

Y7 Guide to Term 6 Home Learning

The Remote Curriculum for Parents and Students

The Cherwell School
Summer 2020

Y7 English

What will students learn and be able to do?

We want students to have a strong grasp of historical context for when approaching Shakespeare's canon (this will be of particular use when they arrive in Y9 to begin the study of Macbeth). Their work on language techniques and sentence structures for the information article consolidates what they have worked on in the descriptive and narrative writing unit in Y7 but also is applicable to reading and writing long term. The revision of the Gothic genre will help them better understand the purpose of Naturalism, which is introduced in Y8.

Core knowledge

- Genre - review of Y7 knowledge of Gothic and Tragedy
- Context – review of knowledge connected to Shakespeare's world
- Language techniques
- Sentence structures

Core skills

- Crafted writing (writing an engaging information article)

Overview of tasks

- Wk 1 – understanding the conventions of tragedy (storyboard the plot of Romeo and Juliet)
Wk 2 – Review understanding of key historical context for Shakespeare's world article.
Wk 3 – Complete review of context and introduce how to structure and write an engaging non-fiction article.
Wk 4 – Complete a first draft of the article (with golden sentences)
Wk 5 – Teacher feedback and redrafting of article on Shakespeare's world (summative writing task)
Wk 6 – overview of key stage - significance of genre. The Gothic Genre (multiple choice)
Wk 7 – Students complete a reading project 'a book that's important to you'.
Wk 8 – Students share their reading project with current and future class teacher (letter)

How will this be assessed?

- Google multiple choice form on core knowledge of Y7
- Teacher assessment of final written article on Shakespeare's world
- Whole class formative assessment from teacher of reading project

Further support - where can students look for more information on the topic?

In English books

Their English teacher

RSC for more information about Shakespeare's world - <https://www.rsc.org.uk/shakespeares-life-and-times>

British Library for more information about Shakespeare's life and world -

<https://www.bl.uk/shakespeare/articles/shakespeares-childhood-and-education>

Listen to Mr Strickland read on www.tinyurl.com/CherwellReads (Reading Project)

Enrichment - where can students look to explore this content further?

Use some of the resources and links in the Enrichment package to learn more about the historical context that influenced Shakespeare as a writer.

Complete a study into one aspect of Shakespeare's world. How did the reigning monarchs influence Shakespeare's work? Or What affect did the changing environment of the theatre have on Shakespeare's plays?

EXPLORE THE BRITISH LIBRARY start with <https://www.bl.uk/shakespeare/articles/shakespeares-playhouses> and use the links to further articles on the right hand side of the page

Y7 Maths

What will students learn and be able to do?

Core knowledge

- Interpreting data
- Angles in triangles (support groups only)
- Area of shapes
- Number Theory
- Measures
- Percentages

Core skills

- Finding and using averages
- Finding missing angles
- Finding areas of triangles, parallelograms and trapeziums
- Prime factorisation
- Finding highest common factors
- Converting between metric units
- Increasing and decreasing by a percentage

Overview of tasks

- Wk 1 Interpreting data
- Wk 2 Factors and prime factorisation
- Wk 3 Highest common factors
- Wk 4 Area of triangles and parallelograms
- Wk 5 Area of trapeziums
- Wk 6 Converting between units
- Wk 7 Percentages
- Wk 8 Percentages/ feedback

How will this be assessed?

Tasks will be set on [hegartymaths.com](https://www.hegartymaths.com). Students watch an instructional video and then complete a quiz and are given a score and their maths teacher monitors this score. .

Further support - where can students look for more information on the topic?

Their maths teacher via Google Classroom or email

Videos on Hegarty Maths explain content but students can also look on

<https://www.mymaths.co.uk/>

<https://corbettmaths.com/>

Enrichment - where can students look to explore this content further?

There are some great enrichment opportunities on these websites:

<https://parallel.org.uk/>

<https://nrich.maths.org/>

<https://brilliant.org/>

Y7 Science

What will students learn and be able to do?

Core knowledge

- Space
- Electrical circuits
- Acids and Alkalis
- Chemical Reactions
- Food and Digestion

Core skills

- Learning how to measure current and voltage
- Learning how to plan an investigation.
- Identifying the features of a chemical reaction.
- Learning how to carry out gas tests.
- Learning how to carry out food tests

Overview of tasks

Each week students will be set 3 Assignments; each assignment consists of a PowerPoint and videos to teach the knowledge and skills followed by a short task. Assignment 3 contains a short set of questions from Educake which assesses the learning for the whole week. The following week the students are given feedback from the week and a 5 question task to test their improvement after the feedback.

