



MFL/Ivrit

Curriculum- skills and knowledge

Whole school topic overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years						
Year 1	Family: Introduction: all about me and my family	Chanukah: Learning traditional songs and dances for Chanukah performance.	Family 2 Reading and writing about members of the family	Peasch: The seder table and peasch songs	Shabbat Vocabulary related to Shabbat and reading	Shabbat 2: Reading and writing
Year 2	Toys: Reading, writing and speaking about basic toys	Chanukah: Learning traditional songs and dances for Chanukah performance.	Toys 2: advanced toys reading, writing and speaking	Peasch: The seder table and retell the story of the passover peasch songs	Home: vocabulary related home, reading, writing and speaking about things in the home	Home 2: Reading and writing and speaking about things in the home
Year 3	Me and my family: Learning vocabulary related to family and put them in simple sentences, Writing in script	Chanukah: Preparing for the Chanukah performance including Ivrit phrases and learning simple including grammar sentences	Me and my family 2: Developing dialogue including adjectives and word gender Writing in script	Peasch: The Seder table and learning and understanding the Mah nishtana and other Ivrit songs	Birthday: Learning numbers, Learning vocabulary related to birthday and put them in simple sentences, Writing in script	Birthday 2: Understanding simple conversation Writing in script
Year 4	My school: Learning vocabulary related to school Learning extended sentences	Chanukah Preparing for the Chanukah performance including Days of the week, Ivrit phrases and conversations	My school 2: Understanding conversations from others Comprehension and translation	Peasch: The Seder table and Peasch songs Understand the order of the Seder	My classroom: Learning vocabulary related to objects in the classroom and putting in sentences	My classroom 2: Constructing sentences including adjectives and propositions Comprehension and translation
Year 5	Food, drink and Picnic: Learning different food & drink vocabulary	Chanukah Learning and understanding a range of Ivrit phrases including expanded noun phrases	Food, drink and Picnic 2: conversations in the wider world, including active and passive infinitives Comprehension and translation	Peasch: The Seder table and Peasch songs Support the Seder family	Clothes: Learning different clothes vocabulary related to the seasons	Clothes 2: conversations in the wider world, including active and passive infinitives Comprehension and translation
Year 6	My room: Learning different furniture vocabulary related to the bedroom	Chanukah: Preparing for the Chanukah performance including prepositional phrases and adjectives	My room 2: Complex conversations describing the bedroom Comprehension and translation	Peasch: The Seder table how to lead a family Seder	Appearance: Learning different descriptive vocabulary related to the body	Appearance 2: Complex conversations describing people (Guess Who) Comprehension and translation

Ivrit: National Curriculum key skills requirements (Key stage 1)

Spoken knowledge

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes
- Speak in sentences, using familiar vocabulary, phrases and basic language structures

Reading knowledge

- To be able to recognise the letters and vowels of the Alef-bet
- To be able to say the sounds of the letters and vowels of the Alef-bet
- To be able to start to blend letters and vowels together
- To be able to read familiar words written in Ivrit
- To be able to phonetically sound out simple words in Ivrit
- Read carefully and show understanding of words, phrases
- Broaden their vocabulary and develop their ability to understand new words
- Introduced to familiar written material

Written Knowledge

- Describe people, places, things and actions in writing
- Link the spelling, sound and meaning of words
- Write phrases from memory

Year One

The content of the Curriculum should not be used as a checklist. The content must be applied using a 'best fit' approach. Flexibility and discretion need to be applied when there are Chaggim and changes to the school timetable.



Topic – - Myself and my Family

<p>Synopsis: Children to learn how to say key vocab. Introduction: all about me and my family, also includes greetings and saying for Rosh Hashanah and Yom Kippur.</p>	<p>Key Vocabulary: ima, aba, saba, savta, ach, achot, dod, doda, tinok, tinoket, yeled, yalda, mishpacha</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To know the letters Know the letters ת ו נ ב א of the aleph-bet • To know the Kamatz and chirik vowel sound • To blend 2 letters with the Kamatz vowel • Know the Ivrit names for different members of the family. • Know the different syllables (orally) for Ivrit words for family members • Know a range of different phrases and sayings about themselves • Know the correct word (orally)for different family images • Know the English translation for the Ivrit words learnt. • Know the greetings to say for current festivals • Know the names of important objects for the current festival 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • To find patterns and sounds of language through songs and rhymes • Blend syllables and vowels together (orally) • Match images to the correct Ivrit word • To be able to say the words learnt in Ivrit and the English • To be able to blend a letter and Kamatz vowel together • To be able to say the sounds of ת ו נ ב א letters of the aleph-bet
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Clapping to syllables • Name the missing picture • Ladder game: name the pictures • Match masculine to feminine pictures: eg ima & aba • Fruit salad [M/F] pictures only • I have / I don't have – cards game 	<p>Possible trips: Jewish Museum</p>
<p>Suggestions for assessment: Checking vocabulary through speaking [pictures shown, pupils say words]. Individual name the pictures quiz, ladder game, partner tasks</p>	<p>Links to Jewish Studies: Rosh Hashanah and Yom Kippur greetings and names of festival items</p>



Topic – Chanukah- Year 1

<p>Synopsis: In this topic, the pupils learn about the names of the different symbols and objects for the festival of Chanukah. The children will develop their singing and dancing in order to participate in the school Chanukah Performance.</p>	<p>Key Vocabulary , , Ner, nerot, soofganiya, Doughnut, levivah, Ancient Greeks, Chanukah, Chanukiah, Menorah, Brachot, , Sevivon, Dreidel, , Latke, Parasha, Mezonot, Hagafen, Shehakol, Hamotzi, Haetz, Ha'adamah. Melech, Haolam</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To know the letters Know the letters ת ו מ ב א of the aleph-bet • To know the Kamatz and chirik vowel sound • To blend 2 letters with the Kamatz vowel • Know the Chanukah story • Know the name of the festival • Know the names of the symbols of Chanukah • Know the English translation for the Ivrit words learnt. • To know that Brachot are said before lighting the Chanukiah. • To know some of the brachot for different food and drink • Know the greetings to say for current festival • Know traditional songs and dances for the festival 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to say the sounds for ת ו מ ב א • To be able to blend a letter and Kamatz vowel together • To be able to say the words learnt in Ivrit and the English • To be able to match words orally to written • To be able to say and understand key vocabulary • To be able to read and say the words for Doughnut and Latke in Ivrit • To be able to sing and dance traditional and contemporary songs • To be able to demonstrate their speaking and listening skills to an audience
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Match words to pictures. • Learn Chanukah songs • Learn dances of Chanukah songs. • Retell the Chanukah story using some Ivrit learnt vocab 	<p>Possible trips: Chanukah performance</p>
<p>Suggestions for assessment: Pupils explain to explain what they have learnt about Chanukah and name the different objects around the lighting of the chanukiah.</p>	<p>Links to national curriculum: Music, P.E. and Jewish studies.</p>

Topic – Family 2

<p>Synopsis- Children are introduced to some of the letters and vowels of the Aleph-bet. Children start to read the words for the different family members.</p>	<p>Key Vocabulary: ima, aba, saba, savta, ach, achot, dod, doda, tinok, tinoket, yeled, yalda, mishpacha</p>
<p>Knowledge</p> <ul style="list-style-type: none"> • Know that Ivrit is written from right to left. • Know key words both orally and written • Know relevant letters and vowels both orally and in written format • Know the sound of key letters and vowels • Know the English translations of learnt Ivrit words • Know the letters א ב מ ס ת • Introduce the letters ח ו ד ה י נ ק ל ש פ • Introduce the vowels chirik, patach/kamatz, cholam, tzere/segol 	<p>Skills</p> <ul style="list-style-type: none"> • Sound out or decode the first letter and vowel of each word, which is familiar to them. • Match words to pictures partner • Be able to start to write new letters • Recognise the whole word • Know how to blend letters and vowels together • Be able to write new letters • Writing sounds made from letters and vowels learnt • To be able to say the sounds for א ב מ ס ת ח ו ד ה י נ ק ל ש פ • To be able to say the sounds for chirik, patach/kamatz, cholam, tzere/segol
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Name the missing word • Ladder game: read the words • Match masculine to feminine words eg ima & aba • Match words to pictures • Fruit salad [word/picture] • Match two sounds to make a word • Reading sound from the book: "eize kef" • Role play 	<p>Possible trips:</p>
<p>Suggestions for assessment: Assess if pupils can decode / read sounds? List of sounds sheet, decoding sounds – getting pupils to read them. Decoding words from word list – getting pupils to read</p>	<p>Links to national curriculum: PSHE - different families, Spag – high frequency words</p>



Topic – Pesach- Year 1

<p>Synopsis: In this topic the pupils learn about the names of the different symbols and objects for the festival of Pesach. The children will develop their singing and reading in order to participate in the school Seder.</p>	<p>Key Vocabulary: Pesach, matza, maror, charoset, aviv, yayin, Seder, Haggadah, Mitzrayim</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Know the letters א ב מ ס ת ח ו ד ה י נ ק ל ש פ • Know the vowels chirik, patach/kamatz, cholam, tzere/segol • Know the Pesach story • Know the name of the festival • Know the names of the symbols of Pesach • Know the English translation for the Ivrit words learnt. • Know the greetings to say for current festival • Know traditional songs and dances for the festival 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to say the words learnt in Ivrit and the English • To be able to match words orally to written • To be able to say and understand key vocabulary • To be able to sing and act during the Seder • To be able to demonstrate their speaking and listening skills to an audience • blend one letter with the vowels chirik, patach/kamatz, cholam, tzere/segol
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Order event from the Pesach story. • Match words to pictures. • Learn Pesach songs • Learn dances of Pesach songs. • To learn lines from a script of Seder 	<p>Possible trips: Pesach performance</p>
<p>Suggestions for assessment: Children to explain verbally what they have learnt about Pesach and name the different objects around the Seder</p>	<p>Links to National Curriculum: Music, P.E. and Jewish studies, Literacy – speaking and listening.</p>



