



MFL – MODERN HEBREW CURRICULUM AREA STAFF 23- 24 KS3

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MFL – MODERN HEBREW CURRICULUM INTENT

At BYJHS, we aim to develop students' **ability to communicate in Modern Hebrew fluently**. We want our students **to be able to converse spontaneously**, within the framework of the communicative function they have learnt. Students will **embed in their long-term memory, the sounds, the structures and the grammar** through constant recycling of prior learning. This level of independence will be achieved by understanding how to manipulate patterns or "chunks" of language.

By the end of KS4, students will become experts at manipulating the grammar, to be able to produce sophisticated sentences in the target language, Modern Hebrew. When they leave school, students' from BYJHS will be able to apply their knowledge to a range of contexts from family life to the world of work and the environment as well as to less familiar contexts, to be able to communicate fluently. Through this knowledge, students will **become resilient and competent linguists**, open to the world around them. They will **develop a curiosity for other cultures and people**, having an interest and intention to travel in order to deepen their understanding of different cultures and societies. The communication and listening skills developed through learning a language, will foster a deeper understanding and appreciation of other cultures on a local, national and international stage. Students will be better equipped **to evolve and understand their place as a global citizen living in a multicultural society**.

MFL – MODERN HEBREW CURRICULUM OVERVIEW

Year 7 Modern Hebrew Curriculum					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
TOPIC: Me and my family Weeks: 7		TOPIC: School Life WEEKS: 6		TOPIC: Free time WEEKS: 5	
GRAMMAR KNOWLEDGE	TEST(S)	GRAMMAR KNOWLEDGE	TEST(S)	GRAMMAR KNOWLEDGE	TEST(S)
<ul style="list-style-type: none"> Pronouns Adjectives Nouns Gender Plurals 	End of unit test Me and my family	<ul style="list-style-type: none"> Prepositions Possessive pronouns Singular pronouns Plural pronouns 	End of unit test School life.	<ul style="list-style-type: none"> Verbs Plural verbs 	End of unit test Free time
SKILLS	Written test-sentences to translate	SKILLS	Written test-sentences to translate	SKILLS	Written test-writing a paragraph
<ul style="list-style-type: none"> Learning vocab by listening and repeating Pronunciation: Sound/spelling link Asking and answering questions 		<ul style="list-style-type: none"> Learning vocab by listening and repeating Pronunciation: sound/spelling link Asking and answering questions 		<ul style="list-style-type: none"> Learning vocab by listening and repeating Pronunciation: sound/spelling link Asking and answering questions 	

<ul style="list-style-type: none"> • Giving opinions • Speaking Modern Hebrew in class • Understanding question words • Working out language patterns • Developing sentence structures in MH 		<ul style="list-style-type: none"> • Giving opinions • Speaking Modern Hebrew in class • Understanding question words • Working out language patterns • Developing sentence structures in Modern Hebrew 		<ul style="list-style-type: none"> • Giving opinions • Speaking Modern Hebrew in class • Understanding question words • Working out language patterns • Developing sentence structures in MH 	
Autumn 2		Spring 2		Summer 2	
TOPIC: School Life WEEKS: 4		TOPIC: My Family WEEKS: 7		TOPIC: The classroom WEEKS: 5	
GRAMMAR KNOWLEDGE	TEST(S)	GRAMMAR KNOWLEDGE	TEST(S)	GRAMMAR KNOWLEDGE	TEST(S)
<ul style="list-style-type: none"> • Verbs • Infinitives • Negatives • Present Tense 	End of unit test	<ul style="list-style-type: none"> • Conjugated verbs • Pronouns • Adjectives 	End of unit test	<ul style="list-style-type: none"> • Adjectives • Verbs • Prepositions 	End of unit test
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> • Learning vocab by listening and repeating • Pronunciation: Sound/spelling link • Asking and answering questions • Giving opinions • Speaking Modern Hebrew in class • Understanding question words 	School life Written test- sentences to translate	<ul style="list-style-type: none"> • Learning vocab by listening and repeating • Pronunciation: sound/spelling link • Asking and answering questions • Giving opinions • Speaking Modern Hebrew in class 	My family Written test- writing a paragraph	<ul style="list-style-type: none"> • Learning vocab by listening and repeating • Pronunciation: sound/spelling link • Asking and answering questions • Giving opinions • Speaking Modern Hebrew in class 	The class room Written test- writing a paragraph

<ul style="list-style-type: none"> Working out language patterns Developing sentence structures in MH 		<ul style="list-style-type: none"> Understanding question words Working out language patterns Developing sentence structures in MH 		<ul style="list-style-type: none"> Understanding question words Working out language patterns Developing sentence structures in MH 	
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Year 8 Modern Hebrew Curriculum

Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
TOPIC: Review and consolidation of Y7 learning <ul style="list-style-type: none"> High frequency language Key grammatical structures Speaking skills WEEKS: 7		TOPIC: School Life WEEKS: 6		TOPIC: Free time WEEKS: 5	
GRAMMAR KNOWLEDGE	TEST(S)	GRAMMAR KNOWLEDGE	TEST(S)	GRAMMAR KNOWLEDGE	TEST(S)
<ul style="list-style-type: none"> First person Pronouns Patterns Voices and moods Present tense 	End of unit test Foundation of the language	<ul style="list-style-type: none"> Verbs Nouns Adjectives Infinitives שלי/שלך – my/yours Word order 	End of unit test Routine of the day	<ul style="list-style-type: none"> Pronouns Adjectives Nouns Gender and plurals Basic sentence structure in MH Future tense Verbs Infinitive Prepositions 	End of unit test Free time & future plans
SKILLS		SKILLS		SKILLS	

