

### In DT we can...

Research model cars and design our own car.  
Use tools precisely to create model cars.  
Evaluate our models and recognise how they could be improved.  
Follow and refine a plan where necessary test and evaluate our final product  
Check whether our model car design meets the design criteria.  
Use different kinds of circuit in our car product.  
Hide joints to improve the look of a product.  
Prepare and cook a variety of American dishes using a range of cooking techniques.  
Present our food product so that it looks appealing.  
Explain how the food should be stored.



The Oaks Primary School  
Bringing Learning to Life  
**Project Overview**

### **Awesome Americas!**

**Autumn 2/Spring 1**

Are the countries of North and South America similar or different to The British Isles?

### In RE we can...

**Discuss whether religions help to build a fair world and make poverty history.**

### In music we can:

Use different forms of notation.  
Combine groups of beats.

### In Maths we can...

**Compare time zones of North and South American cities to the UK.**

**Measure distances between different North and South American cities.**

### In computing we can...

Use Google to research different scientific phenomena.  
Create power-point presentations about North American states.

### In geography we can...

Locate the continents of the world on a map.  
Identify the position of North and South America in terms of the equator, the hemispheres and the tropics.  
Identify the key characteristics of South American cities.  
Locate and name the main countries in North and South America.  
Explain how time zones work.  
Use maps, aerial photos and web resources to describe what places in North and South America might be like.  
Give extended descriptions of the physical features of different places in North and South America.  
Describe how some places in North and South America are similar and others are different in relation to their human features.

### In science we can:

Describe how living things are classified into broad groups according to common observable characteristics based on similarities and differences including micro-organisms, plants and animals.  
Give reasons for classifying plants and animals based on specific characteristics.  
Identify how plants and animals are adapted to suit their environment in different ways.  
Group animals into vertebrates and invertebrates.  
Group animals into reptiles, fish, amphibians, birds and mammals.  
Sub divide original groupings and explain divisions.

### In English we can...

Read the book 'Holes' by Louis Sachar.

### In PSHE we can...

know about the allocation of the earth's resources – sustainability.

### Key Learning Skills

Enquiry, Questioning, Making connections, Researching, Evaluating, Creating new knowledge, Empathy.

## South America