Topic – Shabbat- Year 1

<p>Synopsis: Children continue to learn more of the letters and vowels of the Aleph-bet. Children will be sounding out words using letters and vowels to help form topic words.</p>	<p>Key Vocabulary: Shabbat, shalom, kipa, sidoor, yayin, chalot,</p>
<p>Knowledge By the end of this unit of work, pupils should be able to:</p> <ul style="list-style-type: none"> • Know what Shabbat is and what it represents. • Know key words for the Shabbat topic • Know the different syllables orally and written for Ivrit words for Shabbat topic focusing on • Know a range of different phrases and sayings about themselves • Know the correct word orally and written for key words for the Shabbat topic • Know the English translation for the Ivrit words learnt. • Know the letters ש ב ת ל ו מ כ פ ה ס ד ו ר י ן ח • Know the vowels patach/kamatz, cholam, chirik, • Introduce the vowels shoorook/koobootz 	<p>Skills By the end of this unit of work, pupils should be able to:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • To find patterns and sounds of language through songs and rhymes • Blend syllables and vowels together orally and written • Sound out or decode the first letter and vowel of each word, which is familiar to them. • Match words to pictures partner • To be able to say the words learnt in Ivrit and the English • Developing decoding skill • To start to blend one letter with shoorook/koobootz
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Clapping to syllables • What is missing [picture or word] • Ladder game: name the pictures and read the words • Match words to pictures • Match two sounds to make a word • Fruit salad (words & pictures) • I have / I don't have – cards game • Role play 	<p>Possible trips: Jewish Museum</p>
<p>Suggestions for assessment: Checking vocabulary through speaking [pictures shown pupils say words]. List of sounds sheet, decoding sounds – getting pupils to read them. Decoding words from word list – getting pupils to read them. Children explain how and why they celebrate Shabbat using key words.</p>	<p>Links to National curriculum: RE – special days, Literacy – speaking and listening.</p>



Topic – Shabbat 2–Year 1

<p>Synopsis Pupils build on knowledge from first unit of the letters and vowels of the Aleph-bet. Children will learn short simple sentences using the both the vocabulary learnt from the previous topic as well as new topic vocabulary.</p>	<p>Key Vocabulary: mapa, nerot, shoolchan, kidoosh, prachim</p>
<p>Knowledge</p> <ul style="list-style-type: none"> • Know key words both orally and written • Know relevant letters and vowels both orally and in written format • Know the sound of key letters and vowels • Know the English translations of learnt Ivrit words • Know letters and vowels to make words • Know to say simple sentences • Know the vowels patach/kamatz, cholam, chirik, shoorook/koobootz, tzere/segol • Know the vowels patach/kamatz, cholam, chirik, shoorook/koobootz, tzere/segol. • Short phrases using vocab from previous topic, eg. Kipa shel Aba 	<p>Skills</p> <p>Sound out or decode the first letter and vowel of each word, which is familiar to them.</p> <ul style="list-style-type: none"> • Match words to pictures partner • Recognise the whole word • Know how to blend letters and vowels together • Be able to write new letters • Use the words to say simple sentences • To be able to blend 2 letters from familiar words and vowels together • Writing sounds and words made from letters and vowels learnt
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • I spy with my little eye [sounds or words] • Ladder game: read the words • Match words to pictures • Match two sounds to make a word • Reading sound from the book: "eize kef" • Read short text • Role play 	<p>Possible trips:</p>
<p>Suggestions for assessment:</p> <p>Checking vocabulary through speaking [pictures shown pupils say words]. Decoding words from word list – getting pupils to read them. Read familiar vocabulary and sentences in different format.</p>	<p>Links to National curriculum: RE – special days, Literacy – speaking and listening.</p>

Year Two

The content of the Curriculum should not be used as a checklist. The content must be applied using a 'best fit' approach. Flexibility and discretion need to be applied when there are Chaggim and changes to the school timetable.



Topic – Toys- Year 2

<p>Synopsis: In this unit pupils will learn new vocabulary related to toys. The words increase in difficulty through an increase in syllables and range of letters?</p>	<p>Key Vocabulary: tza'atzoo'im, booba, , lego, kadoor, rakevet, ani, mesachek, mesacheket , im</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Know key words for the Toys topic • Know the different syllables orally and written for Ivrit words for Toys topic focusing on • Know a range of different phrases and sayings about themselves • Know the correct word orally and written for key words for the Toys topic • Know an increasing number of high frequency words • Know the English translation for the Ivrit words learnt. • Know to use the verb "mesachek"-“mesacheket” [play] in different gender • Know simple proposition starting with “im” [with] • Know the letters פ ז ש כ ג ע צ • Know and review all the vowels learnt 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • To find patterns and sounds of language through songs and rhymes • To be able to say the sounds of the new letters • Blend syllables and vowels together • Sound out or decode the first letter and vowel of each word, which is familiar to them. • Match words to pictures partner • To be able to say the words play in Ivrit and the English • Developing decoding skill • To identify missing words from a sentence • To write the letters for different sounds • To add vowels to make different sounds
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Start putting words into sentences. • Hot/cold [word or sentence] • Match words to pictures • Match two sounds to make a word • I have / I don't have – cards game • Role play 	<p>Possible trips:</p>
<p>Suggestions for assessment: Checking vocabulary through speaking [pictures shown pupils say words]. List of sounds sheet, decoding sounds – getting pupils to read them. Decoding words from word list – getting pupils to read them.</p>	<p>Links to National Curriculum: Rosh Hashanah and Yom Kippur greetings and names of festival items</p>



Topic – Chanukah- Year 2

<p>Synopsis: The pupils will review topic and expand their knowledge of the different symbols and objects for the festival of Chanukah and using them in sentences. The children will develop their singing and dancing in order to participate in the school Chanukah Performance.</p>	<p>Key Vocabulary: Ner, nerot, soofganiya, Doughnut, levivah Ancient Greeks, Chanukah, Chanukiah, Menorah, Brachot, , Sevivon, Dreidel, , Latke, Parasha, Mezonot, Hagafen, Shehakol, Hamotzi, Haetz, Ha’adamah. Melech, Haolam ani, mesachek, mesacheket , im</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Know the letters פ ז ש ג ג צ • Know and review all the vowels learnt • Know how to say and write the name of the festival using a sentence • Know the names of the symbols of Chanukah • Know the English translation for the Ivrit words learnt. • Know the greetings to say for current festival • To know some of the brachot for different food and drink • Know traditional songs and dances for the festival • Re visit / revise the Chanukah story. 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Reinforce the sounds letters פ ז ש ג ג צ • To blend the sounds of all the vowels learnt with the new letters learnt • To be able to say the words learnt in Ivrit and the English • Be able to use the names of chanukah objects within a sentence. • To be able to say and understand key phrases • To be able to lead the singing and dancing of traditional and contemporary songs • To be able to demonstrate their speaking and listening skills to an audience
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Learn Chanukah songs • Learn dances of Chanukah songs. • Retell the Chanukah story – using vocabulary learnt. 	<p>Possible trips: Chanukah performance</p>
<p>Suggestions for assessment: Children to explain what they have learnt about Chanukah and name the different objects around the lighting of the Chanukkah. Write about the Chanukah message – apply some Ivrit words.</p>	<p>Links to National Curriculum: Music, P.E. and Jewish studies.</p>



Topic – Toys 2- Year 2

<p>Synopsis: The pupils will be building on the previous toys unit by learning a new vocabulary with words increasing in difficulty with greater syllables and increasing range of letters. They will add family members that they learnt from the previous topic to their sentences.</p>	<p>Key Vocabulary: koobiya, doobon, korkinet, ani, mesachek, mesacheket , im, sheli</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Know key words both orally and written • Know relevant letters and vowels both orally and in written format • Know the sound of all letters and vowels learnt • Know the English translations of learnt Ivrit words • Know letters and vowels to make words • Know to say simple sentences • Know to use the verb "mesachek"-“mesacheket” [play] in different gender • Know simple proposition starting with “im” [with] and members of the family • Know to add "sheli" [my] to a sentence • Know the letters ף ץ ך • To revise and embed all the vowel sounds learnt 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to say all the sounds of all letters • To be able to blend all vowels learnt with 2 or 3 letters • Match words to pictures partner • Recognise the whole word • Know how to blend letters and vowels together • Be able to write new letters • Use the words to say simple sentences • Say sentences using the “im” [with] and members of the family • Writing sounds and words made from letters and vowels learnt • Writing short sentences using the proposition "im" [with] • Say and write sentences using the word "sheli" [my]
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • word search • Bingo • Match two sounds or more to make a word • Reading sound from the book: "eize kef" • Read short text • Role play 	<p>Possible trips:</p>
<p>Suggestions for assessment: Checking vocabulary through speaking [pictures shown pupils say words List of sounds sheet, decoding sounds – getting pupils to read them. Decoding words from word list – getting pupils to read them.</p>	<p>Links to National Curriculum: DT, History – toys from the past</p>



