

Year Group half termly topic overview—Autumn 1.2

Topic: CSI Shirley

One of the Year 5 Teachers has stolen something valuable to the school— can you use the clues found at the crime scene to discover which teacher is guilty?

HOOK: Classroom set up as crime scene

OUTCOME: Police presentation to parents

Driving Subject(s): Science.

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Curriculum Links: N/A— see driving subject

Applied Literacy:

Report writing— a forensic police report about an incident.

Summary in science learning after each experiment.

Applied Mathematics:

Measure— weighing out food to eliminate suspects.

-Timing with a stopwatch

-Statistics— graphs and tables

SMSC:

Learning about the work the police do— thinking about moral stance

Community links/Enterprise/Experiences:

PSCO to come in to talk to the children.

Organising the presentation of science experiment.