MODERN HEBREW CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	Modern Hebrew	YEAR GROUP:	Year 7 Girls
SUBJECT INTENT:	Laying the foundations of Modern Hebrew. Building reading, writing and speaking skills from baseline abilities (differentiating into Foundation and Higher pathways), introducing core communicative themes (family, school, hometown) and establishing essential grammar rules. Students develop confidence and independence in Modern Hebrew by building secure foundations in listening, speaking, reading and writing. The curriculum enables students to communicate about familiar topics, apply increasingly complex grammar accurately, and gain a deeper understanding of Israeli life, culture and Jewish heritage. Teaching is carefully sequenced to allow students to build on prior knowledge, revisit key vocabulary and grammar regularly, and become confident, resilient language learners.		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	**Foundation**: Alphabet & Identity	Following baseline assessments, students are placed in appropriate sets. **Foundation**: Students who require additional support consolidate the Hebrew alphabet, letter formation, vowels, pronunciation and reading fluency. They learn to introduce themselves, ask and answer simple personal questions, discuss where they live, their age and Israeli cities. Extension topics include family, birthdays, food and drink. Book: Ivrit Beclick (Ch 1: Units 1, 2, 5, 6). **Higher**: Family, music, and festival stories. Students study topics including myself, family, music and Jewish festivals while extending their speaking, reading and writing skills using authentic texts.	**Foundation**: Hebrew alphabet, phonics, greetings, singular, pronouns, feminine numbers 1-12, prepositions, prefixes, connectives, verb & live& (גר/ה) present tense, prepositions (ב/מ), connectives (ו, גם), simple conversation skills. **Higher**: Subject pronouns, present tense verb groups, gender agreement, sentence	**Foundation**: Establishes secure literacy and pronunciation before moving to extended communication. Personal information provides the foundation for all future language learning. **Higher**: Builds on prior KS2 learning and develops grammatical accuracy before

MODERN HEBREW CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

	Higher: Myself, Family & Festivals	Book: Yash V' Yesh Book 1 (Ch 1 & 2), Chagim Book.	building without verbs, question formation, adjectives, word classes, prepositions.	more complex topics later in the year.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	**Foundation**: Family & Pets. **Higher**: Tel Aviv vs. Hometown	**Foundation**: Students extend personal information to family members, pets and describing people. They continue learning food, clothing, classroom language, shopping and daily routines. Book: Ivrit Beclick. **Higher**: Students explore Tel Aviv, compare cities, discuss sport and continue learning through festival stories. . Book: YeashV'Yesh Book 1 (Ch 3 & 4), Chagim book.	**Foundation**: Family vocabulary, pets, Who is This & I have/don't have (יש/אין לי), possessives (שלי/שלו/שלה), masculine numbers to 10, noun-adjective agreement. **Higher**: There is/isn't, 2nd verb group present tense, opinion phrases, plural adjectives/gender agreement.	**Foundation:** Builds naturally from introducing oneself to describing other people and possessions while increasing sentence length and complexity. Builds on personal identity established in Autumn. **Higher:** Develops descriptive language and comparison skills while reinforcing grammatical structures introduced in Autumn. Widening scope to immediate social circles and wider town environments.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	**Foundation**: School &	**Foundation**: Students study school life, classroom language, equipment, subjects, daily routines and family routines.	**Foundation**: Classroom environment (בכיתה יש/אין), school subjects, infinitives,	**Foundation**: Students combine vocabulary and grammar from previous terms to communicate confidently in

MODERN HEBREW CURRICULUM PLAN

	Routines. **Higher**: Holidays & Festivals.	Extension topics include birthdays, past events, trips and celebrations. Book: Ivrit Beclick (Ch 1:4, Ch 3:5-6, Ch 4:4-5, Ext: birthday, trips). **Higher**: Students study holidays and festival themes while consolidating all grammar and language learned throughout the year. Book: YeashV'Yesh Book 1 (Ch 5), Chagim Book.	classroom objects, time expressions, daily routine vocabulary, sequencing language, revision of key grammar. **Higher**: Consolidation of present tense, sentence variety, translation skills, reading comprehension, extended writing, independent communication.	longer spoken and written texts about everyday life. Synthesizes descriptive vocabulary to compile active daily routines, preparing grammatically for the complexity of Year 8. **Higher**: Prepares students for end-of-year assessments by revisiting and securing all key grammatical structures and vocabulary.

SUBJECT:	**Modern Hebrew**	**YEAR GROUP:**	**Year 8 Girls**
SUBJECT INTENT:	**Advancing from basic introductory communication to intermediate language application. Introducing the past tense, comparative structures, transactional expressions, and personal character profiles. In Year 8, students build on the foundations established in Year 7 by developing greater confidence and independence across the four language skills: listening, speaking, reading and writing. Students broaden their vocabulary, deepen their understanding of Hebrew grammar and begin to manipulate language more accurately through the use of increasingly complex sentence structures and a wider range of verb forms. Through the study of everyday topics and aspects of Israeli life and culture, students develop the linguistic knowledge and cultural awareness needed to communicate effectively in Modern Hebrew. The curriculum prepares students for the transition into Year 9 by encouraging greater grammatical accuracy, spontaneous communication and extended reading and writing.**		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING

