

The Cherwell School

# Guide to your Child's Year 7 Progress Review



January 2017

Dear Parents and Carers,

At The Cherwell School, we are committed to providing a learning experience of the best possible quality. This booklet will provide you with an outline of the core content of our curriculum.

As you will see, the students have covered a wide and rich range of topics, from Shakespeare to spreadsheets, Buddhism to basketball, King John to keyboard skills. It is exciting to see students developing so strongly in their skills and knowledge as they become rounded and educated young people.

The information provided here is designed to provide you with a richer sense of what the students have actually learnt, and make it easier to interpret the levels, bands or grades used to describe student achievement. We hope that, by gaining a sense of what the students are actually learning, along with a preview into what is coming next, you will be better equipped to support your children in their next steps.

We believe that it is healthier and more useful for students to understand their learning in terms of what they have learnt to understand and to do, rather than focusing simply on the score or grade. This Progress Review point might therefore be an opportunity to talk to your child about the content of what they've learnt, and to reflect on their growing bank of skills and knowledge as they progress through their education at The Cherwell School.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Tom Boulter', with a stylized flourish at the end.

Tom Boulter

Deputy Headteacher – Curriculum and Attainment

# SUBJECT: Year 7 ENGLISH

In English lessons so far, Year 7 have completed the following:

- Speaking and listening: drama; deepening and innovating stories
- Reading: analysis and comprehension of *A Christmas Carol*
- Writing: planning and writing stories

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

1. An understanding of the features of a story including exposition, climax and resolution.
2. The story and place of *A Christmas Carol* in the literary and historical context (*including: biographical information on Charles Dickens; Poor Laws and the workhouse; child labour; Gothic texts tradition and the industrial revolution.*)
3. The conventions of imaginative writing including how to build detail and use language techniques to engage the reader.
4. Sentence accuracy and structures and vocabulary.

### CORE SKILLS

#### Speaking and Listening

1. How to retell a story.
2. Innovate and make changes to a narrative.
3. Feedback and evaluate own and others work.
4. Work collaboratively with different people.

#### Reading

5. How to understand the ideas in a story.
6. How to understand and explain language techniques.
7. Infer and deduce meaning and interpret language.

#### Writing

8. How to deepen, explore and innovate a story.
9. Use language techniques to engage the reader.
10. How to use plans to structure writing.

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed at three points:

- Speaking and Listening: students took part in a group dramatic representation of part of the *Odysseus* story.
- Reading: Students took a comprehension test and wrote a formal essay on the presentation of Scrooge in *A Christmas Carol*.
- Writing: Students created an innovated short story based on the narrative structure of the *Odysseus* story; they also have written using descriptive techniques in the style of Dickens and/or Edgar Allen Poe.

## What is coming up next?

Students will study *The Tempest* by William Shakespeare and will present a project based on what they have read. This will involve:

- Analysing extracts from *The Tempest* (building on skills learnt from Unit 1)
- Writing to inform and explain: an article on Shakespeare's World
- A formal presentation to parents and staff to explain their knowledge of Shakespeare's World

# SUBJECT: Year 7 SCIENCE

In SCIENCE lessons, so far, Year 7 have learnt about the following topics:

- Topic 1: Cells and Skeletal and Muscular systems
- Topic 2: Solids, Liquids and Gases

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

**Topic1:** The micro structure of animal & plant cells; using microscopes; the seven life processes; cells, tissues, organs & systems.

The structure of the skeletal system and how we move; the antagonistic theory of muscle pairs; tendons & ligaments; Types of joint.

**Topic 2:** The three states of matter- solid, liquid and gas including particle theory; changes of state; heating and cooling; density; diffusion; pressure; the conservation of mass.

### CORE SKILLS

1. Recall scientific content that they have been taught.
2. Describe scientific processes & data by saying what happens.
3. Explain scientific processes & data by saying why something happens.
4. Comprehend- using an unfamiliar situation to apply their knowledge.
5. Analyse, using data in science.
6. Practical skills, including handling apparatus and making observations.

