CHANGING STATES (Year 5 and 6)

AIMS
• To understand the different processes necessary to change a state. • To find out that matter changes a state because of the increase or decrease in temperature (energy transference). • To make hypothesises. • To think about their own acts to foresee the consequences.

Teaching objectives	Learning outcomes
CONTENTS	
Concepts: • Melting, vaporization, condensation, solidification, (sublimation and deposition). **Procedures:** • Using a thermometer. • Carrying out an experiment: investigating the behaviour of solid and liquid water. • Experimenting with variables. **Attitudes:** • Thinking about their own acts and foreseeing the consequences.	**Concepts:** • Drawing, completing tables and oral and written production. **Procedures:** • Completing tables and oral production. • Drawing and oral and written production. • Drawing, completing a table and oral and written production. **Attitudes:** • Taking care when something can hurt them.
COGNITION	
• Reporting • Hypothesizing • Observing • Comparing • Sketching • Classifying • Explaining	• Drawing and oral and written production. • Oral production. • Drawing and oral and written production. • Oral and written production. • Drawing and oral production. • Oral and written production. • Oral and written production.
COMMUNICATION	
The activities have their own scaffolding to help the pupils to talk and write.	
CULTURE/CITIZENSHIP	
Appreciate that floating ice in cold water allows life under lakes… to continue in cold places.	

ACTIVITIES
1.- You've seen an ice cube (solid water!) out of the freezer melting a lot of times. **2.-** Let's investigate solid and liquid water. **3.-** You've seen evaporation a lot of times. **4.-** You've seen boiling water a lot of times. **5.-** You've seen condensation a lot of times. **6.-** Let's investigate liquid water again. **7.-** Imagine… **8.-** Complete the diagram below.
RESOURCES
You will find them on the pupils' activity sheets and/or in the teachers' notes.