The topics to be studied are:

- Wk 1 Solar system and Electrical circuits
- Wk 2 Electrical circuits
- Wk 3 Acids & Alkalis
- Wk 4 Chemical Reactions
- Wk 5 Chemical Reactions
- Wk 6 Food and Diet
- Wk 7 Digestion
- Wk 8 Digestion

How will this be assessed?

Students will complete a short weekly test on Educake and will be given class feedback and a short 5 question task to check their improvement after the feedback.

Further support - where can students look for more information on the topic?

The BBC teach and Bitesize websites.

All students have a KS3 Science Revision Guide which contains useful summaries of topics and extra practice questions.

Enrichment - where can students look to explore this content further?

New Scientist Website <https://www.newscientist.com/>

BBC Teach <https://www.bbc.co.uk/teach/secondary/zkqp47h>

BBC Bitesize <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>

Seneca Learning <https://senecalearning.com/en-GB/>

Oak National Academy <https://www.thenational.academy/>

NASA website <https://www.nasa.gov/kidsclub/index.html>

List of Good Science Websites <https://interestingengineering.com/11-of-the-best-science-websites-for-interactive-learning>

Y7 Art

What will students learn and be able to do?

- Build on prior learning of skills and knowledge covered in Year 7 introductory unit during the first part of the year, extending, consolidating and reapplying observational drawing skills and use of mixed media in a new context.
- Learn about Cubism in the context of Pablo Picasso's Still Life artwork; the concepts and use of media, enabling students to make informed choices to develop their own practical Still Life artwork.
- Be ready to start Year 8 by revisiting and extending drawing skills, analysis of other artists' artwork, and learning how to bring these elements together to form their own personal response, providing an essential foundation for next year.

Core knowledge

- Cubism - application of concept to Still Life
- Pablo Picasso – scope of Still Life artwork created

Core skills

- Observational drawing
- Practical techniques for using collage and mixed media
- Analysis of artwork
- Evaluation

Overview of tasks

Wk 1 – Analysis of a Still Life painting by Pablo Picasso.

Wk 2 – Analysis of a selection of pieces of Pablo Picasso's Cubist Still Life artwork.

Wk 3 - Experimentation with collage and mixed media.

Wk 4 – Plan a Cubist style Still Life practical outcome.

Wk 5 – Create a practical Cubist style Still Life practical outcome.

Wk 6 – Evaluation and review of practical work.

Wk 7 - Content catch up week:

- Tutor Groups: 7CSE, 7KC, 7LK, 7RHK, 7SMJ
 - Analysis of ceramic sculptural forms by Kate Malone.
- Tutor Groups: 7HH, 7JTY, 7MC, 7SRV, 7TT
 - Analysis of Still life painting by Cezanne.

Wk 8 – Refining and responding to feedback.

How will this be assessed?

- Google multiple choice review of core knowledge.
- Whole cohort and class formative teacher assessment to inform student self-assessment and review.
- Teacher assessment of final practical outcomes.

Further support - where can students look for more information on the topic?

- Their art teacher
- Further examples of Picasso's Still Life Artwork can be found here <https://www.pablo-ruiz-picasso.net/theme-naturemorte.php>
- Further examples of Picasso's Cubist Artwork can be found here <https://www.pablo-ruiz-picasso.net/period-cubism.php>

Enrichment - where can students look to explore this content further?

- Discover more about Cubism and develop your knowledge and practical skills further by reading and selecting some of the activities in the Tate Gallery resource 'Look Closer: All About Cubism' found here <https://www.tate.org.uk/art/art-terms/c/cubism/all-about-cubism>

Y7 Computing

What will students learn and be able to do?

Core knowledge

- Key terminology for computer science
 - Algorithms
 - Control / Program flow
 - Programming constructs
 - Sequence
 - Selection
 - Iteration
 - Condition
- What is a flowchart - purpose and structure
- What is pseudocode - purpose and structure

Core skills

- Ability to write simple algorithms
- Some awareness of basic pseudocode to show selection
- Ability to create flowcharts to show
 - Sequence
 - Selection
 - Iteration
- Ability to read flowcharts

Overview of tasks

Wk 1 - intro to algorithms (in real life - not programming) and sequence programming construct.