## How has the learning been assessed?

The knowledge and skills that the students have gained from student assessments throughout the topics

- Cells and the Skeletal and Muscular system
- Solids, Liquids and Gases

## **How should we interpret the wording on the report?**

Student learning has been assessed for two descriptors – one is for Scientific Knowledge, and one for Scientific Skills. For each, they have been given a band from Emerging, Developing, Secure or Working Beyond. The grids below give a sense of the typical features of work in each band.

### **SCIENTIFIC KNOWLEDGE**

EMERGING	Some of the core knowledge and ideas have been understood.
DEVELOPING	Many of the core and ideas have been understood.
SECURE	Most of the core knowledge and ideas have been understood clearly.
WORKING BEYOND	Most of the core knowledge and ideas have been understood clearly and in detail.

### **SCIENTIFIC SKILLS**

EMERGING	Students are able to recall some of the taught content and may use some key terms accurately.
DEVELOPING	Students are able to recall some taught content and may be able to describe this using key terms. They will be able to explain some concepts further. They can analyse some data to identify simple patterns
SECURE	Students are able to recall, describe and explain many of the key concepts taught. They are able to apply these to new, familiar situations and are able to analyse some scientific data in increasing depth.
WORKING BEYOND	Students are able to recall, describe and explain most of the key concepts taught clearly and accurately. They are able to apply these to new, unfamiliar situations and are able to analyse scientific data in increasing depth.

# **SUBJECT: Year 7 MATHEMATICS**

- In Mathematics lessons so far, a wide range and variety of topics have been covered. For the purposes of this document, we will summarise these topics.

## **What have the students been taught to understand and be able to do?**

### **Classes taught by Mr Dyer, Ms Green, Mr Ireland, Ms Fogden/Ms McLeod, Ms Kelbrick, Mr Coatsworth and Ms Overbeck**

- Calculations with multiples, factors, prime numbers, square numbers, square roots and negative numbers.
- Rounding with decimals and significant figures, using rounding to estimate, calculations with decimals.
- Calculating perimeter and area including with compound shapes
- Learning metric unit conversions and converting between metric and imperial units.
- Recognising equivalent fractions and ordering fractions with different denominators. Understanding ratio and dividing quantities into a given ratio
- Understanding algebraic notation, simplifying expressions and substituting into expressions.
- Using coordinates in four quadrants, using a rule to generate coordinates, plotting graphs
- Recalling percentage/fraction equivalents and finding a percentage of an amount

### **Classes taught by Mr Jamieson and Ms McLeod**

- Place value and rounding to the nearest 10, 100 and 1000
- Addition and subtraction on a number line up to 3-digits including worded problems
- Calculating perimeter and area including with compound shapes
- Multiplication as repeated addition and times tables up to 12x12
- Multiplying multiples of 10 by integers and using the grid method
- Calculations with multiples, factors, prime numbers, square numbers and square roots
- Division as the inverse of multiplication and sharing including with a remainder
- Calculations with mean, median and mode
- Recognising equivalent fractions and ordering fractions with different denominators and finding fractions of an amount

### **Classes taught by Ms Goddard, Ms Routh**

- Place value (U,H,T,Th, etc) and counting up/down in multiples of tens
- Addition and subtraction including use of number lines and up to 3-digit numbers by linking to place value
- Multiplication as repeated addition and times tables up to 12x12
- Multiplying multiples of 10 and using the grid method
- Division as sharing and including some remainders
- Understanding fractions in pictures and finding equivalent fractions

## **How has the learning been assessed?**

Student learning in Maths has been assessed in two main ways:

- 1 – Regular teacher, peer and self assessment of performance in classwork, homework and class discussion
- 2 – A test taken in December, which provides a snapshot of student understanding of new learning up to this point

## What will students learn next?

The textbooks used in Mathematics lessons (along with other resources) have now been made available online via the Student Shared Area. These online versions of the textbook can be used independently by the students, or can be used with your support to help consolidate learning from the lesson and to revise for any upcoming tests.

