

Scheme of work

This scheme of work is designed to help you deliver our new GCSE Modern Hebrew specification.

It’s important to:

* plan revision and recaps (thematic and linguistic)
* make logical and seamless links between thematic progression and linguistic progression.

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

* a sequence of lessons
* a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
* the appropriate lexical and grammatical content.

In this scheme of work, the themes (column two) and the topics within them (column three) straddle both years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one and the structures and grammar that a student learns (column four) can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills.

Year 1

| Month | Theme | Topic | Grammar |
| --- | --- | --- | --- |
| September | Identity and culture | Me, my family and friends  Relationships with family and friends | Personal Pronoun:   * אני, אתה... * objective pronouns אותי אותך...הורי אוהבים אותי, אני אוהב אותם. * adjective agreement rules masculine, feminine, singular, plural ילד טוב, ילדים טובים,ילדה טובה, ילדות טובות. * reflexive verbsלהתלבש, להתרחץ, להתקרב. * comparatives דומה ל... שונה מ... שווה ל... * adverbs and adverbs of frequency לאט, מהר, בקרוב, באיטיות, במהירות, כל פעם,   פעם ב... כל שבוע...   * regular verbs in present tense הולך, יושב, לומד, מדבר, נכנס. יוצא, קורא, רואה |
| October | Local, national, international and global areas of interest | Home, town, neighbourhood and region | * Nominal sentences: במשפחה יש הורים וילדים. Teachers should point out the difference between nominal ‘יש’ and the possessive, ‘יש ל...’ * Prepositions מילות יחס: על, אל, מן... * Comparatives structures: more than, less than… יותר מ...פחות מ... אני אוהבת את אחי הקטן יותר מאשר את אחי הגדול. אני מסתדרת פחות טוב עם המורה להתעמלות מאשר עם המורה לאומנות. * Expressions of quantity noun and adjective phrases: ילד קטן, אח גדול   Agreement of the definite article: הילדה הקטנה  Demonstrative pronouns: הדוד הזה, המשפחה הזאת, זה דודי, אלה החברים שלי.  The possessive expressions: יש לי אח, אין לי סבא   * Sentences without a subject, expressed by the masculine plural: בקיץ הולכים לים. ברכבת התחתית בעירי משלמים בכרטיס 'רב קו' * Prepositions plus suffixes: יש לנו שכנים טובים. |
| November | Current and future study and employment | My studies | * Verbs of intent + infinitive: אני רוצה להגיע הביתה מהר. הוא יכול לבוא ללמוד איתי לבחינה. * The construct state: בית חולים. בשכונה שלנו יש בית חולים גדול. תחנת הרכבת קרובה אלינו. * express reasons, must + infinitive: אני חייב, צריך, מוכרח ל... אני חייב לרוץ כי מאוחר.   options. Compulsory and optional subjects: מקצועות חובה ומקצועות רשות   * past tense: שמרתי, ראיתי, כתבתי, ,דיברתי, חיכיתי, קראתי, התרחצתי, עמדתי... * comparative and superlative in expressing opinions about subjects: לדעתי יותר קל ללמוד עברית מצרפתית * הכי קל ללמוד עברית |
| December | Identity and culture | Free-time activities :   * music * cinema and TV * food and eating out * sport | * More work on present and past tenses including irregulars: לצאת, לתת, לצפות, לתרגל, לשחות, להתעמל... * Future tense introduced for eg weekend plans: בסוף השבוע נצא העירה, נלך לשחק טניס, ניסע לשפת הים... |
| January | Local, national, international and global areas of interest | Social issues  Healthy/unhealthy living | * Affirmative and negative activity sentences with infinitives: it is healthy to eat fruit and vegetables.   זה בריא לאכול פירות וירקות.  It is unhealthy to play for hours on the computer.  זה לא בריא לשחק שעות במחשב.   * Range of negative expressions in all tenses: I have not eaten chocolate.   לא אכלתי שוקולד.  I don’t swim well.  אני לא שוחה טוב.  We will not travel to Scotland by car, as it takes a long time.  לא ניסע לסקוטלנד במכונית כי זה לוקח הרבה זמן.   * Previous health habits using imperfect tense.   I always drink tea without sugar.  אני תמיד שותה תה בלי סוכר.  Until recently I walked to school.  עד לאחרונה הלכתי לבית הספר ברגל. |
| February | Current and future study and employment | Life at school/college | * Transfer appropriate sentence forms to school rules context. * Positive and negative instructions + infinitive construction: In school we have to wear school uniform. * בבית ספר צריכים ללבוש תלבושת אחידה.   It is forbidden to eat during lessons.  אסור לאכול בשיעורים  Common conditionals such as: הייתי רוצה, אני רוצה, האם אתה יכול? האם תהיה מוכן...? היינו צריכים...   * More on adjective to describe buildings, facilities etc… גדול, חדש, מרשים, מודרני, מיושן, משופץ |
| March | Identity and culture | Customs and festivals in Hebrew-speaking countries/ communities | * Reflexive verbs in perfect; perfect and imperfect tenses together. * Describing a past event/festival; actions and opinions. |
| April | Local, national, international and global areas of interest |  | * Consolidation of perfect and imperfect tenses * Connectives: אחרי זה, למרות, במשך, כאשר, איפה to develop greater complexity in spoken and written accounts of past events or experiences * Weather expressions: חם, קר, גשום, מעונן, שרבי, סוער * Time and place words and their order in the sentence: Generally, in high school in England we learn seven years. בדרך   כלל בבית ספר תיכון באנגליה לומדים שבע שנים.  In Israel we eat the main meal at midday.  בישראל אוכלים את הארוחה העיקרית בצוהוריים |
| May | Current and future study and employment |  | * Revisiting future and conditional tenses * Adverbs such as אולי,   בתקווה...and word order |
| June |  | Year-end assessments |  |
| June, July | Identity and culture | Transition to Year 2:  Me, my family and friends  Marriage/partnership | * Revisiting adjectives to describe and use of relative pronouns to describe ideal partner and enhance descriptions * Revision of future tense to outline future plans * Direct and indirect object pronouns |

Year 2

| Month | Theme | Topic | Grammar |
| --- | --- | --- | --- |
| September | Local, national, international and global areas of interest | Global issues  The environment | * Verbs linked to behaviours (must do/can do/should do/could do etc)צריך, חייב,יכול * Past tense for effects of behaviours on environment, outlining consequences of actions * Verbal terminology for environmental problems: שימוש חוזר, מיחזור, בזבוז משאבים, כריתת עצים, נטיעת יערות |
| October | Local, national, international and global areas of interest | Social issues  Charity/voluntary work | More complex sentences in relation to voluntary work: כל שבת אנחנו מבקרים בבית אבות שקרוב אלינו כדי לשוחח עם הזקנים ולשעשע אותם. |
| November | Current and future study and employment | Jobs, career choices and ambitions | Express opinions and preferences in relation to future ambitions and work, to achieve complexity in speaking and writing |
| December, January | Identity and culture | Technology in everyday life:   * social media * mobile technology | * Revision of past tenses to recount how social media have been used; or life before technology * Complexity in expressing opinions and views about life without technology |
| December, January |  | Mock exam/assessment |  |
| February | Local, national, international and global areas of interest | Global issues  Poverty/ homelessness | Reinforcing and consolidating more complex areas of language generally |
| March, April, May |  | Revision and preparation for assessment |  |
| May, June |  | Assessment |  |

Differentiation

The grammar progression above might be over-demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for your students. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.