# [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 scope and sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/primary/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/key-learning-areas/languages/early-stage-1-to-stage-3/content-and-language-integrated-learning).

[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=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Term 1

Table 1 – Term 1 sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:***** composes texts in [Language] using visual supports and other scaffolds LXXe-4C
* recognises spoken [Language] LXXe-5U
* recognises written [Language] LXX1-6U
* recognises the difference between statements, questions and commands in [Language] LXXe-7U

****These tasks will allow students to work towards:***** identifies people and demonstrates 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
* (My teacher) keeps me safe when I (play in the playground)
* Features of safe places – fences, grass, supervising adults – teachers, lifeguards, rules.

**Link to KLA resource**: [How do I keep myself and others safe?](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1-to-stage-3/units-of-learning#/asset2) |

## Term 2

Table 2 – Term 2 sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:***** interacts in simple exchanges in [Language] LXXe-1C
* composes texts in [Language] using visual supports and other scaffolds **LXXe-4C**
* recognises spoken [Language] LXXe-5U
* recognises written [Language] LXX1-6U
* recognises the difference between statements, questions and commands in [Language] LXXe-7U
* **recognises that there are different kinds of texts LXXe-8U**

****These tasks will allow students to work towards:***** identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe – PD e-2
 | **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 were born in..
* Questions – Who is that? What’s his/her name? Where was (s)he born?

**Link to KLA resource**: [My family and other families](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/hsie/media/documents/history-es1-my-family-and-other-families.docx) |

## Term 3

Table 3 – Term 3 sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:***** interacts in simple exchanges in [Language] LXXe-1C
* composes texts in [Language] using visual supports and other scaffolds LXXe-4C
* recognises spoken [Language] LXXe-5U
* recognises written [Language] LXX1-6U
* recognises the difference between statements, questions and commands in [Language] LXXe-7U
* recognises that there are different kinds of texts LXXe-8U

****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 & 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/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-es1-earth-and-space-learning-sequence.docx)
* [Student workbook Earth and Space Early Stage 1](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-es1-earth-and-space-student-workbook.docx)
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## Term 4

Table 4 – Term 4 sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:***** composes texts in [Language] using visual supports and other scaffolds **LXXe-4C**
* recognises spoken [Language] LXXe-5U
* recognises written [Language] LXX1-6U
* recognises the difference between statements, questions and commands in [Language] LXXe-7U
* **recognises that there are different kinds of texts LXXe-8U**

****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**:* [Learning sequence Earth and Space Early Stage 1](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-es1-earth-and-space-learning-sequence.docx)
* [Student workbook Earth and Space Early Stage 1](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-es1-earth-and-space-student-workbook.docx)
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