

## STATES OF MATTER: Gases (Year 5 and 6)

<b>AIMS</b>
<ul style="list-style-type: none"> <li>• To know what makes a gas a gas.</li> <li>• To make hypotheses.</li> <li>• To be sensible when doing experiments.</li> </ul>

<b>Teaching objectives</b>	<b>Learning outcomes</b>
<b>CONTENTS</b>	
<p><b><u>Concepts:</u></b></p> <ul style="list-style-type: none"> <li>• Defining a gas.</li> </ul> <p><b><u>Procedures:</u></b></p> <ul style="list-style-type: none"> <li>• Using a microscope.</li> <li>• Carrying out an experiment: investigating if the air that we breath weighs.</li> <li>• Carrying out an experiment: dilating a gas</li> </ul> <p><b><u>Attitudes:</u></b></p> <ul style="list-style-type: none"> <li>• Preparing the laboratory work and tidying up.</li> </ul>	<p><b><u>Concepts:</u></b></p> <ul style="list-style-type: none"> <li>• Drawing, completing tables and oral and written production.</li> </ul> <p><b><u>Procedures:</u></b></p> <ul style="list-style-type: none"> <li>• Drawing and oral production.</li> <li>• Drawing and oral and written production.</li> <li>• Drawing and oral and written production.</li> </ul> <p><b><u>Attitudes:</u></b></p> <ul style="list-style-type: none"> <li>• Preparing and tidying up everything.</li> </ul>
<b>COGNITION</b>	
<ul style="list-style-type: none"> <li>• Observing</li> <li>• Comparing</li> <li>• Exemplifying</li> <li>• Predicting</li> <li>• Hypothesizing</li> <li>• Defining</li> <li>• Explaining</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and oral and written production.</li> <li>• Oral and written production.</li> <li>• Oral and written production.</li> <li>• Drawing and oral and written production.</li> <li>• Oral and written production.</li> <li>• Oral and written production.</li> <li>• Oral and written production.</li> </ul>
<b>COMMUNICATION</b>	
<i>The activities have their own scaffolding to help the pupils to talk and write.</i>	
<b>CULTURE/CITIZENSHIP</b>	
Encouraging an attitude of curiosity about how hot air balloons fly.	

<b>ACTIVITIES</b>
1.- Observe, touch,... different gases and then complete the table below. Put a tick (✓) or a

cross (×).

2.- What do you imagine the structure that forms ..... to be like?

3.- Use the microscope to see the structure that forms...

4.- Let's investigate if the air that we breath can be weighed.

5.- We will compare the weight of the air in your classroom with your weight.

6.- Can you compress a gas?

7.- Let's dilate a gas.

8.- After observing, touching, imagining, drawing, measuring... the whole class is ready to define what a gas is.

### RESOURCES

*You will find them on the pupils' activity sheets and/or in the teachers' notes.*