Wk 2 - how selection can improve the (control) flow of an algorithm. Including basic pseudocode of selection using conditions.

Wk 3 - introduction to flowcharts - purpose and structure for simple sequence programs (showing simple shapes required)

Wk 4 - introduction to the use of flowcharts to represent the programming construct of selection (intro to the decision symbol)

Wk 5 - introduction to the programming construct iteration - what it is and how it can be used in flowcharts to repeat a process(es)

Wk 6 - practice with flowcharts - completing symbols, moving symbols, choosing the correct shapes, writing new flowcharts, reading flowcharts to find an answer.

Wk 7 - end of unit assessment - testing understanding of key terms, flowchart symbols, being able choose the correct flowchart out of a choice of 3 for a given situation, reading flowcharts.

Wk 8 - construct a final flowchart.

How will this be assessed?

All work will be uploaded to Google Classroom as files that the students can edit.

The teachers will be checking emails to offer advice to students who request it

Each week we will look through a number of pieces of work in each class to see strengths and weaknesses and then will give whole class feedback on common mistakes and misconceptions along with the correct answers for students to self-assess.

At the end of the unit (week 7) the students will be given a Google form quiz which will assess their knowledge and understanding of the key terminology and skills that have been covered in this unit of work.

Further support - where can students look for more information on the topic?

BBC Bitesize covers programming constructs (Sequence, Selection and Iteration) as well as algorithms, pseudocode and flowcharts. Students are welcome to look through the KS3 computer science information there for more information on this topic.

Enrichment - where can students look to explore this content further?

Algorithmic Doodle Art Students can explore algorithms further with this fun task. It looks at how algorithms are used in nature. <https://teachinglondoncomputing.org/algorithmic-doodle-art/>

Y7 Design Technology

What will students learn and be able to do?

We want students to be able to consider the impact of their design and their consumer choices by having an understanding of a product's life cycle - from raw materials to end of life. We want students to be able to analyse and evaluate the design of plastic products, understanding where they come from, being able to identify them, and consider how to treat the material at the end of its life.

Core knowledge

- Sustainability
- The 6 Rs
- Recycling symbols
- Polymers: - thermosetting, thermoforming
- Life cycle of a product.
- SAMPER

Core skills

- Analysing the sustainability of a product.
- Evaluating a product's sustainability credentials.
- Redesigning a product.

Overview of tasks

Wk 1 - PowerPoint with videos and exercisers on polymers and where they come from. Categorising polymers and learning about bioplastics.

Wk 2 - Recognising recycling symbols and sorting materials into recycling groups.

Wk 3 - Using the 6 Rs as a means to be more sustainable, and Google form assessment.

Wk 4 - Upcycling a found object, designing using SCAMPER technique.

Wk 5 - Upcycling a found object.

Wk 6 - Writing a life cycle assessment on a plastic product, and suggesting an alternative.

Wk 7 - Writing an evaluation of a product's impact.

Wk 8 - Presenting your best work - a showcase of class work

How will this be assessed?

- Google multiple choice form on core knowledge.
- Whole class formative assessment from teacher.
- Teacher assessment of analysis and life cycle assessment evaluation.

Further support - where can students look for more information on the topic?

Their DT teacher.

Case studies

Videos

Enrichment - where can students look to explore this content further?

- [BBC Iplayer - War on Plastic series](#)
- [BBC Iplayer - Fashion Conscious](#)
- [BBC Iplayer - Great British Sewing Bee - recycling week](#)
- [Think Bioplastic YouTube channel](#)
- [How do we separate the inseparable?](#)
- [Plastic bottle](#)
- <https://www.bbc.co.uk/programmes/p069vz7r>
- [What goes in each bin - Oxford County Council](#)

Y7 Drama

What will students learn and be able to do?

We want Y7 students to develop their knowledge and understanding of the basic acting skills related to Characterisation. We also want them to study how meanings are communicated through the way actors in character roles interact and use their performance space. The tasks and activities set consolidate the key skills pupils have learnt to date - and will aid their transition into their new work next academic year.