Topic – Pesach- Year 2

<p>Synopsis: The children spend this topic learning about the names of the different symbols and objects for the festival of Pesach. The children will develop their singing and reading skills in order to participate in the school Seder.</p>	<p>Key Vocabulary: Pesach, matza, matzot, maror, charoset, aviv, yayin, avadim, bnei-chorin, Seder, Haggadah, Mitzrayim, Zroah, beitzah</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Know the sound of every letter with each vowel (except Sh'va) • Know the story of Pesach. • Know the name of the festival • Know the names of the symbols of Pesach • Know the English translation for some of the Ivrit words learnt. • Know the greetings to say for current festival • Know traditional songs and dances for the festival • Know how to read important words connected to the Seder. 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to read the first sound of any word (except Sh'va) • To be able to say the words learnt in Ivrit and the English • To be able to match words orally to written • To be able to say and understand key vocabulary • To be able to sing and act during the Seder • To be able to demonstrate their speaking and listening skills to an audience
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Match words to pictures. • Learn Pesach songs • Learn dances of Pesach songs. • To learn lines from a script of Seder • Sequence Pesach story • Name important people 	<p>Possible trips: Pesach Seder</p>
<p>Suggestions for assessment: Children to explain what they have learnt about Pesach and name the different objects around the Seder.</p> <p>What represents the different objects of the Seder?</p>	<p>Links to National Curriculum: Music, P.E. and Jewish studies.</p>



Topic – House 1 – Year 2

<p>Synopsis- In this unit pupils will be learning a new vocabulary with words increasing in difficulty with greater syllables and increasing range of letters about the topic of the home.</p>	<p>Key Vocabulary: Bayit, delet, cheder , chalon, vilon, salon, Ba____, yesh, sheli</p>
<p>Knowledge By the end of this unit of work, pupils should be able to:</p> <ul style="list-style-type: none"> • Know key words for the House topic • Know the different syllables orally and written, for Topic Ivrit word • Know the correct word orally and written for key words for the House topic • Know a range of different phrases and sayings about themselves • Know an increasing number of high frequency words • Know the English translation for the Ivrit words learnt. • Know to use “ba_____” [in the] in sentences • Consolidate all letter and vowels previously learnt • Know familiar words using all letters and vowels learnt • Know how to read unfamiliar sentences using the vowels patach/kamatz • 	<p>Skills By the end of this unit of work, pupils should be able to:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • To find patterns and sounds of language through songs and rhymes • Blend syllables and vowels together orally and written • Sound out or decode the first letter and vowel of each word, which is familiar to them. • Match words to pictures partner • To be able to say the words learnt in Ivrit and the English • Developing decoding skill • To identify missing words from a sentence • To write the letters for different sounds • To add vowels to make different sounds
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • word search • Match words to pictures • Match two sounds to make a word • Boom game using pictures card • Role play 	<p>Possible trips: Jewish Museum</p>
<p>Suggestions for assessment: Checking vocabulary through speaking [pictures shown pupils say words. List of sounds sheet, decoding sounds Can pupils read xxxx?. Decoding words and phrases from word list – Can pupils read xxxx?</p>	<p>Links to National Curriculum:</p>



Topic – House 2

<p>Synopsis: In this unit pupils will be learning a new vocabulary with words increasing in difficulty with greater syllables and increasing range of letters. They will add vocabulary that they learnt from the previous topic to their sentences about the topic of the home.</p>	<p>Key Vocabulary: mita, gina, atzitz, mitbach, machshev, televizya, Ba____, yesh, sheli</p>
<p>Knowledge</p> <ul style="list-style-type: none"> • Know key words both orally and written • Know relevant letters and vowels both orally and in written format • Know the sound of key letters and vowels • Know the English translations of learnt Ivrit words • Know letters and vowels to make words • Know how to add detail to sentences • Know to use “ba_____” [in the] ,”yesh” [there is] and “sheli” [my] • Know to say sentences using vocabulary learnt in previous topics. • To know how to decode 3, 4, 5 letter words with all vowels learnt • Know how to read unfamiliar sentences using the vowels patach/kamatz 	<p>Skills</p> <ul style="list-style-type: none"> • To blend letters and vowels together • Recognise the whole word • To read and understand short paragraphs made up of familiar words • Match words to pictures partner • To start to use longer simple sentences • Say sentences using vocabulary learnt in previous topics. • Writing sounds and words made from letters and vowels learnt • Writing short simple sentences using vocabulary learnt.
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Memory game • What is missing [words and pictures] • The sounds game • The dart games • Reading sound from the book: "eize kef" • Read short text • Role play 	<p>Possible trips:</p>
<p>Suggestions for assessment: Checking vocabulary through speaking [pictures shown pupils say words]. List of sounds sheet, decoding sounds – Can pupils read xxxx?. Decoding words from word list – Can pupils read xxxx?. Pupils able to name house objects within roleplay</p>	<p>Links to National Curriculum: Literacy – simple sentences.</p>

Ivrit: National Curriculum key skills requirements (Key stage 2)

Spoken knowledge

- Understand and respond to spoken language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Present ideas and information orally to a range of audiences

Reading knowledge

- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Written Knowledge

- Describe people, places, things and actions in writing
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Link the spelling, sound and meaning of words
- Write phrases from memory

Year Three

The content of the Curriculum should not be used as a checklist. The content must be applied using a 'best fit' approach. Flexibility and discretion need to be applied when there are Chaggim and changes to the school timetable.



Topic – My Family and I - Year 3

<p>Synopsis: Pupils will extend their knowledge of the family and how to use key vocabulary in sentences and how the grammar changes depending on the gender.</p>	<p>Key Vocabulary mishpacha, kor'im li, yesh li, ein li, ach, achot, gadol, gdola, katan, ktana, ze, zot, shel, sheli, mi [ima, aba, saba, savta, ach, achot, dod, doda, tinok, tinoket, yeled, yalda]</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To know how to decode 3, 4 and 5 letter words with increased accuracy. • To know the sounds of all the vowels including shva • To know the meaning of key vocabulary • Know phrases needed to ask a question • Know range of answers to questions • Know the male and female determiner for 'this' • Know the possessive verb 'I have' and 'don't have' • Know the possessive pronoun for 'my' • Know the adjectives for big and small for both M/F 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Blend all letters with all vowels • Decode Hebrew words • Giving simple information about themselves and their family • Listen attentively to spoken language and show understanding by joining in and responding • Asking and answer simple information in sentences, using familiar vocabulary, phrases and basic language structures. • To use "ze/zot" [this is] in both gender • To use "yesh li " [I have] and "ein li" [I don't have] in sentences • To use Possessive pronoun "sheli" [my] • To use Possessive "shel" [of] • To use adjectives "gadol" [big] and "katan" [small] in the correct gender • To be able to write simple sentences
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • I have / I don't have – Q and A game • Role play • Q and A in partners and in the group • Who's missing • Online games centered around topic – "ze o zot" [this is in different gender] 	<p>Possible trips:</p>
<p>Suggestions for assessment: Writing basic sentences using a model. Writing dialogue using correct M+F words.</p>	<p>Links to National Curriculum: PSHE- family relationships</p>



Topic – Chanukah - Year 3

<p>Synopsis: Pupils working with year 4 children to retell and perform the story of Chanukah. Children to include Ivrit words and phrases in the performance.</p>	<p>Key Vocabulary: Ner, nerot, soofganiya, levivah, shemen, nes , Chanukah, Chanukiah, Menorah, Brachot, , Sevivon, (Dreidel), Mezonot, ani, mesachek, mesacheket , im, shmone, yevanim, Macabim, Matityahoo, Yehooda Hamacabi,</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To know all Hebrew letter and vowel sounds • How Chanukah is celebrated in Israel • Know the story of Chanukah • Know where it took place • Know the brachot for lighting the candles • Know brachot for eating soofganiva & leviva 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to phonetically sound out any word • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Present ideas and information orally to a range of audiences • To be able to include key Ivrit into the play. • To perform in front of an audience with confidence •
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Retelling the story in own words including Ivrit • Practice key words and vocabulary • Read through and practice the script. • Perform actions for different Ivrit words 	<p>Possible trips: Chanukah Assembly</p>
<p>Suggestions for assessment: Children perform play telling the traditional story of Chanukah</p>	<p>Links to National Curriculum: Speaking and listening, Music – Traditional songs and rhymes.</p>

