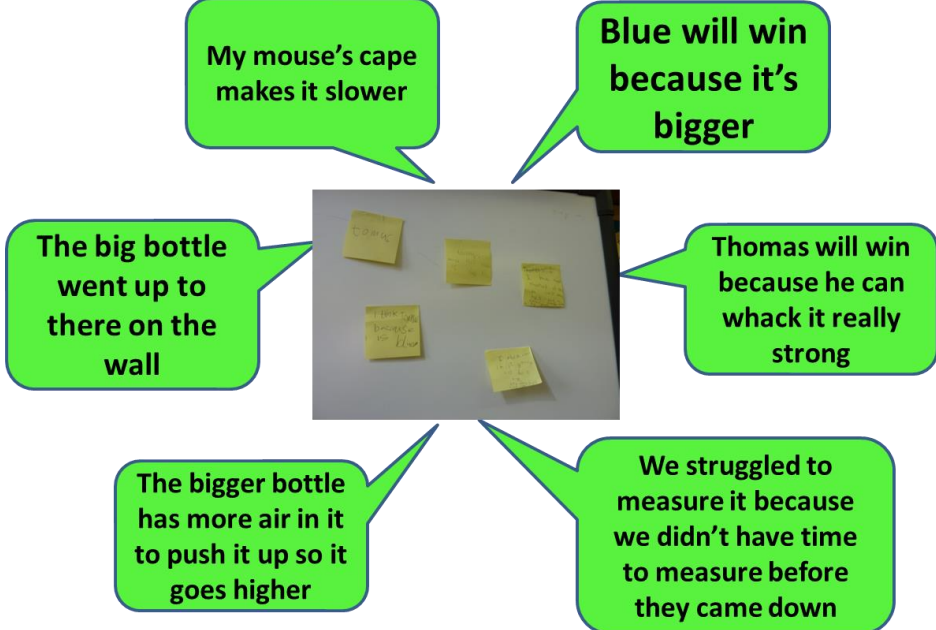


<p>Topic: Uses of materials</p>	<p>Year 2 Age 6-7</p>	<p>Title: Rocket mice explanations</p>
<p>Working Scientifically Focus Review: using their observations and ideas to suggest answers to questions</p>		<p>Conceptual Knowledge Context Links to changing shape of materials or pushing forces</p>
<p>Example Children were asked to explore rocket mice (paper mouse on top of an empty bottle, whack the bottle and the mouse flies). http://www.sciencemuseum.org.uk/educators/teaching_resources/activities/rocket_mice.aspx Which bottle/mouse goes the furthest? 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.</p> <div style="text-align: center;">  </div> <p>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. <i>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.</i></p>		
<p style="text-align: center;">Example from Victoria Park Primary School, Bristol</p>		