To access this at home, please direct your child to visit the Cherwell School website and scroll to the bottom where there is a 'Home Access' link. Your child will be prompted to enter the login details used to login to computers in school. To find the textbooks they need to follow the following chain:

Student shared area → Maths → KS3 → Cambridge Essentials Textbooks

The below schedule outlines when textbook chapters will be covered for the remainder of the school year. For each section in the textbook, you will see an 'explanation' button which gives a brief explanation of the given topic alongside a worked example.

Classes taught by Mr Dyer, Miss Green, Mr Ireland, Ms Fogden/Ms McLeod will use the following chapters in the **Extension** textbook. Classes taught by Ms Kelbrick, Mr Coatsworth and Ms Overbeck will use the same chapters in the **Core** textbook.

Topic	Textbook chapter reference
<b>Term 3</b>	
Decimals	N1.1 N1.5 N3.1
Graphs	GM2.2
Percentages	N2.4 N4.1
<b>Term 4</b>	
Angles	GM2.1 GM3.2
Probability	S1.3 S2.2
3D Shapes	GM3.3 GM3.4
<b>Term 5</b>	
Averages	S3.1 S3.2
Transformations	GM5.1 GM4.2 GM 4.1

Classes taught by Mr Jamieson and Ms McLeod will use the following chapters in the **Support** textbook.

Topic	Textbook chapter reference
<b>Term 3</b>	
Fractions	N2.3 N4.1
Decimals	N1.4 N2.4
<b>Term 4</b>	
Percentages	N2.4 N4.1

Negative Numbers	N1.2 GM2.2
Powers of 10	N1.1 N1.5
Units of Measure	GM1.1 GM3.1
BIDMAS	N2.1
<b>Term 5</b>	
Angles	GM2.1 GM3.2
Ratio	N4.2 N5.2
Transformations	GM5.1 GM4.1 GM4.2
<b>Term 6</b>	
Algebra	A2.1 A3.1
Formulae	A3.2

Classes taught by Ms Goddard and Ms Routh use printed resources instead of textbooks.



# SUBJECT: Year 7 ART

In Art lessons so far, Year 7 have completed the following units:

- Still life Drawing
- Colour Theory
- Painting

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

1. Strategies to plan, map and sketch out a well proportioned drawing of a still life object.
2. Techniques using tone to show shadow and make objects look three dimensional.
3. Colour theory – use of the colour wheel
  - Colour mixing
  - Features of still life paintings

### CORE SKILLS

1. Produce an accurate drawing of a symmetrical object
2. Produce an accurate drawing of an asymmetrical object
3. Blend different tones with their pencil to represent shadow.
4. How to mix colours using the colour wheel.

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- The accuracy of their observational drawings and the progress they have made within these drawings.
- The quality of their still life painting including the mixing of colours to create shadows. A case study on a relevant artist that uses some of these techniques in their work.

## What is coming up next?

Our next topics will focus on:

- Further and advanced painting
- 3D Construction

# **SUBJECT: Year 7 COMPUTING**

In Computing lessons so far, Year 7 have completed the following units:

- Desktop Publishing
- Spreadsheet modelling
- Ongoing project – Google Website

## **What have the students been taught to understand and be able to do?**

### **COMPUTING: KNOWLEDGE AND UNDERSTANDING**

- File and folder management
- Navigation of the systems
- Keywords for spreadsheets and presentation software
- What computer models are used for and how to create a spreadsheet model

### **COMPUTING: DIGITAL SKILLS**

- Using skills to create a final product aimed at a particular audience and for a particular purpose
- Reproducing professional printed adverts and evaluating them
- How to format a spreadsheet using colour, borders and font styles. How to use formulae and functions to create automatically updating models.
- Using resources to independently gain more skills in different software

## **How has the learning been assessed?**

All practical work is assessed through an online portfolio of work which includes:

- Researching and saving information and images appropriately
- Working with peers and giving and receiving feedback
- Creating professional-looking adverts in publishing software
- Designing and creating professional marketing material
- Creating models in spreadsheets that automatically update when variables change

Mid and End of unit tests are used to assess understanding of key terminology and definitions and include some practical exercises in timed conditions.