Core knowledge

- Physical and Vocal skills - Characterisation
- Communicate meaning through interactions and use of space
- Interpreting characters within given scripts

Core skills

- Physical Skills:
- Vocal Skills
- Interactions, Action & Reaction
- Interpretation of script to create character

Overview of tasks

- Wk 1 - Review and practice - physical skills used by actors to portray different characters
Wk 2 - Review and practice - vocal skills used by actors to support physical characterisation
Wk 3 - Duologue - focusing on character interactions; using 'Action and Reaction' and subtext
Wk 4 - Planning use of space for Chorus and interactions within a chorus
Wk 5 - Assessment task on knowledge and understanding of basic acting skills (multiple choice test)
Wk 6 - Interpretation of character - Role-on-the-Wall; Writing-in-role
Wk 7 - Interpretation of more than one character through multi-roling

How will this be assessed?

- Week 5 - Google multiple choice forms on core knowledge; foundation Y7 & intermediate Y8
- Whole class formative assessment from teacher

Further support - where can students look for more information on the topic?

Silent Storytelling: The Art of the Mime <https://www.youtube.com/watch?v=LDN0fxGByko>

National Theatre: developing physical skills for actors <https://www.youtube.com/watch?v=1RRc4tq2kpE>

Enrichment - where can students look to explore this content further?

Film 4 – Actors on Acting https://www.youtube.com/watch?v=UI_wE953yPQ

Y7 German

What will students learn and be able to do in Year 7 German?

We want our students to familiarise themselves with the topic of 'In the Town'. In this topic, students will be able to list places in a town, use appropriate structures for buying souvenirs and snacks, talk about their food preferences, and discuss their holiday plans. This topic is new but revisits many areas of language that they have already learnt. It gives opportunities for extension and revision as well as a focus on listening and writing skills.

Core knowledge

Places in the town and genders

- Using 'kein' as the negative
- Using 'ich möchte' + vocabulary for souvenirs and snacks
- Numbers + Euros and Cents
- Using the verbs 'essen' and 'trinken' + gern
- Holiday activities

Core skills

- Learning new items of vocabulary
- Expressing the negative
- Asking for items and understanding prices
- Expressing opinions
- Recognising the future tense and being able to express future ideas (1st person)

Overview of tasks

Wk 1: Learn the vocabulary of places in town and their genders. Use 'es gibt' (there is / there are)

Wk 2: Revise number and money, learn how to buy souvenirs

Wk 3: Learn how to ask for snack foods, express your opinions about food

Wk 4: Describing holiday plans and using the future tense

Wk 5: Listening skills: understanding longer texts, picking out high frequency words

Wk 6: Writing skills: differentiated writing tasks based on this unit

Wk 7: Embedding and extending the whole topic with a set of revision tasks

Wk 8: Embedding and extending the whole topic with a set of revision tasks

How will this be assessed?

1. At the end of Week 2, students will submit one piece of work of their choice to their teachers.
2. At the end of Week 6, students will submit a piece of written work based on this unit.

Further support - where can students look for more information on the topic?

BBC Bitesize is excellent – short videos followed by explanations and activities. Students can choose any topics, but the below are most relevant to this unit.

You Tube clips

Talking about where you live in German:

<https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zjwcscw>

Talking about food in German using 'essen':

<https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/z6xwgwx>

Talking about your free time in German

<https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/z4cyxyc>

Enrichment - where can students look to explore this content further?

<https://www.tatsachen-ueber-deutschland.de/en>

Tatsachen über Deutschland (Facts about Germany) has lots of facts about the culture and geography of Germany, under the title 'Germany at a Glance'. Click on the top right button to select the German version.

For more in depth grammar practice choose any of the topics listed on the BBC Bitesize KS3 German page:

<https://www.bbc.co.uk/bitesize/subjects/zcj2tfr>

Y7 Geography

What will students learn and be able to do?

Students will complete a series of lessons giving them vital map skills which are a core part of the Geography Curriculum throughout Key Stages 3,4 and 5.

Students will then apply these skills in the context of Oxford, examining site and situation of the city, as well as weighing up the advantages and disadvantages of the city's site, and the opportunities and challenges to growth.

Students will finish the year with an assessment that tests the security of their learning throughout the term.

