? * How can we use strategies and tactics to create solutions to movement challenges? * How can we work with others to build positive relationships during physical activity?   **Language learning tasks**:   * Role play – negotiation to resolve conflict in a game situation * Design a sequence of locomotor, stability and object control skills with changes in speed, distance, direction and levels (low, medium, high). Instruct classmates in performing sequence.   **Suggested language and text types:**   * locomotor, stability and object control skills * commands * respectful language to resolve conflict * modal language.   **Link to KLA resource**: [How can I solve problems while moving? – Stage 3](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/pdhpe-curriculum-resources-k-12/pdhpe-k-6-curriculum-resources/s3-how-can-i-solve-problems-while-moving) |

## Term 2 – Year A

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * identifies and responds to information and opinions in texts to demonstrate understanding **ML3-UND-01** * creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language **ML3-CRT-01**   **These tasks will allow students to work towards:**   * describing and explaining the significance of people, groups, places and events to the development of Australia which aligns with outcome **HT3-1.** | **KLA** – history  **Strand:** [The Australian Colonies](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/content/804)  **Key inquiry questions:**   * What were the significant events and who were the significant people that shaped Australian colonies? * How did an Australian colony develop over time and why?   **Language learning tasks:**   * Create and explain a table displaying a detailed timeline of significant events in Australia between 1800 and 1900, for example internal exploration, gold rushes or expansion of farming. * Create and deliver a presentation outlining the reasons for colonial migration to Australia, from [Country] if appropriate.   **Suggested language and text types:**   * past tense * categories for detailed timeline * reasons for migration.   **Links to KLA resource**:   * [Colonial development Stage 3 unit](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/hsie-curriculum-resources-k-12/hsie-k-6-curriculum-resources/the-australian-colonies) * [Stage 3 − The Australian colonies. Teaching framework: Colonial immigration](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-assessing-history-k-6-2012). |

## Term 3 – Year A

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * exchanges information and opinions in familiar contexts by using culturally appropriate rehearsed language **ML3-INT-01** * identifies and responds to information and opinions in texts to demonstrate understanding **ML3-UND-01** * creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language **ML3-CRT-01**   **These tasks will allow students to work towards:**   * explaining regular events in the solar system which aligns with outcome **ST3-10ES-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/2804)  **Key inquiry question:**   * How does the Earth compare to other planets in the solar system?   **Language learning tasks:**   * Research a planet and present information through an interview with a classmate. * Write an informative text about chosen planet.   **Language required for tasks includes:**   * planet names and space vocabulary * modelled sentences for example, ‘Planet is [X] km from the sun.’ ‘A year on planet, lasts [X] days.’ * questions for interview.   **Links to KLA resource**:   * [Learning sequence – Earth and space Stage 3 (DOCX 73.3 KB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-s3-earth-and-space-learning-sequence.docx) * [Digital student resource − Earth and space Stage 3 (PPTX 3.4 MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-s3-earth-and-space-digital-student-resource.pptx). |

## Term 4 – Year A

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * identifies and responds to information and opinions in texts to demonstrate understanding **ML3-UND-01** * creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language **ML3-CRT-01**   **These tasks will allow students to work towards:**   * describing the diverse features and characteristics of places and environments which aligns with outcome **GE3-1** * explaining interactions and connections between people, places and environments which aligns with outcome **GE3-2.** | **KLA** – geography  **Strand:** [Factors that shape places](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1183)  **Key inquiry questions:**   * How do people and environments influence one another? * How can the impact of bushfires on people and places be reduced?   **Language learning tasks:**   * Develop and share a bushfire survival plan for your home or school. * Consider the features of the natural environment, from [Country] to design and share a home.   **Suggested language and text types:**   * questions and answers in bushfire survival plan * features of the natural environment * features of homes * building materials.   **Links to KLA resource**:   * [Bushfire mitigation](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-assessing-geography-k-6-2015) * [Why live where?](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-assessing-geography-k-6-2015). |

