

Punjabi Years R-2 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
Module 1: JOIN THE PARADE	Module 2: DRESS UPS	Module 3: BRAVE AS A LION	Module 4: SWEET DREAMS
<p>KEY QUESTIONS: Do we all have the same interests?</p> <p>KEY CONCEPTS: Interests, leisure, emotion</p> <p>KEY PROCESSES: Expressing, describing, identifying</p>	<p>KEY QUESTIONS: Guess who I am? Why do we dress for different occasions?</p> <p>KEY CONCEPTS: Character, imagination, celebration</p> <p>KEY PROCESSES: Describing, drawing, presenting</p>	<p>KEY QUESTIONS: Who am I? How do we see ourselves?</p> <p>KEY CONCEPTS: Environment, habitat, Identity</p> <p>KEY PROCESSES: Playing, participating, relating</p>	<p>KEY QUESTION: What is my favourite bedtime story? Why are stories important?</p> <p>KEY CONCEPTS: Expression, emotion, imagination</p> <p>KEY PROCESSES: Describing, comparing, listening, sharing</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning</p> <p>INFORMING Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written tasks</p>	<p>SOCIALISING Interact with teacher and peers to exchange greetings, talk about themselves and their families, to express thanks, wishes, feelings and preferences</p> <p>INFORMING Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment</p>	<p>SOCIALISING Participate in guided activities, such as songs, games, simple tasks, and transactions, using movement, gestures, pictures and concrete materials to support meaning</p> <p>INFORMING Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written tasks</p>	<p>SOCIALISING Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning</p> <p>INFORMING Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written Tasks</p>