Core knowledge

- How Grid References, Scales, Contour Lines and Direction work on Ordnance Survey Maps
- The advantages and disadvantages to Oxford's Site and Situation
- Challenges and Opportunities for Oxford's development

Core skills

- Comparative writing
- Using evidence to back up points (PEE paragraphs)
- OS Map skills

Overview of tasks

Wk 1 – Ordnance Survey Maps and why they are useful

Wk 2 – Grid References and Scale and Distance

Wk 3 – Using Direction on Maps

Wk 4 – Contour Lines and Intro to Oxford

Wk 5 – Pros and Cons of Oxford's Site

Wk 6 – Opportunities and Challenges for Oxford's Development

Wk 7 – Review and revision of Y7 Term 5 and 6 Topics

Wk 8 – Assessment of Y7 Term 5 and 6 Topics

How will this be assessed?

- Google multiple choice form on core knowledge of Y7 Term 5 and 6 topics
- Teacher assessment of one written task

Further support - where can students look for more information on the topic?

- The Oak National Academy – where students will be using some of the resources - <https://classroom.thenational.academy/subjects-by-year/year-7/subjects/geography/#subjects>

Enrichment - where can students look to explore this content further?

Note the Royal Geographical Society Young Geographer of the Year 2020 - OPTIONAL EXTENSION TASK that is set in your Google Classroom. Ask your geography teacher if you are unsure.

Y7 History

What will students learn and be able to do?

Students will learn about the development of an empire and civilisation outside of Europe in the Middle Ages and about the many cultural, academic and military advances made by the Islamic World.

Students will also study the importance of the crusades, both in terms of their contemporary religious significance and their influence on bringing two world cultures into contact.

Core knowledge

- Key achievements of the early Islamic Empire
- The main causes and motivations of the medieval crusades
- The main events of the medieval crusades
- The long-term significance of the medieval crusades

Core skills

- Historical causes and consequences
- Historical writing

Overview of tasks

Wk 1 – Introduction to the medieval Islamic World

Wk 2 – Introduction to the medieval Islamic World

Wk 3 – Why did people go on crusades?

Wk 4 – Why did people go on crusades?

Wk 5 – The main events of the medieval crusades.

Wk 6 - The main events of the medieval crusades.

Wk 7 – Review and revision of Y7 topics

Wk 8 – Review and revision of Y7 topics

How will this be assessed?

- Google multiple choice form on core knowledge of Y7
- Teacher assessment of one written task

Further support - where can students look for more information on the topic?

- Their history teacher via Google Classroom or email
- BBC Bitesize resources: <https://www.bbc.co.uk/bitesize/guides/zx9xsbk/revision/7>

Enrichment - where can students look to explore this content further?

- Crash Course': <https://www.youtube.com/watch?v=bkVsus8Ehxs>

Y7 Physical Education

What will students learn and be able to do?

Core knowledge

- Various training principles
- Importance of warm-up and cool-down
- A variety of exercises that work particular areas of the body
- Introduced to the language and function of repetition

Core skills

- Develop their physical strength and cardio-vascular fitness
- Experience the benefits of staying active
- Refine techniques such as plank, push-ups etc.

Overview of tasks

Wk 1: Pyramid workouts
Wk 2: Activity Week!
Wk 3: HIIT training
Wk 4: Cardio-vascular - fartlek training
Wk 5: Skill based
Wk 6: Virtual Sports Day
Wk 7: Circuit training
Wk 8: Yoga/stretching

How will this be assessed?

Through encouraging students to take photos/videos to send to their PE teachers.
Ongoing dialogue between classroom teachers and the students they teach.
Feedback forms set as assignments

Further support - where can students look for more information on the topic?

The weekly slides will have details, tips and guidance on each type of training.
Follow on Twitter @CherwellPE

Enrichment - where can students look to explore this content further?

Joe Wicks' daily PE lessons – <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>
BBC Bitesize - <https://www.bbc.co.uk/bitesize/subjects/zxf3cdm>

Religious Studies

What will students learn and be able to do?

Core knowledge

- Role and status of religious stories (*Journey to the West/The Monkey King*)
- Previous Year 7 knowledge of Buddhism, Christianity and Islam

Core skills

- Interpretation
- Reflection on personal perspectives

Overview of tasks

Work will be assigned on a Wednesday and due on the following Tuesday

Wk 1 [03.06.20-09.06.20] Introduction to religious stories (MCQ)

Wk 2 [10.06.20-16.06.20] Reading *The Monkey King*

Wk 3 [17.06.20-23.06.20] Interpreting *The Monkey King* using your knowledge of Buddhism (MCQ)

Wk 4 [24.06.20-30.06.20] Interpreting *The Monkey King* using your knowledge of Christianity (MCQ)

Wk 5 [01.07.20-07.07.20] Writing a personal response

Wk 6 [08.07.20-14.07.20] Stretch and Challenge

Wk 7 [15.07.20-21.07.20] Celebration of wonderful work and reflection on the year (Google form)

How will this be assessed?

