

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

<b>AIMS</b>
<ul style="list-style-type: none"> <li>• To know what makes a liquid a liquid.</li> <li>• To make hypotheses.</li> <li>• To make a thermometer.</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 liquid.</li> </ul> <p><b><u>Procedures:</u></b></p> <ul style="list-style-type: none"> <li>• Using a microscope.</li> <li>• Dealing with an experiment: dilating liquids.</li> </ul> <p><b><u>Attitudes:</u></b></p> <ul style="list-style-type: none"> <li>• Tidying up.</li> <li>• Taking care.</li> <li>• Listening to each other.</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>• Oral and written production.</li> </ul> <p><b><u>Attitudes:</u></b></p> <ul style="list-style-type: none"> <li>• Tidying up after the experiment.</li> <li>• Taking care when something can hurt them: hot water.</li> <li>• Listening to each other.</li> </ul>
<b>COGNITION</b>	
<ul style="list-style-type: none"> <li>• Observing</li> <li>• Comparing</li> <li>• Exemplifying</li> <li>• Predicting</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> </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 thermometers show the temperature.	

<b>ACTIVITIES</b>
<p>1.- Observe, touch,... different liquids and then complete the table below. Put a tick (✓) or a cross (×).</p> <p>2.- What do you imagine the structure that forms ..... to be like?</p>

- 3.- Use the microscope to see the structure that forms...
- 4.- We are going to grow crystals from the saturated solution. You already know what a sugar crystal is like, but after the experiment: What do you imagine a sugar crystal to be like? Bigger, smaller, the same colour, a different colour... Draw it and add measurements.
- 5.- Let's grow crystals.
- 6.- let's dilate a solid.
- 7.- After observing, touching, imagining, drawing, measuring... the whole class is ready to define what a liquid is.
- 01.- Prepare a poster about one of the themes from culture/citizenship (activity to be done in the English language class).

### **RESOURCES**

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