<p style="text-align: center;">CREATING</p> <p>Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action</p> <p style="text-align: center;">LANGUAGE VARIATION AND CHANGE</p> <p>Recognise that different words, expressions and gestures are used by Punjabi speakers to interact with different people in different situations.</p>	<p style="text-align: center;">CREATING</p> <p>Play with sound patterns, rhythm and rhyme to interpret and adapt Punjabi stories, poems and songs that involve familiar language and non-verbal forms of expression</p> <p style="text-align: center;">SYSTEMS OF LANGUAGE</p> <p>Recognise the relationship between the sounds and patterns of pronunciation and elements of the Gurmukhi script, including the representation of long and short vowels, consonants and conjuncts</p>	<p style="text-align: center;">CREATING</p> <p>Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement, and action</p> <p style="text-align: center;">LANGUAGE VARIATION AND CHANGE</p> <p>Recognise that different words, expressions, and gestures are used by Punjabi speakers to interact with different people in different situations</p>	<p style="text-align: center;">CREATING</p> <p>Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action</p> <p style="text-align: center;">LANGUAGE VARIATION AND CHANGE</p> <p>Recognise that different words, expressions and gestures are used by Punjabi speakers to interact with different people in different situations</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 R-2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers to exchange greetings and talk about themselves and their families, for example, ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਤੁਸੀਂ ਕਿਵੇਂ ਹੋ?, ਮੇਰਾ ਨਾਂ ਸਿਮਰਨ ਹੈ, ਤੁਹਾਡਾ ਕੀ ਨਾਂ ਹੈ?? ਮੇਰੇ ਪਰਿਵਾਰ ਦੇ ਚਾਰ ਮੈਂਬਰ ਹਨ। ਮੇਰਾ ਇੱਕ ਭਰਾ ਹੈ। ਮੇਰੀ ਇੱਕ ਭੈਣ ਹੈ। ਇਹ ਮੇਰੇ ਪਿਤਾ ਜੀ ਹਨ। ਉਹ ਬਹੁਤ ਚੰਗੇ ਹਨ। ਇਹ ਮੇਰੇ ਮਾਤਾ ਜੀ ਹਨ। ਇਹ ਬਹੁਤ ਸੁੰਦਰ ਹਨ। ਇਹ ਮੇਰਾ ਵੱਡਾ ਭਰਾ ਹੈ। ਇਹ ਮੇਰੀ ਛੋਟੀ ਭੈਣ ਹੈ। ਇਸਦਾ ਨਾਂ ਮਨਜੀਤ ਹੈ। ਇਹ ਪੰਜ ਸਾਲ ਦੀ ਹੈ। They express thanks, likes and dislikes, feelings and wishes, for example, ਮੈਨੂੰ ਆਈਸ ਕਰੀਮ ਚੰਗੀ ਲਗਦੀ ਹੈ। ਤੁਹਾਨੂੰ ਕੀ ਪਸੰਦ ਹੈ? ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਨਰਾਜ ਹਾਂ। ਮੈਨੂੰ ਖੇਡਣਾ ਪਸੰਦ ਹੈ। ਮੈਨੂੰ ਕਿਤਾਬਾਂ ਪੜ੍ਹਣਾ ਪਸੰਦ ਨਹੀਂ। ਮੈਂ ਉਦਾਸ ਹਾਂ। ਮੈਂ ਬਹੁਤ ਖੁਸ਼ ਹਾਂ। They use repetitive language when participating in guided activities and responding to classroom routines, for example, ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ ਬੱਚਿਓ, ਬੈਠ ਜਾਓ, ਕਿਤਾਬ ਖੋਲੋ, ਅੱਛਾ ਜੀ, ਠਕਿ ਹੈ। ਆਪਣੀਆਂ ਕਿਤਾਬਾਂ ਖੋਲੋ। ਪਾਠ ਖਤਮ ਹੋ ਗਿਆ। ਹੁਣ ਤੁਸੀਂ ਜਾ ਸਕਦੇ ਹੋ। ਕਲ ਮਿਲਾਗੇ। ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਧੰਨਵਾਦ। When speaking, they use the sounds and patterns of the Punjabi language, for example, ਤ, ਥ, ਗ, ਘ, ਟ, ਠ, ਦ, ਧ. They identify words and phrases in simple texts and locate and share specific points of information about their immediate environment using illustrations and gestures to support meaning, for example, ਮੇਰੇ ਕੋਲ ਇੱਕ ਲਾਲ ਗੱਡੀ ਹੈ। ਮੈਂ ਇੱਕ ਪੀਲਾ ਫੁੱਲ ਦੇਖਿਆ। ਮੇਰੀ ਕਿਤਾਬ ਬਹੁਤ ਭਾਰੀ ਹੈ। ਮੈਂ ਆਪਣੇ ਪਰਿਵਾਰ ਦੇ ਨਾਲ ਖਾਣਾ ਖਾਯਾ। ਮੇਰੇ ਘਰ ਦੇ ਸਾਹਮਣੇ ਇੱਕ ਬੱਸ ਸਟਾਪ ਹੈ। ਮੈਂ ਪ੍ਰਾਥਮਿਕ ਲਈ ਮੰਦਰ, ਮਸਜਿਦ, ਗੁਰਦੁਆਰੇ, ਗਿਰਜਾਘਰ ਜਾਂਦੀ ਹਾਂ। They respond to imaginative texts that have listened to, viewed or participated in through singing, drawing, movement and action, and use illustrations, familiar language and non-verbal forms of expression to interpret and adapt Punjabi stories, poems and songs. Students use familiar words and phrases, for example, ਬੈਠ ਜਾਓ। ਇੱਧਰ ਆਓ। ਓਧਰ ਜਾਓ। ਇੱਧਰ ਬੈਠੋ। ਓਧਰ ਜਾ ਕੇ ਖੜੋ ਹੋ ਜਾਓ। ਇਸ ਜਗ੍ਹਾ ਤੇ ਨਾ ਟੱਪੋ। ਛਲੋ, ਓਧਰ ਚੱਲੀਏ। They use basic rules of word order, and gender and number agreement in simple sentences, for example, ਲੜਕਾ ਖੜੀ ਹੈ। ਲੜਕੀ ਖੜੀ ਹੈ। ਲੜਕੇ ਜਾ ਰਹੇ ਹਨ। ਲੜਕੀਆਂ ਜਾ ਰਹੀਆਂ ਹਨ। ਬੇਟਾ ਖਾਣਾ ਖਾ ਰਿਹਾ ਹੈ। ਬੇਟੇ ਖਾਣਾ ਖਾ ਰਹੇ ਹਨ, ਬੇਟੀਆਂ ਖਾਣਾ ਖਾ ਰਹੀਆਂ ਹਨ। They translate and interpret frequently used words and simple phrases, and create word lists, labels and captions in Punjabi and English for the classroom environment. Students identify themselves as members of different groups and describe different words and behaviours they use when communicating in Punjabi and English.

Students make connections between spoken Punjabi, including vowels, consonants and conjuncts, and the use of Gurmukhi script, and join characters to form simple words. They distinguish between question, answer and statement forms, for example, ਤੁਸੀਂ ਕਿੱਥੇ ਜਾ ਰਹੇ ਹੋ? ਅਸੀਂ ਕਿਵੇਂ ਹੋ? ਕੀ ਤੁਸੀਂ ਮੇਰੇ ਨਾਲ ਚੱਲੋਗੇ? ਉੱਥੇ ਕੌਣ ਹੈ? ਤੁਸੀਂ ਉੱਥੇ ਕਿਉਂ ਜਾ ਰਹੇ ਹੋ? They identify the use of pronouns, postpositions and verbs in relation to actions and commands. They identify features of familiar texts. They distinguish between the language spoken by different Punjabi speakers in different contexts and situations, such as at home with family or at school with the teacher. Students name some of the many languages that are spoken in Australia, including Punjabi, and give examples of simple words in English that have been borrowed from Punjabi, such as ਪਜਾਮਾ, ਕੱਪੜੇ, ਪਲੇਟ, ਸਾੜੀ, ਖਾਕੀ. They identify how language usage reflects where and how people live and what is important to them.

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