- Google multiple choice forms on core knowledge and features of the story
- Teacher assessment of written personal response

Further support - where can students look for more information on the topic?

RS Knowledge Organisers [1. Sources of Authority, 2. Buddhist Ethics, 3. Religious Stories]

Their RS books if they have them

Their RS teacher

Remembering and re-visiting other religious stories they have encountered in their lives, either through their own religion or their education

Enrichment - where can students look to explore this content further?

Gene Luen Yang's blog on his comic and *The Monkey King* <https://geneyang.com/monkey/index.html>

The British Library - Discovering Sacred Texts <https://www.bl.uk/sacred-texts>

Gene Luen Yang on why comics belong in the classroom (TedX Talk)

<https://www.youtube.com/watch?v=Oz4JqAJbxj0>

Y7 Spanish

What will students learn and be able to do?

In Year 7 Spanish, we want our students to practise describing themselves, other people and where they live. In these topics, students will be able to use descriptive adjectives with verbs in the third person and familiarise themselves with the verbs ser (to be), tener (to have), estar (to be) and ir (to go)

These topics are new but revisit many areas of language that they have already learnt. They will have opportunities for revision and extension.

Core knowledge

- Descriptive adjectives
- The verbs ser (to be) and tener (to have) in the third person
- Adjective agreement
- The verb estar (to be)
- Vocabulary for places in town
- Using a, some and many in Spanish
- Using the verb ir (to go)

Core skills

- Learning new items of vocabulary
- Expressing opinions
- Describing people using basic present tense verbs
- Describing family members
- Describing where you live

Overview of tasks

Wk 1 & 2 - Lesson 3: Practise adjectives and basic present tense verbs to describe other people; learn and practise adjectives and the verb ESTAR to describe where you live. Embed and review vocabulary and grammar by completing a knowledge organiser.

Wk 3 & 4- Lesson 4: Describing your town or village in Spanish - learning nouns for places around town, revision of basic verbs. Knowledge quiz to consolidate.

Wk 5 & 6 - Revise topics covered. A choice of approaches will be offered, so that students can choose the revision method that works for them. Write and submit a written paragraph.

Wk 7 & 8 - Enrichment and cultural activities and quiz of all topics covered this year.

How will this be assessed?

There will be four assignments set in Google Classroom to submit to the teachers.

Wk 1 & 2 A formative assessment (knowledge organiser, as normally done in school)

Wk 3 & 4 A 10 question multiple choice knowledge quiz (Google quiz) to engage learning of new language

Wk 5 & 6 A written paragraph (to cover a range of topics covered this year) to submit at the end of Week 6

Wk 7 & 8 Google Quiz of all topics covered this year

Further support - where can students look for more information on the topic?

BBC Bitesize Describing people

<https://www.bbc.co.uk/bitesize/topics/zfqt6v4/articles/zkmwgwx>

Describing where you live

<https://www.bbc.co.uk/bitesize/topics/zfqt6v4/articles/znryxyc>

Quizlet

<https://quizlet.com/join/rM4zsQ4Um>

Memrise

<https://www.memrise.com/course/1590552/viva-1-spanish-course/32/>

<https://www.memrise.com/course/1590552/viva-1-spanish-course/33/>

Enrichment - where can students look to explore this content further?

Lyrics Training <https://lyricstraining.com/es/play/la-sonora-santanera-aleks-syntek/donde-estas-yolanda/H4Vxsilo74#b7c>

You don't need an account if you select 'maybe later' below. Select beginner level then choice mode (top right). You can also search for the lyrics on Google search and see a translation on Google translate!

Then practise with different songs.

Duolingo www.duolingo.com **Duolingo Tiny cards** <https://tiny.cards/decks/7dizp65L/que-hay-en-tu-ciudad> or <https://tinycards.duolingo.com/decks/MD6Lcgej/viva-1>

