

Punjabi Years 3-4 Course Overview – Year B 2022

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<p>Module 1: ON WITH THE SHOW</p> <p>KEY QUESTIONS: How do we express our talents?</p> <p>KEY CONCEPTS: Interests, wellbeing, emotion</p> <p>KEY PROCESSES: Expressing, describing, classifying</p>	<p>Module 2: MY UNIQUE COSTUME</p> <p>KEY QUESTIONS: Does how we dress matter for different occasions?</p> <p>KEY CONCEPTS: Expression, imagination, celebration</p> <p>KEY PROCESSES: Describing, drawing, planning, presenting</p>	<p>Module 3: FLY LIKE AN EAGLE</p> <p>KEY QUESTIONS: Does the environment affect the habitat? What's your spirit animal?</p> <p>KEY CONCEPTS: Life, adventure, habitat</p> <p>KEY PROCESSES: Comparing, describing, sharing</p>	<p>Module 4: GRANDMA'S STORY</p> <p>KEY QUESTION: Why are grandma's stories so popular?</p> <p>KEY CONCEPTS: Bilingualism, culture, history</p> <p>KEY PROCESSES: Translating, classifying, listening, sharing</p>
<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Engage in simple interactions such as asking and answering questions or issuing and responding to invitations, and exchange information about their interests, activities, and personal worlds</p> <p>INFORMING Locate and organise information in different types of spoken, written and visual texts relating to personal, social, and natural worlds</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Respond to questions, directions and requests and use simple questions and statements to ask for help or permission, attract attention and check understanding</p> <p>INFORMING Present simple information about home, school and community, using visual support such as photos, maps or charts</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Engage in simple interactions such as asking and answering questions or issuing and responding to invitations, and exchange information about their interests, activities and personal worlds</p> <p>INFORMING Locate and organise information in different types of spoken, written</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in shared learning activities and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items</p> <p>INFORMING Locate and organise information in different types of spoken, written and visual texts relating to personal, social and natural worlds</p>

<p>CREATING</p> <p>Create simple imaginative texts, such as dialogues, storyboards, puppet shows or songs that encourage exploration and enjoyment of language</p> <p>TRANSLATING</p> <p>Translate simple texts such as rhymes, captions, story books or familiar social interactions, noticing words and expressions that are difficult to translate</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices</p>	<p>CREATING</p> <p>Create simple imaginative texts, such as dialogues, storyboards, puppet shows or songs that encourage exploration and enjoyment of language</p> <p>SYSTEMS OF LANGUAGE</p> <p>Recognise and apply elements of grammar, such as noun and adjectival forms, conjunctions, gender and number markers, verb tenses and compound forms, and constructions related to compulsion</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices</p>	<p>and visual texts relating to personal, social and natural worlds</p> <p>CREATING</p> <p>Engage with creative and imaginative texts such as stories, rhymes, dance and action songs, identifying favourite elements and acting out key events or interactions</p> <p>TRANSLATING</p> <p>Create simple bilingual texts, such as signs, notices or captions for displays in the classroom and wider school community</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices</p>	<p>TRANSLATING</p> <p>Create simple bilingual texts, such as signs, notices, or captions for displays in the classroom and wider school community</p> <p>SYSTEMS OF LANGUAGE</p> <p>Recognise and apply elements of grammar, such as noun and adjectival forms, conjunctions, gender and number markers, verb tenses and compound forms, and constructions related to compulsion</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices</p>
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Across the year 

Reading program: age-appropriate readers that support the language learning connected to each of the modules