MODERN HEBREW CURRICULUM PLAN

Autumn	Holidays, Present Studies and Future Aspirations	Students revisit key language from Year 7 through the topic of holidays before progressing to present studies and future aspirations. They develop confidence in expressing experiences, describing their studies and discussing future plans through speaking, reading, writing and translation activities based on **Yesh V'Yesh Book 2 (Chapters 1–2)**.	• Past tense (additional verb groups) • Direct object marker **את** • Definite article with direct objects, people and places • Infinitives • Irregular plural nouns • Gender agreement • Sentence building and translation strategies	Learning begins by revisiting familiar contexts from Year 7 before introducing more sophisticated grammar. Students consolidate prior knowledge while extending their ability to communicate accurately about past, present and future events, providing the grammatical foundation for the remainder of the year.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Healthy Lifestyles, Food and Eating Out.	Students explore healthy lifestyles, food choices and eating habits while developing the language needed for real-life transactional situations such as ordering food in restaurants. They express opinions, justify preferences and communicate using increasingly complex spoken and written language through **Yesh V'Yesh Book 2 (Chapter 3)** and **Chapter 4**.	• Opinion phrases • Masculine and feminine agreement • Present and past tense of לה/לי verb groups • Transactional language • Infinitives • Complex and subordinate clauses • Impersonal structures for giving instructions	Students apply grammatical knowledge from the Autumn term in practical everyday contexts. The focus shifts from describing experiences to expressing opinions, justifying ideas and interacting confidently in authentic situations, increasing both fluency and grammatical accuracy.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING

MODERN HEBREW CURRICULUM PLAN

Summer	Relationships: Me and My Friends	Students develop their ability to discuss friendships, relationships and personality traits while expressing future intentions and comparing themselves with others. Through extended reading, writing, speaking and translation tasks, students consolidate the language learned throughout the year and prepare for the transition into Year 9.	• Future tense • Comparative structures • Personality adjectives • Gender and number agreement • Intensive and causative verb groups • Present tense with future meaning • Time markers • Prepositions after verbs	The final term brings together vocabulary and grammar from the entire year, enabling students to communicate with greater independence and accuracy. Students progress from controlled practice to more spontaneous language production, preparing them for the increasingly thematic and culturally focused Year 9 curriculum.

MODERN HEBREW CURRICULUM PLAN

SUBJECT:	**Modern Hebrew**	**YEAR GROUP:**	**Year 9 Girls**
SUBJECT INTENT:	**In Year 9, students consolidate their Key Stage 3 knowledge while preparing for the transition to GCSE Modern Hebrew. Through the study of Israeli society, culture and contemporary global issues, students develop confidence in using a wider range of vocabulary and increasingly complex grammatical structures across the four language skills. Students are encouraged to communicate with greater independence, manipulate language accurately in different tenses and express opinions with justification. The curriculum provides a bridge between KS3 and GCSE by introducing GCSE-style themes, assessment methods and extended communication tasks.**		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Culture, Diversity and Multicultural Israel	Students explore the cultural diversity of Israel by studying multicultural families, communities and multi-ethnic locations across the country. They develop their reading, writing, speaking and listening skills through authentic texts and cultural discussions based on **Yesh V'Yesh Book 3 (Chapters 1–2)**.	• Present and past tense of familiar verbs • Impersonal structures with pronoun suffixes • Past tense with object agreement • Causative verb groups • Hebrew roots and word families • First person plural future tense • Question formation • Travel and direction vocabulary	Students begin the year by consolidating grammatical knowledge from Years 7 and 8 while applying it within meaningful cultural contexts. The focus on Israeli society develops both linguistic competence and cultural awareness, providing a strong foundation for more abstract GCSE themes.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Future Plans,	Students investigate future aspirations,	• Future tense of familiar verbs	Students move from describing familiar

MODERN HEBREW CURRICULUM PLAN

	Technology and Global Issues	the impact of technology and global issues affecting modern society. They communicate opinions, discuss future events and consider wider global challenges through increasingly complex speaking and writing tasks based on **Yesh V'Yesh Book 3 (Chapters 3–4)**.	• Future tense of the verb "to be" • Complex and subordinate clauses • Time markers • Connectives including "because" and "therefore" • Impersonal expressions • Numbers into the thousands • Object agreement • Conditional sentences	situations to discussing future ambitions and global topics. This term develops greater grammatical accuracy and introduces higher-level language structures that are essential for successful GCSE communication.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Hiking in Israel and Introduction to GCSE Theme 1	Students explore the geography and natural environment of Israel through the topic of hiking and outdoor activities while consolidating language from across the year. They are introduced to the GCSE specification through **Theme 1: Identity and Culture**, including **Me, My Family and Friends** and **Technology in Everyday Life**. Students complete increasingly independent reading, translation and extended writing tasks using **Yesh V'Yesh Book 3 (Chapter 5)**.	• Consolidation of present, past and future tenses • Connectives and extended sentence structures • Impersonal structures (must/need to) • Infinitives • Translation skills • GCSE communication strategies	The final term consolidates all Key Stage 3 learning while introducing GCSE content and assessment styles. Students develop the confidence and independence needed to begin Year 10, ensuring a smooth transition into the GCSE course.

MODERN HEBREW CURRICULUM PLAN

HASMONEAN

אל תקרי בניך אלא בוניך

			• Independent reading and extended writing	