# [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

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| --- | --- |
| 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) |

## 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) |