<ul style="list-style-type: none"> • Learning vocab by listening and repeating • Pronunciation: sound/spelling link • Asking and answering questions • Giving opinions • Speaking Modern Hebrew in class • Understanding question words • Working out language patterns • Developing advanced sentence structures in MH 		<ul style="list-style-type: none"> • Learning vocab by listening and repeating • Pronunciation: sound/spelling link • Asking and answering questions • Giving opinions • Speaking Modern Hebrew in class • Understanding question words • Working out language patterns • Developing advanced sentence structures in MH 		<ul style="list-style-type: none"> • Learning vocab by listening and repeating • Pronunciation: sound/spelling link • Asking and answering questions • Giving opinions • Speaking Modern Hebrew in class • Understanding question words • Working out language patterns • Developing advanced sentence structures in MH 	
Autumn 2		Spring 2		Summer 2	
TOPIC: Me and my family WEEKS: 4.5		TOPIC: Routine of the day/ Numbers 1-100/ Time/ Food and Healthy living WEEKS: 7		TOPIC: My house, my town WEEKS: 5	
GRAMMAR KNOWLEDGE	TEST(S)	GRAMMAR KNOWLEDGE	TEST(S)	GRAMMAR KNOWLEDGE	TEST(S)
<ul style="list-style-type: none"> • Verbs • Word order • Nouns • I have/ You have 	End of Unit test	<ul style="list-style-type: none"> • Infinitive • Questioning • Prepositions • Present tense • Verbs 	End of unit test	<ul style="list-style-type: none"> • Advanced Adjectives • Infinitive • Verbs • Future tense 	End of unit test
SKILLS	Me and my family	SKILLS	Education and school	SKILLS	My house, my town
<ul style="list-style-type: none"> • Learning vocab by listening and repeating 		<ul style="list-style-type: none"> • Learning vocab by listening and repeating 		<ul style="list-style-type: none"> • Learning vocab by listening and repeating 	

<ul style="list-style-type: none"> • Pronunciation: sound/spelling link • Asking and answering questions • Giving opinions • Speaking Modern Hebrew in class • Understanding question words • Working out language patterns • Developing advanced sentence structures in MH 		<ul style="list-style-type: none"> • Pronunciation: sound/spelling link • Asking and answering questions • Giving opinions • Speaking Modern Hebrew in class • Understanding question words • Working out language patterns • Developing advanced sentence structures in MH 		<ul style="list-style-type: none"> • Pronunciation: sound/spelling link • Asking and answering questions • Giving opinions • Speaking Modern Hebrew in class • Understanding question words • Working out language patterns • Developing advanced sentence structures in MH • Advanced questioning 	
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MFL – MODERN HEBREW CURRICULUM SEQUENCING

Our MFL curriculum at BYJHS is built around three pillars of Vocabulary, Grammar, and Pronunciation as advocated in the MFL National Curriculum.

Modern Hebrew is the natural choice of Modern Foreign Language studied in our school as we can effectively build the prior knowledge of our students from KS2 and support the implementation of our Jewish Studies curriculum at school. Our students are exposed to Classical Hebrew (also called Biblical Hebrew) through their Jewish Studies and both languages are very similar (in terms of etymology, grammar, vocabulary and pronunciation) to each other allowing our students to capitalise on this instruction and learning.

Topics are sequenced to move from areas of interest which are close to students' personal life (e.g. family, school, hobbies and interests) to widening their cultural capital knowledge of culture, society and the world around them.

Our students secure their MFL knowledge and skills through the careful planning of our sequencing in lessons and schemes of learning which is rooted in an understanding of Cognitive Science and recognising that fluency is achieved through constant retrieval of the structures previously learnt.

A sequence of lessons follows the following pattern:

1) Modelling the phonology of the sentence builder.

The core structures or chunks of language are presented and modelled in context through reading aloud (e.g. Sentence builders & subsequent activities) so students gain familiarity with the language phonetically and translate it into their own language.

2) **Listening as modelling/ reading as modelling-**

In these lessons, the core phrases are practiced until students are confident, before progressing on to producing it themselves. Students are extensively exposed to the chunks of language and grammar structures repeatedly, so they are more likely to retain the language.

3) **Structured Production** - students start to produce language in a scaffolded way (with the support of sentence builders) and linking this back to prior knowledge. We start to include translations to the target language with a continued focus of grammar structures.

4) **Expansion** – students work explicitly on grammar, expanding to language patterns. They use the sentence builder less and are encouraged to start manipulating the grammar they have learnt to express themselves. At this stage students interleave the new knowledge with prior knowledge. The core structures are practised with old and new vocabulary through systematic recycling (scaffolding might still be necessary). After much practice, students learn the rule(s) governing the target item(s) in greater depth (e.g.: from one or two persons of the present tense, to all six persons).

5) **Autonomy** – Extensive oral and written practice in which the scaffolding is gradually faded out and spoken or written output is produced by pupils with little support. Language is practised productively without scaffolding but still in familiar contexts and focus is on fast retrieval (automaticity). The aim is to develop most students' autonomy in the use of the target structure by the end of this phase. Students perform structured and semi-structured tasks which may elicit the use of the target structure (surveys, interviews, role-plays, picture tasks, unstructured essays).

6) **Routinisation**– where the focus is on fluency development across all four language skills (listening, reading, writing and speaking) within a wide range of contexts and topics and to use spontaneously these grammatical structures even when faced with unfamiliar contexts. Students will be able to ask and answer questions using variety of language structures (different tenses, opinions with justifications, provide reasoning and arguments and make comparisons).