Topic – Birthday - Year 3

<p>Synopsis: The pupils are introduced to the Hebrew number system and how it is written. Pupils will look and compare the words used for each number, translating them from Ivrit to English and English to Ivrit. In this unit pupils will also learn new vocabulary related to birthday.</p>	<p>Key Vocabulary: numbers 1- 100, yom – huledet, yeled, yalda, ooga, nerot, balon, matana, hazmana, zer, sukariyot, ben kama ata? ani ben, bat kama at? Ani bat,</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> To be able to start to read familiar sentences including all vowels and letters Know that digits and numbers when written in Ivrit are exactly the same as in English – from left to right, However, when written in words, then it is from right to left. Know the order of words needed to form the question. Know that kama used for how old? Know that ‘yesh li’ means I have, and it’s used in both genders. Know that ‘ein li’ means I don’t have, and it’s used in both genders. Know the cultural similarities and the differences in the way some people celebrate birthdays in Israel and in England [zer (crown of flowers), lifting the child on a chair and one extra for next year]. Know the conjunction ‘but’ in Ivrit is ‘aval’. Know that Ivrit is a living language spoken in Israel. <p>Start working on fluency – in speaking, reading and writing.</p>	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> To be able to read 2,3,4 and 5 letter words with increasing accuracy To be able to comprehend the meaning of key vocab To be able to read the number and match to correct digit. Asking and answer simple questions Using gender agreement and word order of construction: “ben kama ata?” and “bat kama at?” [How old are you?] Practice new vocabulary. Practice conversation. To be able to write simple sentences Write familiar words and phrases from memory. Say and write ‘what you have’ and ‘what you don’t have in your birthday. Using the conjunction word ‘aval’ in sentences. Listen and understand a short spoken passage [film]. Identify similarities and differences in cultures. <p>Write short simple sentences about their birthday.</p>
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> Numbers cards game – in pairs. Game: “How old are you?” – using flashcards with balloons. Game: “How old are you?” – find your partner. Write simple sums in words. Play the interactive games [the bubble game and the jigsaw]. Memory game Online games centered around topic – “makshivim lemilim”? [listening to words?]. Online games centered around topic – “mila batmoona” [word in the picture] 	<p>Possible trips:</p>
<p>Suggestions for assessment:</p> <ul style="list-style-type: none"> Match numbers words to digits Write the missing numbers. Write the new vocabulary using word bank or from memory 	<p>Links to National Curriculum: Numeracy-</p>



Topic – Pesach - year 3

<p>Synopsis: Pupils to learn about the Seder for Pesach. They will learn about the order of the Seder and the ma nishtana. The pupils will be active participants during the school Seder.</p>	<p>Key Vocabulary: Pesach, matza, matzot, maror, charoset, aviv, yayin, avadim, bnei-chorin, Seder, Haggadah, Mitzrayim, Zroah, beitzah, Dam, Tzfardea, kinim,arov,dever, shchin, barad, arbe, choshech, makat bachorot,</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To know that when there are 2 Sh'va in the middle of a word, the second one is sounded out. • Know the meaning of familiar sentences • Know the order of the seder. • Present ideas and information orally to a range of audiences • Appreciate stories, songs, poems and rhymes in the language • Know the story of Pesach • Know the four questions in Hebrew • Know the names of the objects on the Seder plate • Know the Hebrew names for the 10 plagues. 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to sound out the second sh'va in a words • increase their decoding skills and overall Ivrit reading fluency of familiar texts with understanding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Present ideas and information orally to a range of audiences • Appreciate and learn stories, songs, poems and rhymes in Ivrit. • To be able to name the different objects on the Seder table in Ivrit. • To be able to retell the story of the exodus from Mitzrayim.
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Practise singing the ma nishtana in Hebrew and understand the questions in English. • Run through the order of the seder and remember where each part goes • Learn and match the name of the plagues to pictures. • Practise the other Ivrit and Hebrew prayers and songs 	<p>Possible trips: School Seder</p>
<p>Suggestions for assessment: Pupils participate in the KS2 school Seder. Children to be assessed on their pronunciation and their participation as well as their understanding of the Seder.</p>	<p>Links to National Curriculum: Speaking and listening, Music, DT- food technology.</p>

Topic – Where do I live? - Year 3

<p>Synopsis: Pupils will learn how to use key vocabulary including a range of verbs to create sentences as well as how the grammar changes depending on the gender.</p>	<p>Key Vocabulary: gar, gara, leyad, yam hamelach, hayam hatichon, yam kineret, yam suf, tachanat otobus, gan sha'ashoo'im, ir, bet sefer rechov, eifo, tel aviv, yerushalayim, heifa,</p>
<p>Knowledge By the end of this unit of work, pupils should be able to:</p> <ul style="list-style-type: none"> • Start to know the meaning of key words to help understand unfamiliar sentences • Know that gar / gara means live in Ivrit for Male/female • Know the new vocabulary. • Know to say and write where do they live. • Know the order of words needed to form the question. • Know that words need to be written in a certain order to make a sentence. • Know the preposition, 'next to' in Ivrit. • Know that Ivrit is a living language spoken in Israel. 	<p>Skills By the end of this unit of work, pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to read sentences accurately with increasing speed • To use the verb "gar" [live] in different gender. • Asking and answer simple questions. • Practice new vocabulary. • Practice conversation. • To use the preposition, 'next to' in Ivrit. • To say and write where do they live [city, street and next to where]. • Know that Ivrit is a living language spoken in Israel • Write familiar words and phrases from memory. • To be able to write simple sentences
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Q and A in pairs. • Partners work: "How old is he/she?" – using flashcards with cakes and candles. • Listening to online resources for key words and phrases • Pupils read a text and answer questions about it to demonstrate comprehension. • Role play • Online games. • Write about where they live. In their sentences they needed to include city, street and next to. • Applied the verb 'live' in both masculine and feminine. • Pupils looked at the map of Israel and wrote sentences to say where different cities are situated. 	<p>Possible trips:</p>
<p>Suggestions for assessment: Answer questions to a short-spoken passage. Writing about a city in Israel. Write about themselves and add where do they live [city and street] and next to</p>	<p>Links to National Curriculum:</p>

Topic – Where do I live? 2 - Year 3

<p>Synopsis: Pupils will continue to learn their topic about where do they live. They will introduce to the Map of Israel – cities and seas.</p>	<p>Key Vocabulary: gar, gara, leyad, gam, yam hamelach, hayam hatichon, yam kineret, yam suf, bein, harim, tachanat otobus, gan sha'ashoo'im, ir, bet sefer rechov, eifo, tel aviv, yerushalayim, heifa, eilat, be'er sheva, Ashkelon, Ashdod, tverya</p>
<p>Knowledge By the end of this unit of work, pupils should be able to:</p> <ul style="list-style-type: none"> • Know to locate Israel on the globe or world map. • Know to identify main cities and seas in Israel. • Know that words need to be written in a certain order to make a sentence. • Know that bein means between in Ivrit. • Know that Ivrit is a living language spoken in Israel. • Know key words and their meaning found in familiar text 	<p>Skills By the end of this unit of work, pupils should be able to:</p> <ul style="list-style-type: none"> • To locate Israel on the globe or world map. • To identify main cities and seas in Israel. • Say and write where different cities are situated. • Asking and answer simple questions. • Practice conversation. • Know that bein means between in Ivrit • To say and write where do they live [city, street and next to where]. • Listen and understand a short-spoken passage [film]. • Read a text and answer questions about it [comprehension]. • To be able to read and understand an increasing number of key words in familiar texts to help with comprehension • Know that Ivrit is a living language spoken in Israel.
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Q and A in pairs. • Partners work: "How old is he/she?" – using flashcards with cakes and candles. • Listening to online resources for key words and phrases • Pupils read a text and answer questions about it to demonstrate comprehension. • Role play • Online games. • Write about where they live. In their sentences they needed to include city, street and next to. • Applied the verb 'live' in both masculine and feminine. • Pupils looked at the map of Israel and wrote sentences to say where different cities are situated. 	<p>Possible trips:</p>
<p>Suggestions for assessment: Answer questions to a short-spoken passage. Writing about a city in Israel. Write about themselves and add where do they live [city and street] and next to</p>	<p>Links to National Curriculum:</p>

Year Four

The content of the Curriculum should not be used as a checklist. The content must be applied using a 'best fit' approach. Flexibility and discretion need to be applied when there are Chaggim and changes to the school timetable.

Topic – My school 1 Year 4

<p>Synopsis: Pupils will learn about their school, the lessons they have, and what they enjoy learning about in school. They learn how to use key vocabulary in sentences as well as how the grammar changes depending on the gender.</p>	<p>Key Vocabulary: beit sefer, sheli, ivrit, cheshbon, anglit, musika, hit'ammlot, oanoot, Mach'shevim, moledet, mada'im, historya, ge'og'rafya, yahadoot, lomed, lomedet, lo lomed, lo lomedet, ohev, lo ohev, hachi ohev, hachi ohevet</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To start to know the script form for each of the Hebrew letters • Know the names of the different school subjects • Know how to phrase questions • Know that ohev / ohevet means like in Ivrit for Male/female • Know that Lo ohvey / Lo ohvet means don't like. • To know that lomed / lomedet means learn in Ivrit • Know how to say what they like the most. • To start to know the script form for each of the Hebrew letters 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to decode some script letters • To be able to say the name of subjects taught at school. • Asking and answer simple questions • To be able to express preference "ohev" [likes] in different gender. • To use the negative form "lo ohev" [don't like] in different gender. • To use the verb "lomed" [learn] in different gender. • To use the negative form of the verb "lomed" [learn] – "lo lomed" [not learning] in different gender. • To use the superlative "hachi ohev" [like the most] in different gender • Practice new vocabulary. • Practice conversation using full sentences. • To be able to write sentences and simple dialogue. • Write familiar words and phrases from memory.
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Teach the song: Hayom yom • Mexican waves • Matching game • Write sentences / dialogue using key vocabulary. • Play the interactive games [lomdim beveit hasefer] Play the interactive games "yesh li, yesh lo, yesh la" [I have, he has, she has] • Play the interactive games "ma lomdim" [what do we learn] 	<p>Possible trips:</p>
<p>Suggestions for assessment: Human sentences: using language and structure from this unit, in groups each child will get one word and they will need to put them into a sentence. each child will write his own sentences [using word bank or from memory].</p>	<p>Links to National Curriculum: Topic- comparing different countries, Spag – grammar vocab</p>

