



Topic: Materials or Forces	Year 2 Age 6-7	Title: Rocket mice
Working Scientifically Do: Perform simple tests to answer questions		Concept context Can link to materials (properties, uses, changing shape) or forces
Assessment Focus <ul style="list-style-type: none"> • Can children begin to be systematic in their testing? • Can the children use their tests to suggest answers to questions? 		
Activity Demonstrate rocket mouse: put pre-made mouse on top of plastic bottle and whack bottle with both hands. Template at: http://www.sciencemuseum.org.uk/educators/teaching_resources/activities/rocket_mice.aspx Children make rocket mice and explore/test out. Consider whose mouse went the furthest. Prompt children to explain how they knew it went further. Collect children's ideas for measuring e.g. hold next to a metre ruler, put a post it on the wall to show how high it got, shoot them across the floor (45° bottle) – this can create a 'floor graph'. Ask small groups to compare different sized bottles using their selected measuring method. Observe groups carrying out their tests. Discuss findings, including how well their measurement techniques worked.		
Adapting the activity Support: provide very different sized bottles, shoot across floor Extension: provide equipment for measuring independently Other ideas: What if we add ears, a tail, a cape...which would/did go further?		
Questions to support discussion <ul style="list-style-type: none"> • Which mouse went the furthest? • How do you know it went further? • Why do you think it did? • Can you measure how far/high it goes? • Does it go that far every time? • What if we try a different bottle/mouse? • How could we make it go even further? 		
		
Assessment Indicators Not yet met: Explores activity 'in the moment' e.g. without comparison between bottles or mice. Says which mouse went the furthest, but does not say why e.g. <i>it was Abi's</i> . Meeting: Beginning to compare systematically. Able to explain how they know which one went the furthest e.g. <i>it went up to there on the wall/floor last time, it'll go higher than the metre stick</i> . Possible ways of going further: May record measurements independently or note accuracy e.g. <i>we struggled to measure it because we didn't have time to measure before they came down</i> . Notice patterns and explains scientifically e.g. between larger bottles and amount of air pushed.		