


Plan for Focused Assessment of Science

Topic: Materials (or Forces)	Year 2 Age 6-7	Rocket mice
Working Scientifically Do: Perform simple tests to answer questions	Conceptual Knowledge Link Links to changing shape of materials or pushing forces	
Assessment Focus <ul style="list-style-type: none"> • Can the 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 in 3s with different sized bottles. Consider whose mouse went the furthest. Prompt children to explain how they knew it went further. Collect children's ideas for measuring eg 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'. Children could make predictions e.g. I think x will go the furthest because... Select a method of comparing/measuring then try comparing different sized bottles again e.g. try measuring in 3s or have class competition by shooting mice across the floor.		
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?		
Key Questions <ul style="list-style-type: none"> • Whose mouse went the furthest? • How do you know it went further? • 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: Say which mouse went the furthest e.g. <i>it was Abi's.</i> Meeting: Able to explain how they know which one went furthest e.g. <i>it went up to there on the wall/floor, it went higher than the metre stick.</i> Exceeding: Systematic in testing - 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>		

This investigation can be for any age and can have a different Working Scientifically focus e.g. do across the school and look for progression.