



Primary Scope and Sequence Foundation –Year 2, 2018 (Junior Primary)

Topic Theme	Strand and Sub Strands	Strand and Sub Strands	Strand and Sub Strands	Strand and Sub Strands
Term One: Greetings Turn-taking / working collaboratively	Socialising Communicate with teacher, peers and familiar adults in guided and free interactions that develop social and communicative skills [Key concepts: self, family, interaction, experience, preference; Key processes: interacting, greeting, asking/answering questions, recounting, describing, comparing] Participate in group learning activities that involve taking turns, playing action games, making choices or swapping and classifying items [Key concepts: play, action-learning, problem-solving; Key processes: participating, playing, collaborating] Participate in classroom routines and activities such as following directions, attracting attention, responding to questions and turn-taking [Key concepts: direction, response, support, protocol; Key processes: participating, responding, interacting, turn-taking]			
Term 2: Auslan dialects Sign Languages around the world	Translating Translate familiar words and phrases from Auslan into English and vice versa, using visual cues, signs and English words, noticing how signs and words differ [Key concepts: similarity, difference, meaning; Key processes: noticing, recognising, identifying, translating, explaining]	Role of language and culture Understand that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them [Key concepts: language, culture, community, observable phenomena; Key processes: noticing, recognising, questioning, making connections]	Language awareness Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world [Key concept: language diversity; Key processes: identifying, recognising,	Language variation and change Understand that all languages including signed languages vary and borrow words and signs from each other [Key concepts: dialect, language borrowing, variation; Key processes: noticing, recognising]
Term 3: Auslan and English relationships HOLME	Systems of language Recognise the main formational elements of <i>handshape</i> , movement and location in Auslan signs, and understand that a sign is the same as a spoken or written word even though it can be iconic [Key concepts: handshape, movement, location, iconicity; Key processes: noticing, recognising, understanding] (ACLASFU012)	Reflecting Notice similarities and differences between Auslan and spoken languages in relation to ways of interacting, sharing stories and playing games [Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding] (ACLASFC011)	Translating Translate familiar words and phrases from Auslan into English and vice versa, using visual cues, signs and English words, noticing how signs and words differ [Key concepts: similarity, difference, meaning; Key processes: noticing, recognising, identifying, translating, explaining]	
Term 4: Constructed Action Story Telling	Creating Participate in a range of imaginative experiences and respond through drawing, telling with familiar signs and written words or enacting with constructed action [Key concepts: imagination, story, character, emotion; Key processes: viewing, retelling, expressing, responding, interpreting] Recognise that signing happens in a finite space that can be used meaningfully within individual signs, learning in particular how depicting signs, some verbs, pronouns and <i>enacting</i> make use of spatial relationships [Key concepts: signing space, numeral incorporation, verb modification to show who; Key processes: explaining, describing, noticing, identifying] (ACLASFU013) Recognise that groups of words combine to make clauses and include nouns and pronouns (people, places, things), adjectives (qualities) and verbs (happenings, states); and distinguish between statements and questions based on <i>non-manual features</i> [Key concepts: sign class, clauses, telling versus showing; Key processes: recognising, observing, distinguishing] (ACLASFU014)	Reflecting Notice similarities and differences between Auslan and spoken languages in relation to ways of interacting, sharing stories and playing games [Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding] (ACLASFC011)		



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Term One: Numbers and Data	Socialising Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes [Key concepts: self, routines, preferences, pastimes; Key processes: expressing, describing, comparing, recounting, persuading]	Informing Collect, classify and paraphrase information from a variety of Auslan texts and sources used in school and in the <u>Deaf community</u> [Key concepts: information, facts, vocabulary, findings; Key processes: recalling, paraphrasing, interviewing, surveying, recording, presenting]	Translating Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story or captions, noticing similarities, differences and instances of equivalence [Key concepts: literal, difference, meaning, equivalence; Key processes: comparing, matching, identifying, translating]	Language variation and change Recognise that there is variation in Auslan use, for example in different locations or physical environments [Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering]
Term 2: Deafhood and Identity	Role of language and culture Explore connections between <u>identity</u> and cultural values and beliefs and the expression of these connections in Auslan [Key concepts: language, culture, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections] (ACLASFU036)	Identity Consider how individual and community relationships combine to <u>create</u> family and social networks, influence social behaviours and contribute to a sense of belonging and <u>identity</u> [Key concepts: identity, relationship, belonging, place, behaviour, ways of interacting; Key processes: exploring, sharing, describing explaining] (ACLASFC028)	Reflecting Describe some ways in which Auslan and associated communicative behaviours are similar to or different from wider community spoken languages and forms of cultural expression [Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting] (ACLASFC029)	
Term 3: Constructed Action Role Shift	Creating Engage with imaginative texts such as stories, games, poems or cartoons, to demonstrate <u>comprehension</u> and express enjoyment [Key concepts: story, emotion, expression, humour; Key processes: identifying, expressing emotion, re-enacting, experimenting, <u>shadowing</u>] (ACLASFC024) Literacy <u>Create</u> or adapt imaginative texts and expressive performances that feature favourite characters, amusing experiences or special effects [Key concepts: emotion, humour, <u>performance</u> , character; Key processes: creating, performing, adapting, dancing]	Language variation and change Recognise that there is variation in Auslan use, for example in different locations or physical environments [Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering]	Language awareness Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of <u>language vitality</u> [Key concepts: communication, culture, language vitality; Key processes: identifying, describing, recognising, understanding] (ACLASFU035)	
Term 4: Translating between Auslan and English	Translating Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story or captions, noticing similarities, differences and instances of equivalence [Key concepts: literal, difference, meaning, equivalence; Key processes: comparing, matching, identifying, translating] (ACLASFC026)	Language awareness Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of <u>language vitality</u> [Key concepts: communication, culture, language vitality; Key processes: identifying, describing, recognising, understanding] (ACLASFU035)	Informing Collect, classify and paraphrase information from a variety of Auslan texts and sources used in school and in the <u>Deaf community</u> [Key concepts: information, facts, vocabulary, findings; Key processes: recalling, paraphrasing, interviewing, surveying, recording, presenting] (ACLASFC022) Literacy Conveying information about aspects of school, culture and community, using knowledge of the intended <u>audience</u> to modify content [Key concepts: school, cultural events, games; Key processes: conveying information, explaining, planning, rehearsing] (ACLASFC023)	



