# Focused Assessment of Science

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Year 2</th>
<th>Title: Rocket mice explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses of materials</td>
<td>Age 6-7</td>
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</tr>
</tbody>
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**Working Scientifically Focus Review:** using their observations and ideas to suggest answers to questions

**Conceptual Knowledge Context**
Links to changing shape of materials or pushing forces

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**Example**
Children were asked to explore rocket mice (paper mouse on top of an empty bottle, whack the bottle and the mouse flies).


This class tried with different bottles in 3s to see which would go the highest, then as a class tested different mice at a 45° angle to create a ‘floor graph’. Children were asked to predict and explain on post-its at different times during the lesson and a TA also scribed some responses in whole class discussions.

- **My mouse’s cape makes it slower**
- **Blue will win because it’s bigger**
- **The big bottle went up to there on the wall**
- **Thomas will win because he can whack it really strong**
- **The bigger bottle has more air in it to push it up so it goes higher**
- **We struggled to measure it because we didn’t have time to measure before they came down**

Children meeting the objective would be able to use their observations during the lesson to explain how far the mouse went, for example, noticing the relevance of mouse shape/size/additions, how hard the bottle was hit or the size of the bottle. Some children may go further by mentioning a push force, or by beginning to evaluate their investigation, for example, noting that it was hard to know which mouse went the highest.

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Example from Victoria Park Primary School, Bristol