## Term 1 – Year B

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * exchanges information and opinions in familiar contexts by using culturally appropriate rehearsed language **ML3-INT-01** * identifies and responds to information and opinions in texts to demonstrate understanding **ML3-UND-01** * creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language **ML3-CRT-01**   **These tasks will allow students to work towards:**   * distinguishing contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable which aligns with outcome **PD3-6.** | **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/3866)  **Key inquiry question:**   * How does a healthy, safe and active lifestyle enhance connection with others?   **Language learning tasks**:   * Presentation – How is my personal identity influenced by groups, cultures, places and communities to which they belong and feel connected? * Create a survey on technology use in your class. Ask your classmates the questions and show the results in a graph. Identify opportunities to make changes that positively impacts health or lifestyle.   **Suggested language and text types:**   * vocabulary related to groups, cultures, places and communities * surveys * questions * adverbs of frequency * cause and effect language. |

## Term 2 – Year B

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * exchanges information and opinions in familiar contexts by using culturally appropriate rehearsed language **ML3-INT-01** * identifies and responds to information and opinions in texts to demonstrate understanding **ML3-UND-01** * creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language **ML3-CRT-01**   **These tasks will allow students to work towards:**   * identifying change and continuity and describes the causes and effects of change on Australian society which aligns with outcome **HT3-3.** | **KLA** – history  **Strand:** [Australia as a nation](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/content/805)  **Key inquiry questions:**   * Who were the people who came to Australia? * Why did they come?   **Language learning tasks:**   * Provide the viewpoints of members of a family from [Country] discussing whether to migrate to Australia. Then create a PMI chart from the family’s viewpoint after they have arrived in Australia comparing life in both countries. * Interview a migrant from [Country]. Share their story with your class.   **Suggested language and text types:**   * comparative language * advantages and disadvantages * past tense questions * biographical information.   **Link to KLA resource**: [Migration stories](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-assessing-history-k-6-2012) |

## Term 3 – Year B

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * identifies and responds to information and opinions in texts to demonstrate understanding **ML3-UND-01** * creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language **ML3-CRT-01**   **These tasks will allow students to work towards:**   * explaining the effect of heat on the properties and behaviour of materials which aligns with outcome **ST3-6MW-S** * explaining how the properties of materials determines their use for a range of purposes which aligns with outcome **ST3-6MW-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/2798)  **Key inquiry questions:**   * Why are the characteristics of materials important when designing and producing? * How can the state of materials be changed and manipulated?   **Language learning tasks:**   * Conduct a fair test to investigate which materials are best suited to carry a load. Share your results. * Conduct a fair test to determine the effect of heat and cold in changing the state of materials. Share your results.   **Suggested language and text types**   * structural properties of materials and their: * States of matter * fair test procedure * scientific report.   **Links to KLA resource**:   * [Material World Stage 3 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-3) * [Material World Stage 3 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-3) * [Sample unit (Stage 3) Gelato time! (DOCX 121 KB)](https://educationstandards.nsw.edu.au/wps/wcm/connect/e4f6b099-97b8-48e8-ae3d-cf485ef6cbb8/science-and-technology-k-6-sample-unit-stage-3-gelato-time.docx?MOD=AJPERES&CACHEID=ROOTWORKSPACE-e4f6b099-97b8-48e8-ae3d-cf485ef6cbb8-mHD-kg.). |

## Term 4 – Year B

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| **A student:**   * identifies and responds to information and opinions in texts to demonstrate understanding **ML3-UND-01** * creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language **ML3-CRT-01**   **These tasks will allow students to work towards:**   * explaining interactions and connections between people, places and environments which aligns with outcome **GE3-2.** | **KLA** – geography  **Strand:** [A diverse and connected world](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1184)  **Key inquiry questions:**   * How do places, people and cultures differ across the world? * What are Australia’s global connections?   **Language learning tasks:**   * Create and share a text comparing the lives of 2 individuals in [Country] and an (additional) Asian country. * Create and share visual representations of some the connections between Australia and [Country].   **Language required for task includes:**   * natural and human features of places * similarities and differences of people’s lives * types of graphs and charts * geographical and demographic information.   **Links to KLA resource:**   * [Engaging with Asia](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-assessing-geography-k-6-2015) * [Connections and perceptions](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-assessing-geography-k-6-2015). |

# References

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au> and the NSW Curriculum website <https://curriculum.nsw.edu.au>.

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024.

[PDHPE K–10 Syllabus (2018)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/content/3893) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

[Geography K–10 Syllabus (2015)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1175) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015.

[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.

**© State of New South Wales (Department of Education), 2021**

The copyright material published in this resource is subject to the Copyright Act 1968 (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).

[](https://creativecommons.org/licenses/by/4.0/)

This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2021.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the Copyright Act 1968 (Cth). The department accepts no responsibility for content on third-party websites.