## **What's coming up....**

- Throughout the year we will be delivering one-off enhancement lessons dedicated to learning new skills to improve the showcase websites. It is expected that the students use the resources that are provided in these lessons to independently work on their website. This will be assessed at the end of the year.
- E-safety – how to stay safe online, what is cyberbullying and what to do about it
- Control Technology – IPO model, the importance of technology in modern life, basic hardware and the use of flowcharts for computers to control technologies from basic traffic lights to houses and roller coasters.

# **SUBJECT: Year 7 DRAMA**

In Drama lessons so far, Year 7 have completed the following units:

Introduction to Drama skills  
Storytelling through Drama  
Storytelling through Drama, Greek Theatre

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

1. Key terminology for drama and drama skills, such as tableaux, characterisation etc.
2. Key features of narratives written for children.

### **CORE SKILLS**

1. Perform as a small group to an audience
2. Interpret stimulus material and create a piece of drama
3. Acknowledge the audience by changing voice and body to suit the character
4. Applying transitions between tableaux
5. Respond to drama performed by others by evaluating its impact on the audience
6. Improvisation techniques

## **How has the learning been assessed?**

The knowledge and skills that the students have gained have been assessed through their ability to improvise drama and in their response to stories written by Allan Ahlberg and Roald Dahl; their ability to perform through a range of characters, using tableaux and narration.

## **What's coming up next?**

Topics for the rest of this year in drama are:

- Melodrama!
- World War One Theatre
- Dramatic Introduction to Shakespeare

# **SUBJECT: Year 7 DESIGN TECHNOLOGY**

In DT lessons in Year 7 so far, students have studied two from the following topics:

Designing a bag in the style of Kandinsky, Designing an Adinkra Cushion, Box Frame, Metal Candle holder, Electronics, Pop-up Books, Healthy Eating, Baking, Creating a Charm Bracelet, Jelly Bean Packaging.

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

1. Existing products / approaches
2. Key terminology and concepts
3. Different materials, their properties and uses
4. The advantages and disadvantages of different techniques for working with materials

### **CORE SKILLS**

1. Designing Products
2. Planning and Making products
3. Evaluating the success of their products

## **How has the learning been assessed?**

The knowledge and skills that the students have gained have been assessed throughout each of their projects. There are two areas which we formally assess which are Visual Communication and Making Skills. Students are assessed for their folder work including homeworks, and the making of their products.

## **What's coming up next?**

Students will continue with the next topics in the rotation – chosen from

Designing a bag in the style of Kandinsky, Designing an Adinkra Cushion, Box Frame, Metal Candle holder, Electronics, Pop-up Books, Healthy Eating, Baking, Creating a Charm Bracelet, Jelly Bean Packaging

# SUBJECT: Year 7 GEOGRAPHY

In Geography lessons so far, Year 7 have completed the following:

- A unit on Mountains, Deserts and Tropical Environments (Physical Geography)
- A unit on Settlements, their key features, and the ways they change over time (Human Geography)

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

#### Knowledge of places

1. Key geographical features of a mountainous, hot desert and tropical environment.
2. Location and names of countries, continents and oceans.
3. Key characteristics of settlements including, site, situation, shape, function.

#### Understanding processes

4. How and why settlements change and develop through time

#### Evaluating perspectives

5. Explaining the impacts of settlement change on different groups of people.

### CORE SKILLS

1. Describe human and physical features.
2. Describe key characteristics of a place.
3. Describe climate graphs for specific locations.
4. Draw and annotate sketch maps.
5. Describe locations using a map.
6. Locate places on a map using grid references, direction and scale.
7. Identify relief using contour lines and features using symbols and a key.

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through

- 1) Baseline geographical knowledge test.
- 2) Keyword tests.
- 3) Paragraphs to describe different locations.
- 4) A Settlement Assessment (testing knowledge and skills).

