



NPSB Panjabi Menu



Why do we prioritise Panjabi at NPSB?

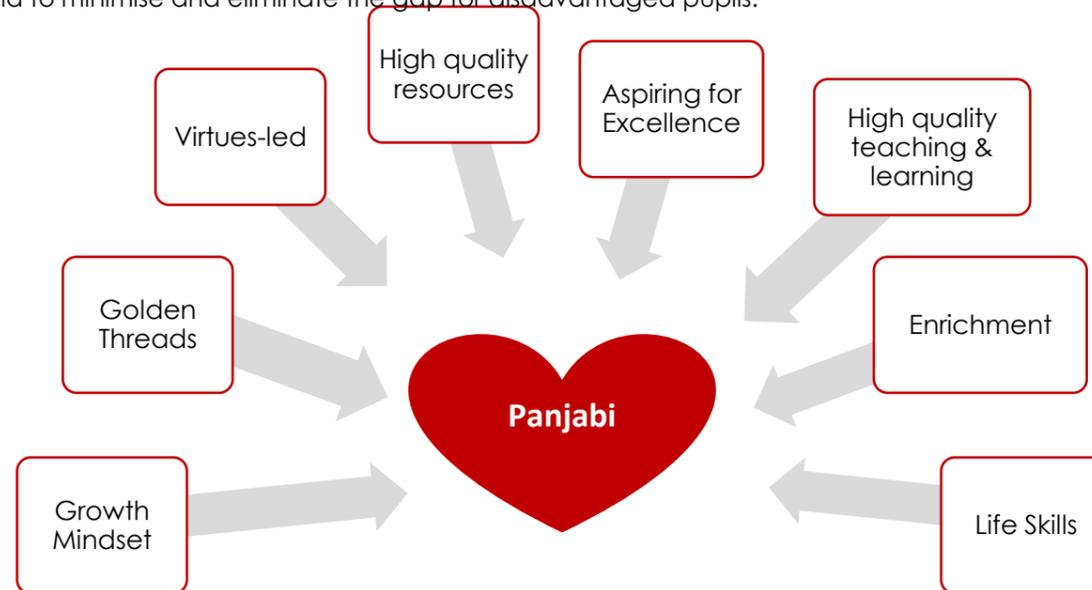
"Language is the road map of a culture. It tells you where its people come from and where they are going." (Rita Mae Brown). "To learn a language is to have one more window from which to view the world." (Chinese Proverb). It is essential that children develop the skill of learning another language so that they have a wider understanding and acceptance of another culture, or a deeper understanding of their own. Learning a language helps children to celebrate differences, display more empathy towards others and makes them more receptive to other cultures and experiences. It helps them to form transferable knowledge and skills, which is the foundation for further study. It builds an understanding of our diverse world, as well as supporting their own cultural identity. This in turn contributes greatly to the development of them being responsible, global citizens, and will always open door for their future.

Our Panjabi curriculum aims to:

- develop a life-long love of learning of language about the world we live in
- help pupils to prepare for the future.
- learn about our responsibility to the Global Family.
- develop pupils who are keen to take responsibility for their own learning using a virtues-led approach.
- give children the foundations that they need to become well-rounded individuals.
- allow all pupils to have access to a range of opportunities in their lives.
- help to break down the barriers that they may face in life and to minimise and eliminate the gap for disadvantaged pupils.

Knowledge and Skills:

Listening
Speaking
Reading
Writing
Grammar
Intercultural Understanding



Virtues Links

Show **love, respect, tolerance** and **gratitude** for our diverse world, cultures and its people.

Resilience and **determination** to keep trying and preserving learning a new language and whilst developing our skills and knowledge.

Commitment to the importance of learning a new language.

Using **kindness** and **respect** to others when listening to others.

Striving for **excellence** and using **diligence** in all learning and outcomes by always trying our very best.

Golden Threads:

GT1 – Love & Forgiveness vs Enmity & Hate **GT2** – Peace & Collaboration vs Conflict & War **GT3** – Trust in 'the Divine' / 'God'

| Well-Structured | Ambitious & Inclusive | Life-Long Learners | Knowing more & remembering more | Subject knowledge and skills |
|--|--|---|---|---|
| <ul style="list-style-type: none"> • Well-sequenced progression of knowledge and skills document. • Lesson expectation document that outlines effective ways to teach Panjabi. • Purposefully planned units of work to link and build on learning. • Key vocabulary is progressively built on. | <ul style="list-style-type: none"> • Curriculum is ambitious and challenging for all pupils. • Lessons promote thinking and curiosity for all. • Higher-order questioning • Children selecting their own level of challenge [hard and harder activities]. • Enable table resources to support learning. • Inclusive enrichment opportunities. For example, Panjabi Spelling Bee. | <ul style="list-style-type: none"> • Lessons linked to virtues and Golden Threads eg learning the Panjabi word for different virtues, • Leaders of learning • Creating global citizens – understanding our responsibility to our global family. • Enrichment opportunities that foster a love of Panjabi. | <ul style="list-style-type: none"> • 'The Big Picture' to capture the end goal of each unit and link current learning to previously taught knowledge and skills. • 'Can You Still...?' is an opportunity to retrieve and practise previously learned knowledge and skills. • Panjabi key words and phrases used by teachers within the classrooms. | <ul style="list-style-type: none"> • High-quality teaching and learning delivered by a Panjabi expert. • All staff involved in high-quality professional development and training – delivered by the Panjabi expert. • High-quality questioning. • Opportunities to revisit previously taught knowledge and skills. • Cross-curricular links (eg Science, RE and English) • Key concepts are explicitly taught. |