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Term One: Numbers and Data	Socialising Interact with people for different purposes, using descriptive and expressive language to give opinions, talk about themselves and show interest in others [Key concepts: experience, opinion, values, ideas; Key processes: comparing, socialising, discussing, summarising, identifying] (ACLASFC037)	Informing Identify, summarise and compare information obtained from different types of Auslan texts or from their own data collection [Key concepts: informative <u>text</u> , topic, data, analysis; Key processes: interviewing, surveying, collating, analysing, summarising, presenting] (ACLASFC040) Literacy Present information to describe, explain, persuade or report on different experiences or activities in ways likely to engage the intended <u>audience</u> [Key concepts: report, <u>audience</u> , intention, technique; Key processes: instructing, informing, persuading, reporting] (ACLASFC041)	Translating Translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words or phrases may not readily correspond across the two languages [Key concepts: equivalence, meaning, culture-specific concepts; Key processes: identifying, interpreting, translating, determining, predicting, creating, comparing, explaining] (ACLASFC044)	
Term 2: Deafhood and Identity	Identity Consider the influence of the Deaf community on identity development, focusing on language, social systems and sense of space and place [Key concepts: identity, relationship, community, place, space, story, social mores, history, Deafhood, Deaf gain; Key processes: identifying, describing, investigating, discussing, explaining] (ACLASFC046) Reflect on how different <u>language</u> and cultural backgrounds and experiences influence perceptions of Auslan and of the <u>Deaf community</u> and also of the hearing community [Key concepts: influence, perspective, self-reflection; Key processes: composing, comparing sharing, monitoring, identifying, analysing, explaining, reflecting] (ACLASFC047)	Role of language and culture Reflect on how communities' ways of using <u>language</u> are shaped by and reflect cultural values and beliefs, and how these may be differently interpreted by users of other languages [Key concepts: cultural expression, transmission, values, beliefs; Key processes: observing, making connections, discussing, investigating] (ACLASFC054)		
Term 3: Constructed Action Role Shift	Creating Engage with different types of creative and imaginative texts by identifying important elements, discussing ideas, characters and themes and making connections with their own ideas and experience [Key concepts: emotion, <u>manner</u> , visual expression, theatre conventions; Key processes: comparing, responding, expressing, creating] (ACLASFC042) <u>Create</u> live or filmed performances that engage specific audiences and present imagined experiences, people or places [Key concepts: suspense, humour, dramatic structure, stimulus; Key processes: creating, performing, narrating, reinterpreting, improvising] (ACLASFC043)			
Term 4: Translating between Auslan and English	Translating Translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words or phrases may not readily correspond across the two languages [Key concepts: equivalence, meaning, culture-specific concepts; Key processes: identifying, interpreting, translating, determining, predicting, creating, comparing, explaining] (ACLASFC044)	Language awareness Explore the current status and profile of Auslan and of the Deaf community in contemporary Australian society, considering issues such as language transmission, usage and documentation [Key concepts: diversity, representation, language transmission, documentation; Key processes: describing, discussing, investigating, representing] (ACLASFC053)	Systems of language Describe the elements of sign production, including non-manual features, and explore the processes of annotating Auslan with multimedia software and/or glossing or transcribing signed texts on paper [Key concepts: types of iconicity, annotation, transcription; Key processes: identifying, recognising, annotating, describing, understanding] (ACLASFC054)	