Topic – Chanukah - year 4

<p>Synopsis: Pupils working with year 4 children to retell and perform the story of Chanukah. Children to include Ivrit words and phrases in the performance.</p>	<p>Key Vocabulary: Ner, nerot, soofganiya, levivah, shemen, nes, Chanukah, Chanukiah, Menorah, Brachot, Sevivon (Dreidel), Mezonot, ani, mesachek, mesacheket, im, shmone, yevanim, Macabim, Matityahoo, Yehooda Hamacabi,</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To continue to know the script form for Hebrew letters • Decode Ivrit with an increased proficiency, from different texts including some script words • How Chanukah is celebrated in Israel • Know the story of Chanukah in detail • Know where it took place • Know the brachot for lighting the candles • Know brachot for eating soofganiva & leviva 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to read the script form of the letters learnt • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Present ideas and information orally to a range of audiences • To be able to include key Ivrit phrase into the play. • To lead the performance in front of an audience with confidence • Lead the pupils with the Brachot
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Retelling the story in own words including Ivrit • Practice key words and vocabulary • Read through and practice the script. • Perform actions for different Ivrit words 	<p>Possible trips: Whole school Chanukah production</p>
<p>Suggestions for assessment: Children perform play telling the traditional story of Chanukah</p>	<p>Links to National Curriculum: Jewish Studies, Speaking and listening, Music</p>



Topic – My school 2 – year 4

<p>Synopsis: Pupils will learn about the days of the week and about school timetables. The children have the opportunity to talk with other school children from Israel. They learn how to use key vocabulary in sentences as well as how the grammar changes depending on the gender.</p>	<p>Key Vocabulary yom rishon, yom sheni, yom shlishi, yom revi'ee, yom chamishi, yom shishi, yom Shabbat, beyom , hyom, machar, im</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Know more of the script form of Hebrew letters • Know the differences in the school systems of Israel and England [The age that children begin primary school, the number of days per week that children attend school, the length of the school day and children needs to prepare their school bag for the following day – removing the books that they don't need and put in the books that they need]. • Know the days of the week in Ivrit • To know the time adverbs for, today, tomorrow, on (day). Yesterday • Know that ohev / ohevet means like in Ivrit for Male/female • Know that Lo ohvey / Lo ohvet means don't like. • 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Increasing recognition of known words and sentences written in script • To be able to expressing time (days of the week) • T be able to use time adverbs: “hayom” [today], “machar” [tomorrow], “etmol” [Yesterday] “beyom” [on day...] • To add to the sentences “im” [with] • To use “ohev” [likes], “lo ohev” [don't like] and “hachi ohev” [like the most] in different gender in different contexts [food, places, day of the week or family]. • To understand how to follow a school timetable in Ivrit • Listen and understand a short-spoken passage [film] • Write a dialogue using all key vocabulary
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Listening on online resources to information based on language that the children are already familiar with. • Reading the transcript of the film • Answer questions using online resources about learnt words • Pair work: broken sentences [put word cards in the correct order]. • Write their own timetable. • Write dialogue using days of the week. • Play the interactive games “hayom lomdim” [today we learn] • Play the interactive games “anachnoo ohavim lilmodj” [we like to learn] 	<p>Possible trips:</p>
<p>Suggestions for assessment:</p> <ul style="list-style-type: none"> • Role play – information gap [each child has a different set of information – from Ivrit Beclick] • Write a dialogue using all key vocabulary [subjects, learn, like, don't like, like the most, days of the week and previous knowledge vocabulary]. 	<p>Links to National Curriculum: Topic- comparing different countries, Spag – grammar vocab</p>



Topic – Pesach - year 4

<p>Synopsis: Children learn about the significance of the number 4 in Pesach. The four sons, four cups of wine, four questions, the four parts of the song Hodo. Children to learn the Ivrit phrases using the number 4.</p>	<p>Key Vocabulary: Pesach, matza, matzot, maror, charoset, aviv, yayin, avadim, bnei-chorin, Seder, Haggadah, Mitzrayim, Zroah, beitzah, Chametz, Tzfardea, kinim, arov, dever, shchin, barad, arba, choshech, makat bachorot, afikoman, arba kosot, arba'a banim,</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To know how to read parts of the Haggadah with understanding • Know the order of the seder. • Present ideas and information orally to a range of audiences • Appreciate stories, songs, poems and rhymes in the language • Know the story of Pesach • Know the words for Baruch hamakom • Know echad mi yo'dea verse • Know the words of Hodo 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To read parts of the Haggadah with understanding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Present ideas and information orally to a range of audiences • Appreciate and learn stories, songs, poems and rhymes in Ivrit. • To be able to explain why 4 is important at the Pesach seder. • To be able to retell the story of the exodus from Mitzrayim.
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Children to use the haggadah to find all the parts of the seder connected to the number 4. • Children to use song and rhymes to learn the words for Baruch hamakon and Hodo. • Children to use the haggadah to identify any known and previously learnt words. 	<p>Possible trips: KS2 Seder</p>
<p>Suggestions for assessment: Pupils participate in the KS2 school Seder. Children to be assessed on their pronunciation and their participation as well as their understanding of the Seder.</p>	<p>Links to National Curriculum: Jewish Studies, Music, Speaking and Listening</p>

Topic – My classroom 1 - Year 4

<p>Synopsis: Pupils will learn more about their school, focusing on objects found inside the classroom. They learn how to use key vocabulary in sentences as well as how the grammar changes depending on the gender.</p>	<p>Key Vocabulary: kita, shoolchan, kise, Loo'ach, machshev, Kalmar, sargel, Ee'paron, misparayim, mechaded, machak, et, yesh ba....., ein ba.... Yesh li, ein li</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To have increasing understanding of words and sentences in unfamiliar texts • Know the nouns for classroom objects • Know the difference between “yesh li” [I have] and “yesh” [there is] • Know the difference between “ein li” [I don’t have] and “ein” [there isn’t] • Know that the preposition, Ba means ‘in the’. • Know that Yesh means ‘there is’ and ein means ‘there isn’t’ • Know how to phrase questions using key vocabulary • Know how to punctuate a sentence 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To decode different Hebrew texts with increasing proficiency • To be able to read and comprehend unfamiliar texts with support. • Practice new vocabulary. • Use “yesh li” [I have] and the negative “ein li” [I don’t have] • Use preposition “ba.....” [in the] in sentences. • Use “yesh” [there is] and the negative “ein” [there isn’t] • Check sentence structure and letter formation to complete full sentences • Asking and answer simple questions • Practice conversation. • To be able to write simple sentences • Write familiar words, phrases and simple sentences from memory.
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • In groups: Human sentences- each child has different word written on a card. They need to line up, holding up their card with their word in the correct order to form a sentence. • Memorising long sentence – memory game: yesh li • Pair game: one says an item and the other child will draw the item. • Translate sentences from Ivrit to English and from English to Ivrit. • Play interactive game: "ma bakita?" [what is in the classroom?] 	<p>Possible trips:</p>
<p>Suggestions for assessment: Mystery bag: Teacher has bag with classroom objects. Teacher asks a child to take one classroom object from the bag and children need to write sentences using about the object.</p>	<p>Links to National Curriculum:</p>

Topic – My classroom 2 - year 4

<p>Synopsis: Pupils will learn continue their topic about the classroom, using colours and questioning to help describe objects. The pupils will have the opportunity to listen to other school children from Israel talking about their classroom.</p>	<p>Key Vocabulary: tick, sefer, machberet, betzeva, kachol, lavan, adom, tzahov, yarak, shachor, choom, varod, katom, sagol, afor, tchelet, chadash, ma, yesh lecha, yesh lach, ein lecha, ein lach, ve, aval, gam</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Know the names of the different colours • Know how to phrase questions using Yesh lecha / Yesh lach for Male/female • Know that ein lecha / ein lach means you don't have in Ivrit for Male/female • Know that ma means What • To know how to say 'and', 'but and 'also' in Ivrit • Know how to say what they like the most. • To know the script form for each of the Hebrew letters 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to blend all Hebrew letters in script form with vowels and decode words with proficiency • Giving simple information – describing items using colours. • Asking for things: “yesh lecha?” [do you have.....?] in different gender. • Use the negative form: “ein lecha” [you don't have] in different gender. • To use the question word: “ma” [what] • To use conjunctions: “ve” [and] , “aval” [but], “gam” [also] to create extended sentences. • Communicate by asking and answering a wider range of questions • Listen and understand a short-spoken passage [film]
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • The rainbow colours • Colours class survey • Listening on online resources to information based on language that the children are already familiar with. • Carry out a task while they are watching the film [answer questions, put cards of words or pictures in order they hear them] • Reading the transcript of the film • Answer questions using online resources about learnt words • Play interactive game: “ma yesh batmoona” [what is in the picture?] 	<p>Possible trips:</p>
<p>Suggestions for assessment: Children will get 3 pictures, a classroom with objects learnt, a pencil case with items learnt and a bag with items learnt, children need to describe each one using adjectives, propositions and conjunction words.</p>	<p>Links to National Curriculum: Topic: Comparing schools in different countries</p>

Year Five

The content of the Curriculum should not be used as a checklist. The content must be applied using a 'best fit' approach. Flexibility and discretion need to be applied when there are Chaggim and changes to the school timetable.