## What's coming up next?

Geography in the second half of the year will cover topics including:

- Developing practical map reading skills
- Learning about meteorology and the weather
- A case study of the geography of Kenya

# **SUBJECT: Year 7 GERMAN**

In German lessons so far, Year 7 have completed the following units:

- Personal Information
- Family and friends

## **What have the students been taught to understand and be able to do?**

<b>CORE KNOWLEDGE</b>	<b>CORE SKILLS</b>
<ul style="list-style-type: none"> <li>- Personal information- Greeting people, learning how to pronounce German words, ages and numbers, using the verb 'to be', alphabet, regular verbs in present tense, describing your character, talking about belongings, using the verb 'to have' and the indefinite article.</li>   <li>- Family and Pets- talking about pets, pronouns, superpets, modal verb 'can', family members, more present tense verbs, describing family members, using adjectives, birthdays, ordinal numbers.</li> </ul>	<ul style="list-style-type: none"> <li>- Listening for gist and detail</li> <li>- Reading for gist and detail</li> <li>- Writing and Speaking</li> <li>- Pronunciation</li> <li>- Memorisation strategies</li> <li>- Sentence-building</li> <li>- Making links (cognates/ semi-cognates)</li> <li>- High-frequency words</li> <li>- Creativity, Performance, Autonomy</li> </ul>

## **How has the learning been assessed?**

The knowledge and skills that the students have gained have been assessed through

- Vocabulary tests and class work activities
- Assessment of units 1 and 2, which include:
  - Speaking,
  - Listening and reading comprehension

## **What is coming up next?**

Over the next two terms students will be learning to talk about their free time. They will develop strategies on how to work with longer listening texts and how to make their writing more interesting and varied.

Students will learn how to talk about their school and will develop strategies on how to work with longer reading texts and how to improve their speaking.

# **SUBJECT: Year 7 HISTORY**

In History lessons so far, Year 7 have completed the following:

- A unit based around The Norman Conquest of 1066

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

1. The key events of 1066, including the Battle of Hastings and the accession of William the Conqueror.
2. Key features of Norman England including: the feudal system; the introduction of castles; the Domesday Book; and the increasing dominance of the Church.

### **CORE SKILLS**

1. Examine historical evidence in close detail to draw inferences about the past.
2. Use the provenance of historical sources to assess and compare their value.
3. Identify and explain reasons for differing historical interpretations.

## **How has the learning been assessed?**

The knowledge and skills that the students have gained have been assessed through :

- 1) A written assessment on the value of historical evidence for finding out about the Battle of Hastings.
- 2) Classwork / homework / verbal contributions

## **What's coming next?**

Upcoming topics in History include:

- Why was the Islamic world so successful in the Middle Ages?
- Why did the peasants revolt in 1381?
- Who were the Tudors?

# SUBJECT: Year 7 MUSIC

In Music lessons so far, Year 7 have completed the following:

- A unit inspired by STOMP
- Keyboards

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

1. Basic score reading
2. Note lengths, time signatures and pitches and related terminology
3. Finger patterns in right and left hand keyboard

Instrumentalists have been learning how to add chords to a melody or maintain a part within an ensemble or compose their own melodies

### CORE SKILLS

1. Maintaining a rhythm
2. Play a piece fluently with accuracy and expression
3. Compose simple five note melodies

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through Performance and Composition and a Listening test

- Performed a rhythm composition based on Stomp
- Performed a song on the keyboard

## What's coming up?

**In terms 4, 5 and 6, learning in Music will include:**

- Listening to and analysing sections of "The Planet's Suite" by Holst.
- Considering ways in which Holst has recreated the different characteristics of the planets and Roman gods in his music.
- Learn about the origins of Chinese Music and some of the traditional Chinese instruments that are used.
- Learn how to use the Pentatonic Scale, Drone, and Ostinato.
- Learn about the different voice types and how they are used.
- Sing a variety of songs as a whole class, as individuals, and in small groups.



# SUBJECT: Year 7 PE

In Physical Education lessons so far, Year 7 have completed the following:

- Invasion games- including Football, Rugby, Basketball and Netball
- Dance
- Gymnastics
- Fitness