Punjabi Years 3-4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to share information about their interests, activities and personal worlds, for example, ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਮੈਨੂੰ ਆਪਣੇ ਦੋਸਤਾਂ ਨਾਲ ਖੇਡਣਾ ਚੰਗਾ ਲਗਦਾ ਹੈ, ਮੈਨੂੰ ਕ੍ਰਿਕਟ ਖੇਡਣਾ ਚੰਗਾ ਲਗਦਾ ਹੈ ਕਿਉਂਕਿ ..., ਘਰ ਦਾ ਕੰਮ ਕਰਨ ਤੋਂ ਬਾਅਦ, ਮੈਂ ਟੀ।ਵੀ ਦੇਖਦਾ ਹਾਂ, ਨਹਾ ਕੇ ਮੈਂ ਪਾਠ ਕਰਦਾ ਹਾਂ, ਹਰ ਐਤਵਾਰ ਨੂੰ ਮੈਂ ਗੁਰਦੁਆਰੇ ਜਾਂਦਾ ਹਾਂ, ਅਸੀਂ ਸਾਰੇ ਮਿਲ ਕੇ ਕੰਮ ਕਰਦੇ ਹਾਂ। ਮੇਰੇ ਪਰਿਵਾਰ ਵਿੱਚ ਪੰਜ ਜਣੇ ਹਨ। ਮੈਂ ਰੋਜ਼ ਆਪਣੇ ਭਰਾ ਨਾਲ ਖੇਡਦਾ ਹਾਂ। ਸਹਾਇਤਾ ਕਰਨ ਲਈ ਤੁਹਾਡਾ ਧੰਨਵਾਦ। They use formulaic expressions to participate in simple transactional exchanges and shared activities, for example, ਮੇਰੇ ਨਾਲ ਆਓ, ਆਪਾਂ ਮਿਲਕੇ ਕੰਮ ਕਰਾਂਗੇ। ਮੈਂ ਲਿਖਦਾ ਹਾਂ, ਇਹ ਇੱਥੇ ਰੱਖੋ, ਥੋੜ੍ਹਾ ਮੈਂ ਲਿਖਦਾ ਹਾਂ ਬਾਕੀ ਤੁਸੀਂ ਲਿਖੋ। ਮੈਂ ਕੱਟਦਾ ਹਾਂ, ਤੁਸੀਂ ਚਿਪਕਾਓ। ਵਾਹ! ਇਹ ਗੱਲ ਵਧੀਆ ਹੈ। ਕੀ ਤੁਸੀਂ ਕੰਪਿਊਟਰ ਤੇ ਕੰਮ ਕਰਨਾ ਚਾਹੁੰਦੇ ਹੋ? They use simple questions and statements to follow instructions, respond to questions, ask for help and permission and seek clarification in everyday classroom routines, for example, ਇਹ ਕੀ ਹੈ? ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਆਇਆ। ਕੀ ਤੁਸੀਂ ਮੇਰੀ ਮੱਦਦ ਕਰੋਗੇ? ਇੱਧਰ ਆਓ, ਦੂਬਾਰਾ ਕਹੋ। ਧੰਨਵਾਦ, ਸਾਰੇ ਅਰਾਮ ਨਾਲ ਬੈਠ ਜਾਓ। ਸਕੂਲ ਕਦੋਂ ਸ਼ੁਰੂ ਹੋ ਰਿਹਾ ਹੈ? ਸਕੂਲ ਵਿੱਚ ਖੇਡ - ਦਿਵਸ ਕਦੋਂ ਹੈ? When speaking and reading aloud, they use features of Punjabi pronunciation and intonation. Students locate and organise information relating to their personal, social and natural worlds from different types of texts and present information about home, school and community in simple texts, using visual support, such as photos, maps or charts. They respond to imaginative texts by acting out key events or interactions and identifying favourite elements, and create simple imaginative texts, such as dialogues, puppet shows and songs. They use vocabulary related to school, home and the local environment, for example, ਚੌਲ, ਰੋਟੀ, ਦਾਲ, ਘਰ, ਕਮਰਾ, ਦਰਵਾਜ਼ਾ, ਘੜੀ, ਕੁਰਸੀ, ਮੇਜ਼, ਕਿਤਾਬਾਂ, ਵਿਦਿਆਰਥੀ, ਪੈਨਸਿਲ, ਬੋਰਡ, ਪੜ੍ਹਾਈ, ਲਿਖਨਾ, ਬੋਲਣਾ, ਪੌਦਾ, ਦਰੱਖਤ, ਫੁੱਲ, ਘਾਹ, ਝੂਲਾ, ਮੋਟਰਕਾਰ, ਰੇਲਗੱਡੀ, Students

use key grammatical forms and structures, such as verb tenses, nouns and adjectives, gender and number markers and conjunctions, for example, ਗਿਆ ਸੀ, ਗਈ, ਆਉਂਗੀ, ਆਏ, ਲੜਕਾ, ਲੜਕੀ, ਛੋਟਾ ਲੜਕਾ, ਛੋਟੀ ਲੜਕੀ, ਅਤੇ, ਜਾਂ, ਲੇਕਿਨ, ਇਸਲਈ, ਕਿਉਂਕਿ in simple spoken and written texts. They translate simple texts, such as captions and songs, identify words and phrases that are difficult to translate, and create simple bilingual texts for the classroom and school community. Students describe how the way they communicate reflects ways of behaving and thinking. They share their experiences of communicating in Punjabi and English-speaking contexts and describe how their individual and group sense of identity is expressed in the languages they use.

Students identify and use Punjabi sound and writing patterns, such as under-dot characters and punctuation conventions, for example, ਸ਼, ਖ਼, ਗ਼, ਜ਼, ਫ਼, ਲ਼. They identify levels of compulsion implied in statements such as ਮੈਂ ਜਾਣਾ ਚਾਹੀਦਾ ਹੈ। ਮੈਂ ਜਾਣਾ ਹੈ। ਮੈਂ ਜਾਣਾ ਪੈਣਾ ਹੈ। They identify ways that texts differ according to mode and context and compare Punjabi texts with similar texts in English. They identify similarities and differences between various Punjabi dialects and explain how age, gender and social position influence language use. Students provide examples of how the Punjabi language has been influenced by and has influenced other languages. They investigate the use of Punjabi and the nature of Punjabi speakers in the international context. They compare Punjabi and English language use and cultural practices, identifying culture-specific terms and expressions.

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.