Topic – Picnic and Food and Drink 1- Year 5

<p>Synopsis: Pupils will learn more about different food and drinks. They learn how to use key vocabulary including a range of verbs to create sentences as well as how the grammar changes depending on the gender. Pupils will focus on creating meaningful dialogue using complete questions and answers.</p>	<p>Key Vocabulary: melafefon, agvaniya, lechem, tapooz, gvina, beitzta, glida, oogat gvina, lachmaniya, salat yerakot, melafefon chamootz, pilpel charif, sirop shokolad, sookar, chalav, mayim, mitz tapoozim, kafe, shoko cham/kar, mitz eshkoliyot, limonada, ochel,shote,ma</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Start to recognise the difference between Kamatz Kattan and Gadol • Planning to go to a Picnic: where we will have a picnic? Who with, • Know the names of the different food and drinks. • Know how to phrase questions • Know that ochel / ochelet means eat in Ivrit for Male/female • Know that shotel / shota means drink in Ivrit for Male/female • Know that Lo ochel / Lo ochelet means don't eat. • Know that Lo shote / Lo shota means don't drink. • Know the features of writing dialogue including layout. • Know the order of the Alef-bet 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Decode Hebrew words with Kamatz Katan and Gadol • To be able to say different food and drinks. • Asking and answer simple questions • To use the verb "ochel" [eat] in different gender. • To use the negative form of the verb "ochel" [eat] – "lo ochel" [not eating] in different genders. • To use the verb "shote" [drink] in different gender. • To use the negative form of the verb "shote" [drink] – "lo shote" [not drinking] in different genders. • To use the question word: "ma" [what] • Write a dialogue using all key vocabulary and the new verbs. • Practice new vocabulary. • Practice conversation using full sentences. • Write familiar words and phrases from memory. • To put words in dictionary order
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Match word to picture. • Put the words into dictionary order. • Sort out the words to food and drinks. • Mexican waves • In pairs: write a shopping list for their ideal picnic. • Pass the bag: in the bag there are cards of pictures of food and drink. Children pass the bag and every child that has the bag will take a card out and say a sentence which includes that food item. • Write a dialogue using all key vocabulary and the new verbs. • Play the interactive games [lokchim lepicnic] taking to the picnic • Play the interactive games "yerek yerakot, pri perot" [singular - plural] 	<p>Possible trips:</p>
<p>Suggestions for assessment: Write a scene of dialogue using all key vocabulary and the new verbs.</p>	<p>Links to National Curriculum:</p>

Topic – – Chanukah - year 5

<p>Synopsis: Pupils to learn about the food eaten at Chanukah and how it differs around the world. Pupils learn and practice alternative Chanukah story to present in Chanukah performance.</p>	<p>Key Vocabulary: Ner, nerot, soofganiya, levivah, shemen, nes , Chanukah, Chanukiah, Menorah, Brachot, , Sevivon, (Dreidel), Mezonot, ani, mesachek, mesacheket, im, bli, shmone, yevanim, Macabim, Matityahoo, Yehooda, Hamacabi, ochel, ochelet, riba, sirop tapoochim</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • • To recognise the final Kaf • Know the meaning of an increasing number of words, phrases and adjectives • Know the many different values of Chanukah • Know the words of Ma'oz Tzur. • Know the words and meaning of the Brachot (including the first night) • Know how project your voice. • Know your lines from the script by heart. 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to answer find and retrieve comprehension questions • Develop accurate pronunciation and intonation so that others understand when they are reading aloud. • Present ideas and information orally to a range of audiences. • Learn and appreciate stories, songs, poems and rhymes in the language. • Have a conversation about the food eaten during Chanukah. • Lead and recite the brachot for Chanukah.
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Talk and discuss the differences between Sephardic and Ashkanazi Jews especially the differences in food. • Discuss about the values and lessons learnt from the story of Chanukah. • To practise and rehearse the alternative play. • To practise reading and singing Ma'oz Tzur. 	<p>Possible trips: Chanukah class performance</p>
<p>Suggestions for assessment: Pupil's performance at the Chanukah Show. Looking at annunciation, accuracy, understanding of the Ivrit by way of expression.</p>	<p>Links to National Curriculum:</p>

Topic – Picnic and Food and Drink 2

<p>Synopsis: Pupils will continue to learn their topic about different foods and drinks, able to express their likes and dislikes and describe how the food and drinks taste. This will culminate in an end of term picnic all in Ivrit.</p>	<p>Key Vocabulary: le’echol, lishtot, boker, tzohorayim, achar hatzohorayim, erev, Laila, ohev, lo ohev, hachi ohev, rotze, im, bli, ava, ve, ani, ata, at, anachnoo, atem, aten, bevakasha, matok, chamootz, maloo’ach, charif,ta’im, kinoo’ach</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To know basic determiners and their meaning • Know that in Ivrit, “bevakasha” means please and goes at the end of the sentence. This is the polite way of asking in Ivrit. • Know that ohev / ohevet means like in Ivrit for Male/female • Know that Lo ohvey / Lo ohvet means don’t like. • Know that hachi ohvey / hachi ohvet means like the most. • Know the different words in Ivrit to describe different tastes. • Know that rotze / rotza means want in Ivrit for Male/female • Know how to say the different times of day in Ivrit to answer questions. • Know that kinoo’ach means dessert in Ivrit • Know what personal pronouns to use in a sentence. 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To find and read basic determiners and understand their meaning • To be able to decode Hebrew from a range of Hebrew texts, including classical and modern • To add “bevakasha” [please] when you ask for things. • To use “rotze bevakasha [want please], in different gender in different contexts [objects in classroom]. • To be able to use infinitive “le’echol” [to eat], “lishtot” [to drink] • To use propositions: “im” [with], “bli” [without] • To use plural personal pronouns: “anachnoo” [we], “atem” [you-male plural], “aten” [you- female plural] • To use different taste: “matok” [sweet], “chamootz” [sour], “maloo’ach” [salty], “charif” [hot], “ta’im” [tasty]. • To use the word “kinoo’ach” [dessert] • Listen and understand a short-spoken passage [film] • Write a dialogue using all key vocabulary and include the infinitive. • To use dictionary.
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Food tasting: a blindfold taste different food and drinks with different taste. • Sort out food into different categories. • Add more food and drinks using dictionary. • Class survey of favourite foods and record the results in a table. • Human sentences • Listening on online resources to information based on language that the children are already familiar with. 	<p>More activities:</p> <ul style="list-style-type: none"> • Reading the transcript of the film • Answer questions using online resources about learnt words • Write dialogue using infinitive, propositions and connectives words. • Play the interactive games “ani ohev, ani ohevet” [I like] • Play the interactive games “ma ochlim, ma shotim” [what we are eating, what we are drinking] • Having a picnic
<p>Suggestions for assessment: Write out their own conversation from the picnic using infinitive, propositions and connectives words.</p>	<p>Links to National Curriculum:</p>



Topic – Pesach - year 5

<p>Synopsis: Pupils to look at the significance of the songs and prayers sung during the seder, what they mean and why they are in the parts of the seder that they are. Children to begin to understand why the order of the seder is set out like it is.</p>	<p>Key Vocabulary: Pesach, matza, matzot, maror, charoset, aviv, yayin, avadim, bnei-chorin, Seder, Haggadah, Mitzrayim, Zroah, beitzah, Dam, Tzfardea, kinim, arov, dever, shchin, barad, arbe, choshech, makat bachorot, afikoman, arba kosot, arba'a banim,</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Know the order of the seder. • Present ideas and information orally to a range of audiences • Appreciate stories, songs, poems and rhymes in the language • Know the story of Pesach • Know the words for Dayenu • Know echad mi yo'dea verse • Know the words for Yevarech • Know the words for Vehi She'amda 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Present ideas and information orally to a range of audiences • Appreciate and learn stories, songs, poems and rhymes in Ivrit. • Be able to lead the songs Dayenu, Yevarech and Vehi She'amda • Be able to explain why we celebrate Pesach included the exodus from Mitzrayim. •
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Children to use the haggadah to help understand the order and parts of the seder • Children to use song and rhymes to learn the words for Dayenu, Yevarech and Vehi She'amda. • Children to use the haggadah to identify any known and previously learnt words. 	<p>Possible trips: KS2 Seder</p>
<p>Suggestions for assessment: Pupils participate in the KS2 school Seder. Children to be assessed on their pronunciation and their participation as well as their understanding each part of the Seder and why it is important</p>	<p>Links to National Curriculum:</p>

