



IVRIT SUBJECT OVERVIEW

In Ivrit lessons we want our children to develop a love of learning languages and to have a secure knowledge and understanding so that children are confident to use Ivrit both orally (for speaking and listening) and in early reading and writing. At NCJPS we want children to develop language learning skills which can be applied to learning other new languages and to develop curiosity about different cultures. Learning an additional language opens doors and provides more opportunities for our children to develop a greater understanding of the world and their place in it. Learning Ivrit also helps to promote a wider cultural awareness of the community that the children are part of, enhances the Zionist ethos of the school and create links with the State of Israel.

"You live a new life for every language you speak. If you only know one language, you only live once." (Czech proverb)

Core Threads

1. Speaking and listening.
2. Reading and writing.
3. Language learning skills.
4. An appreciation of Israeli culture and artefacts.
5. Understanding of the world including intercultural awareness.

Links to Reading

- Authentic Hebrew children's books and texts.
- Scripts for performances
- Information texts
- Lyrics of Hebrew & English songs
- Bilingual dictionaries

Inclusive Practice

The emphasis in Ivrit is on speaking and listening in the first place, which lends itself to an equitable teaching and learning experience. New content is always introduced by means of songs, games and practical activities which means all children can access it. Reading and writing is scaffolded so that all can succeed. All work is differentiated to allow for the broad range of exposure to Ivrit in our context.

Knowing more, remembering more

All lessons are taught by a specialist teacher who is a fluent Ivrit speaker and is part of the community. This adds authenticity to lessons which in turn leads to higher quality learning and teaching. Frequent repetition of previous language especially through song and dance, and regular assessments, ensure that learning is revisited. A dedicated classroom for teaching Ivrit enhances the learning environment and the learning by osmosis.

Sequence of Learning

Early years: Ivrit education starts in Reception, where sounds of letters are taught phonetically. Children are also introduced to key cultural milestones within Israeli society, with Yom Ha'atzma'ut and Yom Hazikaron being the highlights of the cultural education. Concepts are taught through a variety of song, dance and play.

KS1 Hebrew vowels and Hebrew script are introduced, and the language skills are developed progressively. Homework is introduced to reinforce concepts.

KS2 In Upper Key Stage 2 children are encouraged to speak, understand, read and write more complex sentences, engage more actively with the cultural aspects of Israeli society by being involved with Israeli dancing, Israeli music, famous Hebrew songs. Opportunities to be involved in productions and presentations are regularly given.

School wide displays in secular studies classrooms and corridors further enhance the cultural appreciation and language acquisition.

Children are introduced to the Israeli National Anthem from Reception, as a song of hope and pride in the Jewish Homeland.



Our curriculum is underpinned by our RESPECT VALUES, which are covered across all subjects. The following values are exemplified in this subject:

Resilience: Opportunities to 'have a go'; it is a new language for many so misconceptions are normal!

Empathy: Understanding and appreciating the culture of others.

Self-awareness: Children learn about their place in the world and the connections and differences between cultures.

Positivity: Using growth mindset and not giving up when encountering difficulties in the acquisition of new languages.

Excellence: Opportunities to create several cultural artefacts, participate in dances, play and presentations. All these provide natural ways to demonstrate excellence.

Communication & Teamwork: Opportunities to work collaboratively with peers to carry out conversations, role plays and games.