## What have the students been taught to understand and be able to do?

<b>CORE KNOWLEDGE</b>	<b>CORE SKILLS</b>
<p><b><u>Tactics and Strategy</u></b></p> <ol style="list-style-type: none"> <li>1. The rules relating to each activity.</li> <li>2. A range of strategies and tactics for each activity.</li> </ol> <p><b><u>Attitude and Leadership</u></b></p> <ol style="list-style-type: none"> <li>3. How to show sportsmanship and the importance of fair play in invasion games.</li> </ol> <p><b><u>Physical Skills</u></b></p> <ol style="list-style-type: none"> <li>4. The techniques used for a range of dance styles and forms</li> </ol>	<p><b><u>Tactics and Strategy</u></b></p> <ol style="list-style-type: none"> <li>1. To analyse their performances compared to previous examples and demonstrate improvement to achieve their personal best</li> <li>2. How to select a range of tactics and strategies to overcome opponents in direct competition through team and individual games [basketball, football, netball, rugby</li> <li>3. How to perform skills which develop their ability to outwit an opponent in football, netball, rugby &amp; basketball.</li> </ol> <p><b><u>Attitude and Leadership</u></b></p> <ol style="list-style-type: none"> <li>4. To support their peers and show empathy and sensitivity in each area of activity.</li> </ol> <p><b><u>Physical Skills</u></b></p> <ol style="list-style-type: none"> <li>5. How to control and manage body position and form in gymnastics and fitness</li> </ol>

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed at three points in a six week unit of work.

- Teacher Observation
- Peer assessment e.g. watching and analysing performance in a dance lesson
- Self assessment e.g. looking and interpreting their performance in a fitness lesson
- Use of ICT e.g. watching performance and making comparisons between themselves and a perfect model.

## What's coming up next?

- Health Related Exercise
- Net and Wall games- Tennis
- Athletics
- Striking and fielding games – Rounders or Cricket

# SUBJECT: Year 7 RSPSHCE

In RSPSHCE lessons so far, Year 7 have completed the following:

- A unit on Major World Religions

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

1. Introductory details of the six major world faiths, with a focus on answering the 'big questions' of life from our own and religious perspectives.
2. The similarities and differences between religious views and our own views.

### CORE SKILLS

1. Answering the bigger questions at an individual level to begin to understand how they see the world
2. Enquire into and analyse belief systems and world views
3. Compare and contrast
4. Express and explain their own opinion / arguments
5. Support their arguments with reasons and/or evidence
6. Reflect on, evaluate and discuss their own experiences

## How has the learning been assessed?

- A two part assessment on how people see the world in which students had to answer the following questions:
  - o **Section 1: Learning About Religions**  
Questions on religious key terms, beliefs and practices
  - o **Section 2: Big Questions**  
Choose a 'big question' and give a religious person's answer to this question  
Give your answer to this question (make sure you include reasons for your answer)

## What's coming up next?

Upcoming RS units include:

- Buddhism
- Starting a module on stories from different religions and cultures

Upcoming Social Wellbeing units include

- Encountering diversity
- Different families
- The world of work
- Identifying and managing risk

# SUBJECT: Year 7 SPANISH

In Spanish lessons so far, Year 7 have completed UNITS 1 and 2 of the textbook VIVA 1:

- Unit one- Mi vida
- Unit two- Mi tiempo libre

## What have the students been taught to understand and be able to do?

<b>CORE KNOWLEDGE</b>	<b>CORE SKILLS</b>
<ul style="list-style-type: none"> <li>- Unit one- Mi vida</li> </ul> <p>Introducing yourself, pronunciation, using adjectives, talking about personality, brother and suister, birthdays, numbers, pets</p> <p><b>UNIT TWO- Mi tiempo libre</b> opinions, hobbies, present tense, sports, questioning.</p>	<ul style="list-style-type: none"> <li>- Listening for gist and detail</li> <li>- Reading for gist and detail</li> <li>- Writing and Speaking</li> <li>- Pronunciation</li> <li>- Memorization</li> <li>- Sentence-building</li> <li>- Making links (cognates/ semi-cognates)</li> <li>- Creativity, Performance, Autonomy</li> </ul>

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through

- Vocabulary tests and class work activities
- End of term speaking, listening, reading and writing assessments

## What's coming up next?

Unit 3- Mi instituto (My school)- School subjects, descriptions , classroom language, consolidation of present tense.

Unit 4- Mi familia y mis amigos- ( My family and friends)- Describing family members, using ser and tener, physical descriptions etc.