Topic – Clothes 1 Year 5

<p>Synopsis: Pupils will learn about describing all the different clothes that people wear in the winter months, using extended sentences.</p>	<p>Key Vocabulary: bgadim, kova, tza'if, sveder, chul'tza arooka, michnasayim arookim, me'il, na'ala'im, magafa'im, kfafot, chatza'it, lovesh, loveshet, stav, choref, lama, ki, kar, cham, betzeva, kachol, lavan, adom, tzahov, yarok, shachor, choom, varod, katom, sagol, afor, tchelet,</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Know the names of the different winter clothes. • Know the names of the different colours • Know the Ivrit for short, long • Know the structure of a question in Ivrit • Know that lovesh / loveshet means wear in Ivrit for Male/female • Know that Lo lovesh / Lo loveshet means don't wear. • know the conjunctions, 'and' & 'but in Ivrit • Know that lama means why in Ivrit. • Know that "ki kar" means in Ivrit because it's cold • To know the script form for each of the Hebrew letters 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To decode different Hebrew texts including books with some understanding • To be able to say the name of different clothes we wear in autumn and in the winter. • Giving simple information – describing clothes using colours and sizes. • Asking and answer simple questions • To use the verb "lovesh" [wear] in different gender. • To use the negative form "lo lovesh" [don't wear] in different gender. • To use conjunctions: "ve" [and] , "ava" [but] to create extended sentences. • Describing the weather: To be able to say why they wear these clothes: "ki kar" [because it's cold]. • Practice new vocabulary. • Practice conversation using full sentences. • To be able to write sentences and simple dialogue. • Write familiar words and phrases from memory. • To put words in dictionary order
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Mime the word • Pictionary – teacher draw a picture of clothes and children will guess after each stroke of the pen. • Put the words into dictionary order. • Teacher will say sentences mentioning clothing worn in different weather conditions. If the clothing is appropriate for the type of weather, the children will put thumbs down. E.g.. בגד יורד גשם אני לובשת ים • Guess who • 	<p>More possible activities:</p> <ul style="list-style-type: none"> • Mystery bag: Teacher has 2 bags one with pictures of clothes and the other with weather symbols. Teacher ask a child to take one card from each bag and children need to say sentences. • Write sentences / dialogue using key vocabulary. • Play the interactive games " habgadim shelanoo" [our clothes] • Play the interactive games "mi lovesh ma" [who wears what] • Know how to punctuate a sentence.
<p>Suggestions for assessment: Children to describe both orally and written, the different clothing shown in a picture, including colour, length, and type of clothing to be used in a guess who game.</p>	<p>Links to National Curriculum:</p>

Topic – – Clothes 2 - Year 5

<p>Synopsis: Pupils to look at and describe the clothes worn in Spring and Summer. Looking at how clothes differ for each season and including even more detail to make complex sentences.</p>	<p>Key Vocabulary simla, michnasayim ktzarim, chul'tza k'tzara, sandalim, kafkafim, beged-yam, aviv, kayitz, lovesh, loveshet, lilbosh, ki, kar, cham, ma, Eifo, eich, yesh lecha, yesh lach, ein lecha, ein lach, no'el, no'elet, lo no'el, lo no'elet, hayom, achshav, sham, po, ve, aval, gam, be, le</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to understand the meaning of sentences using known vocabulary including determiners, pronouns and gender. • Know that “ma” means what in Ivrit, “eifo” means where in Ivrit, and “eich” means how in Ivrit. • Know how to phrase questions using Yesh lecha / Yesh lach for Male/female • Know that ein lecha / ein lach means you don't have in Ivrit for Male/female • To know how to use infinitive in a sentence. • Know that “ma ata rotze lilbosh”/ “ma at rotza lilbosh” means what do you want to wear in Ivrit for Male/female. • Know that “ani rotze lilbosh”/ “ani rotza lilbosh” means I want to wear in Ivrit for Male/female. • Know that no'el / no'elet means wear footwear in Ivrit for Male/female • Know that Lo no'el / Lo no'elet means don't wear footwear. • To know the time adverbs for today and now. • To know how to say ‘and’, ‘but and ‘also’ in Ivrit • Know that the preposition, “be” means in and “le” means to the • Know the similarities and differences in the way that children dress-up in Israel and the UK, e.g. No school uniforms. 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to answer comprehension questions with support. • To use the questions words: “ma” [what], “eifo” [where], “eich” [how]. • Asking for things: “yesh lecha?” [do you have.....?] in different gender. • Use the negative form: “ein lecha” [you don't have] in different gender. • To be able to use infinitive “lilbosh” [to wear] • Ask for preference “ma ata rotze lilbosh” [what do you want to wear] in different gender. • Expressing preference “ani rotze lilbosh” [I want to wear] in different gender. • To use the verb “no'el” [wear footwear] in different gender. • To use the negative form “lo no'el” [don't wear footwear] in different gender. • To be able to use time adverbs: “hayom” [today], “achshav” [now], • To be able to use place adverbs: “sham” [there], “po” [here], • To use conjunctions: “ve” [and] , “aval” [but], “gam” [also] to create extended sentences. • Use preposition “be.....” [in], “le.....” [To the] in sentences. • To use dictionary. • Listen and understand a short-spoken passage [film] • Write a dialogue using all key vocabulary
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Listening on online resources to information based on language that the children are already familiar with. • Reading the transcript of the film • Add more clothes using dictionary. • Answer questions using online resources about learnt words 	<p>More possible activities::</p> <ul style="list-style-type: none"> • Memory game: One say a sentence eg. כפפות אני לובש בחורף The next person repeats the sentence and adds on another item. • Guess who • Sorting clothing items according to season. • Write dialogue using all four seasons. • Play the interactive games “ma ba'aron” [what is in the cupboard]
<p>Suggestions for assessment:</p> <ul style="list-style-type: none"> • Write a detailed dialogue using all key vocabulary [clothes, colours and season] to ask what they are wearing to a party, to school or to play sports, or what they wear in cold/ hot weather. 	<p>Links to National Curriculum:</p>

Year Six

The content of the Curriculum should not be used as a checklist. The content must be applied using a 'best fit' approach. Flexibility and discretion need to be applied when there are Chaggim and changes to the school timetable.

Topic – My Room 1 - Year 6

<p>Synopsis: Pupils to learn the vocabulary needed to describe parts of the bedroom. Pupils to include a range of different grammatical features to create detailed descriptions.</p>	<p>Key Vocabulary: cheder, mita, kise, Chalon, shoolchan, delet, madaf, pach, Shati'ach, megera, Mar'ah, menorah, sfarim, aron, bgadim, boobot, sfarim, madafim, megerot, tmoonot, ba, yesh, ein, betzeva, kachol, lavan, adom, tzahov, yarak, shachor, choom, varod, katom, sagol, afor, tchelet,</p>
<p>Knowledge</p> <p>By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To know how to decode Hebrew words with increased fluency and proficiency, from a variety of biblical and modern Hebrew texts • Know the names of the different bedroom furniture and add • Know how to say different colours in Ivrit • Know how to phrase questions • Know that “sfarim” means books, “madafim” means shelves, “megerot” means draws, and “tmoonot” means pictures. • Know that “ha...” the. • Know that the preposition, ‘Ba’ means ‘in the’. • Know that Yesh means ‘there is’ and ein means ‘there isn’t’ • Know how to punctuate a sentence • Know to use dictionary. 	<p>Skills</p> <p>By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Reading with an increasing proficiency and understanding • Begin to understand the nuances in Hebrew sentences • To be able to say different bedroom furniture and add their colours. • Asking and answer simple questions • To use plural nouns - masculine and feminine, eg: “sfarim” [books], “madafim” [shelves], “megerot” [draws] and “tmoonot” [pictures]. • Use preposition “ba.....” [in the] in sentences. • Use “yesh” [there is] and the negative “ein” [there isn’t] • Write a description of a bedroom using all key vocabulary and adjectives. • Practice new vocabulary. • Practice conversation using full sentences. • Write familiar words and phrases from memory. • To put words in dictionary order.
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Match word to picture. • Mexican waves • In pairs: children sit back to back, one say bedroom furniture to their partner, who tries to draw the furniture. Colours can also be included. • Pass the bag with word cards, sentence building activities • Write a description of a room included colours. • Memory game: bacheder yesh • Play the interactive games “ma bacheder” [what is in the room] • Put the words into dictionary order. 	<p>Possible trips:</p>
<p>Suggestions for assessment:</p> <p>Pupil’s understanding of descriptions of bedrooms: Give simple information to describe a room.</p>	<p>Links to Jewish Studies:</p>

Topic – Chanukah - year 6

<p>Synopsis: Pupils deepen their understanding about the food eaten at Chanukah and how it differs around the world. Pupils give a presentation showing a deep level of understanding about the details and nuances of Chanukah for their performance.</p>	<p>Key Vocabulary: Ner, nerot, soofganiya, levivah, shemen, nes , Chanukah, Chanukiah, Menorah, Brachot, , Sevivon, (Dreidel), Mezonot, ani, mesachek, mesacheket, im, bli, shmone, yevanim, Macabim, Matityahoo, Yehooda, Hamacabi, ochel, ochelet, riba, sirop tapoochim</p>
<p>Knowledge</p> <p>By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To know how to use punctuation to read a sentence • Know the many different values of Chanukah • Know the words of Ma’oz Tzur. • Know the words and meaning of the Brachot (including the first night) • Know how use their voice to affect the members of the audience • Know your lines from the script by heart. 	<p>Skills</p> <p>By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud. • Present ideas and information orally to a range of audiences. • Learn and appreciate stories, songs, poems and rhymes in the language. • Have a conversation about the food eaten during Chanukah. • Lead and recite the brachot for Chanukah.
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Talk and discuss the differences between Sephardic and Ashkanazi Jews especially the differences in food. • Discuss about the values and lessons learnt from the story of Chanukah. • To practise and rehearse the alternative play. • To practise reading and singing Ma’oz Tzur. 	<p>Possible trips:</p>
<p>Suggestions for assessment: Pupil’s performance at the Chanukah Show. Looking at annunciation, accuracy, understanding of the Ivrit by way of expression.</p>	<p>Links to Jewish Studies:</p>

Topic – My Room - 2 , Year 6

<p>Synopsis: Pupils extend their knowledge and understanding of the Topic about the bedroom. Pupils will learn to construct complex sentences within a paragraph.</p>	<p>Key Vocabulary: al , mitachat , leyard , betoch, ba....., mool , ha....., Eich, matai, eifo, katan, ktana, gadol, gdola, chadash, chadasha, yashan, yesana, yafe,yafa, yode’a, yoda’at, choshev, choshevet</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Know that “matai” means when in Ivrit, “eifo” means where in Ivrit, and “eich” means how in Ivrit. • Know that “al” means on, “mitachat” means under, “leyad” means next to, “beoch” “ba” means in and “mool” means opposite. • Know that “ha...” the. • Know that “katan/ktana” means small , “gadol/gdola” means big, “chadash/chadasha” means new, “yashan/yeshana” means old and “yafe/yafa” means nice. • Know to describe furniture in bedrooms using prepositions and adjectives. • Know that “ve” means an in Ivrit and “az” means so in Ivrit. • Know the verbs: “yode’a/yoda’at” means know and “choshev/ choshevet” means think. • Know to use dictionary. • To know how to summarize a piece of text 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to understand and summarise a piece of text including the important information • To use the questions words: “matai” [when], “eifo” [where], “eich” [how]. • To use prepositions: “al” [on], “mitachat” [under], “leyad” [next to], “beoch” “ba” [in], “mool” [opposite]. • To use “ha...” [the] • To use the adjectives: “katan” [small] , “gadol” [big], “chadash” [new], “yashan” [old], “yafe”[nice] in different genders. • Giving simple information – describing furniture in bedrooms using prepositions and adjectives. • Listen and understand a short spoken passage [film] • Write a description of a room using bedroom furniture, prepositions and adjectives. • To use the verbs: “yode’a” [know] and “choshev” [think] in different genders.
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Call out instructions using the prepositions from this unit, combined with simple classroom objects. • Add more bedroom furniture using dictionary. • Guess who • Pair work: children sit back to back, and describe their picture to their partner, who tries to draw the room as accurately as possible according to the picture. Colours and sizes can also be included. • Listening on online resources to information based on language that the children are already familiar with. 	<p>More possible activities:</p> <ul style="list-style-type: none"> • Reading the transcript of the film. • Role play. • Find the missing word from the script of the film. • Answer questions using online resources about learnt words • Write a description of a room using bedroom furniture, prepositions and adjectives. • Compare two bedrooms. • Play the interactive games “eifo ze” [where is it] • Play the interactive games “ma to’im bacheder” [what do we see in the room]
<p>Suggestions for assessment: Ability for pupils to write grammatically correct paragraphs about the topic. Write a description of a room using bedroom furniture, prepositions and adjectives. Add to the description what they know and what they think about the room. Compare two bedrooms.(HA)</p>	<p>Links to Jewish Studies:</p>

Topic – Pesach -Year 6

<p>Synopsis: Pupils to look at the significance of the songs and prayers sung during the Seder, what they mean and why they are in the parts of the Seder that they are. Children to begin to understand why the order of the Seder is set out like it is.</p>	<p>Key Vocabulary: Pesach, matza, matzot, maror, charoset, aviv, yayin, avadim, bnei-chorin, Seder, Haggadah, Mitzrayim, Zroah, beitzah, Dam, Tzfardea, kinim,arov,dever, shchin, barad, arbe, choshech, makat bacherot, afikoman, chacham, rasha, tam, she'eino yodea lishol</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To know the meaning of key texts read from the Haggadah • Know the order of the Seder. • Present ideas and information orally to a range of audiences • Appreciate stories, songs, poems and rhymes in the language • Know the story of Pesach • Know how to use the Haggadah • Know the words for each brachot • Know the words for echad mi yo'dea verse • Know the words for the Aramaic song Ha lachma • Know their parts of the seder. 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To read parts of the Haggadah with meaning and intonation as well as understanding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Present ideas and information orally to a range of audiences • Appreciate and learn stories, songs, poems and rhymes in Ivrit. • Be able to lead the Seder service • Be able to explain the different parts of the Seder to different audiences • Lead Ks2 in all the blessings for the Seder • Show understanding of all the objects on the Seder table including what they each represent. • Read and follow the Haggadah. • Know how to project voice and read with meaning and expression.
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Children to use the haggadah to understand the order and parts of the seder • Children to practice reading with expression and meaning to an audience. • Children to use the haggadah to identify important words and phrases. 	<p>Possible trips:</p>
<p>Suggestions for assessment: Pupils lead the KS2 school Seder. Children to be assessed on their pronunciation, understanding and their ability to lead the school, family Seder.</p>	<p>Links to Jewish Studies:</p>

Topic – Appearance 1 - year 6

<p>Synopsis : The pupils to learn to converse fluently in conversation describing the appearance of themselves and others. Children to begin to add inclination and expression to show understanding.</p>	<p>Key Vocabulary: Se'ar shachor, Se'ar choom, Se'ar blondini, Se'ar gingi, einayim choomot, einayim kchoolot, einayim yerookot se'ar aroch, se'ar katzar, se'ar chalak, se'ar metootal, kookiyot, tzama / tzamot, yesh li, yesh lo, yesh la, ein li, ein lo, ein la,mi</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Know how to use a dictionary • Know the names of <u>the key vocabulary</u>. • Know how to phrase questions • Know that “yesh lo/yesh la” means he has/she has in Ivrit. • Know that “mi” means who in Ivrit. • Know to use dictionary. • Know the structure of a descriptive paragraph • Know what features are described when talking about appearance • Know that sentences can be in different order 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to use pictures and dictionaries to help with understanding. • To be able to pronounce the key descriptive vocabulary accurately. • Asking and answer simple questions • To be able to say a statement or a question used to describe appearance “yesh lo” [he has] in different gender. • To use the questions words: “mi” [who]. • To be able to use descriptive vocabulary about someone’s appearance. • Practice conversation using detailed and extened sentences. • To be able to <u>describe different people according to their appearance</u>. • Write familiar words and phrases from memory. • To put words in dictionary order
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Mexican waves • Twenty questions - pictures will be shown on the whiteboard. One pupil will choose a picture, without letting anyone else see it. Other children ask questions about the appearance of the person on the card to find out who it is. This can be combined with other questions using previously learnt language • Write description of a person using key vocabulary. • Put the words into dictionary order • Play the interactive games “eich hem nir'im” [how do they look]. 	<p>Possible trips:</p>
<p>Suggestions for assessment:</p> <p>Pupils able to demonstrate use of descriptive language independently. Guess who – using photos of different characters or even the real guess who game</p>	<p>Links to Jewish Studies:</p>

Topic – Appearance 2 - year 6

<p>Synopsis Pupils learn about natural conversations and Ivrit etiquette to converse about the people in their family as well as friends by describing their appearance.</p>	<p>Key Vocabulary: hoo, he, gavo'ha/gvo'hah, namooch/nemoocha, mishkafayim, mishkafei-shemesh, metzayer/metzayeret, mechapes/mechapeset,</p>
<p>Knowledge By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • Know how to use a dictionary • Know how to use two adjectives with same noun. • Know to use the vocabulary to compare between two people. • Know that “hoo” means he in Ivrit and “he” means she in Ivrit. • Know that mechapes / mechapeset means looking for someone or something in Ivrit for Male/female • Know that metzayer/metzayeret means draw in Ivrit for Male/female • Know that different features of appearance can be compared eg longer hair. • Know the words for different verbs for both genders 	<p>Skills By the end of this unit of work pupils should be able to:</p> <ul style="list-style-type: none"> • To be able to use pictures and dictionaries to help with understanding. • To be able to use two adjectives with same noun. • To be able to compare two people according to their appearance. • To be able to use personal pronouns הוּ”hoo” [he] and הִי” [she]. • To be able to use the verb “mechapes” [looking for someone] in different genders. • To be able to use the verb “metzayer” [draw] in different genders. • To be able to draw a person according to giving description. • To be able to use “yoter” and “hachi” [more] to form comparative and superlative adjectives, eg. “yoter gadol me.....”[bigger than] and “hachi gadol” [the biggest] • Write a description using all key vocabulary
<p>Possible activities you could use:</p> <ul style="list-style-type: none"> • Listening on online resources to information based on language that the children are already familiar with. • Reading the transcript of the film • Human guess who • Add more vocabulary related to the topic using dictionary. • Children sit back to back. One child draws a character and describes it. The other child tries to produce a similar drawing according to the description. The drawings can include “nonsense” drawings too. • Play the interactive games “yesh ka’ele veyesh ka’ele” [everyone looks different]. 	<p>Possible trips:</p> <ul style="list-style-type: none"> •
<p>Suggestions for assessment:</p> <p>Pupils are assessed for their fluency, sentence structure and added grammatical details including adjectives and and verbs to describe appearance. Write a description of a person using all key vocabulary and previous knowledge to create a police style sketch or photofit.</p>	<p>Links to Jewish Studies:</p>