

ADULT GUIDE · KEEP THIS PAGE

Living, no longer living or never alive?

England national curriculum · Year 2

What this pack helps with

Classify clear examples using several life-process clues and reliable history, while preserving uncertainty when evidence is incomplete.

Start safely

The child can describe what they notice. An adult explains the difference between an observation now and reliable information about the past.

Use printed evidence first. Any real observation is look-only unless an adult approves contact. Do not touch unknown organisms, fungi, faeces or carcasses.

Print and use

Print A4 at actual size (100%). Child pages: **2–6**. Answers and feedback: **7**. Colour is optional; every task works in black and white.

Use the supplied history. “Not enough evidence” is a valid answer. This is teaching practice, not a standardised test.

What to try next

Uses movement alone	Ask for two more life-process clues or reliable history.
Calls a still plant dead	Compare walking with growth, nutrition and response.
Forces an uncertain case	Record not enough evidence and name what would help.
Confuses material origin	Name whether the object itself was ever an organism.

Scope and source

The pack uses clear examples and carefully named edge cases. A short observation cannot show every life process or settle every dormant, processed or photo-only case. Based on DfE Year 2 Science (England; OGL v3.0). Original TheLearnDen tasks and evidence; not an official assessment. Free to print and share.



LEARN TOGETHER

Living, no longer living or never alive?

Name: _____ Date: _____

Living now

Carries out life processes, although not all are visible now.

No longer living

The named organism or part once lived.

Never alive

The named thing itself was never an organism.

Use several clues

A toy dog may move, but it was built and powered and does not carry out the life processes. Movement alone does not make it alive.

Ask what is observed now, what reliable history is supplied and whether the named thing itself was ever an organism.

If the evidence is incomplete, write **not enough evidence**.



PRACTISE WITH EVIDENCE

Classify clear examples

1 Classify the clear examples

L living now **NL** no longer living **NA** never alive

Supplied evidence	Circle code
sunflower growing in soil	L / NL / NA
woodlouse observed walking and feeding	L / NL / NA
dead beetle that once fed and grew	L / NL / NA
fallen dry leaf that once grew on a tree	L / NL / NA
glass marble made in a factory	L / NL / NA
metal spoon made in a factory	L / NL / NA

Write one evidence phrase for each category:

Living now:

No longer living:

Never alive:

2 Plant example, animal example or both?

roots grow towards water

Group: _____

woodlouse walks towards damp shelter

Group: _____

takes in nutrients and grows

Group: _____

can reproduce its kind

Group: _____

One way both examples show life:



PRACTISE WITH EVIDENCE

Use life-process evidence

3 Match seven life processes

Process	Choose a meaning number
movement	
respiration	
sensitivity	
growth	
reproduction	
excretion	
nutrition	

1. takes in or makes nutrients for energy and growth
2. removes waste made by the body
3. produces new organisms of its kind
4. increases or develops
5. detects and responds to surroundings
6. releases energy from nutrients inside cells
7. changes position or moves parts

4 One sign is not proof

☐ L living now ☐ NA never alive

toy dog moves when switched on

It was built and powered; movement alone is not enough.

Circle: L / NA

sleeping cat is still

Known observations include feeding, growing and responding when awake.

Circle: L / NA

potted plant stays in one place

It grows, uses nutrients and responds even without walking.

Circle: L / NA



PRACTISE WITH EVIDENCE

Use history and uncertainty

5 Was the named thing itself ever alive?

NL

no longer living

NA

never alive as the named object

Named thing	Helpful history	Circle code
dead beetle	the beetle itself was an organism	NL / NA
fallen leaf	the leaf was part of a living plant	NL / NA
paper sheet	its material came from a tree	NL / NA
wool jumper	its wool came from a sheep	NL / NA
plastic brick	it was manufactured	NL / NA

6 Use only the supplied evidence

L

living now

NA

never alive

?

not enough evidence

garden snail

was observed feeding, growing and responding

Circle: L / NA / ?

mushroom-forming fungus

grew through soil and produced new mushrooms

Circle: L / NA / ?

dried bean in a display jar

no germination test or history is supplied

Circle: L / NA / ?

plastic leaf decoration

factory-made plastic object

Circle: L / NA / ?



THINK AND OBSERVE SAFELY

Correct and observe safely

7 Correct each claim

If it moves, it is alive.

Better statement:

If it stays still, it is not alive.

Better statement:

A paper sheet was once a living organism.

Better statement:

Every life process must be seen today.

Better statement:

8 Make a safe look-only record

Thing and place	What I observe	History / decision / reason

Not enough evidence is a valid decision.

Adult help:

Do not touch unknown organisms, fungi, faeces or carcasses.



ADULT ANSWER GUIDE

Answers and evidence

Ask for several life-process clues or reliable history. Preserve not enough evidence where the source does not decide the case.

- 1 Sunflower and woodlouse—living; beetle and leaf—no longer living; marble and spoon—never alive.** Use the supplied present evidence and history, not appearance alone. Accept all six classifications with one evidence phrase for each category. The examples are deliberately clear. Unknown, dormant or photo-only cases may need more evidence.
- 2 Roots—plant; woodlouse—animal; nutrients/growth and reproduction—both.** Group supplied observations while recognising shared characteristics of living things. Accept the four placements and one explained similarity between the plant and animal examples. The cards describe these examples. Not every response or life process is visible at one moment.
- 3 Movement, respiration, sensitivity, growth, reproduction, excretion and nutrition match the printed meanings.** Connect seven named life processes to short meanings, then use several as evidence. Accept all seven matches. Respiration releases energy in cells and is not simply breathing. These processes help describe living things; each need not be directly visible during one short observation.
- 4 Toy—never alive; sleeping cat and plant—living.** Test a claim against fuller history and several characteristics. Accept all three decisions and reject both “moves means alive” and “still means not alive”. Movement or stillness alone does not decide whether something is living.
- 5 Beetle and leaf—no longer living; paper sheet, jumper and plastic brick—never alive as the named objects.** Separate the history of the named thing from the origin of its material. Accept all five bounded decisions and one explanation using “as an object” or “came from”. A manufactured object is not a former organism merely because some material came from one. Classroom schemes may group once-living materials differently, so name the object and the rule used.
- 6 Snail and fungus—living; dried bean—not enough evidence; plastic leaf—never alive.** Choose only what the supplied evidence supports and preserve uncertainty. Accept the four evidence-bound decisions. The dried bean remains not enough evidence rather than forced into a category. Fungi are living organisms. A photograph or dry appearance alone may not establish whether a seed is viable.
- 7 Use the printed counterexamples to replace all four absolute claims.** Replace each absolute claim with an evidence-based statement. Accept corrections that use the supplied counterexample and avoid a new absolute rule. The task practises reasoning language, not a universal decision algorithm for every edge case.
- 8 Open record: preserve observation, known history, uncertainty, reason and adult help.** Make a look-only record and distinguish observation from known history. Accept up to four adult-approved observations with evidence, uncertainty and adult help recorded. Do not handle unknown organisms, fungi, faeces or carcasses. Observe from a safe distance and ask an adult.

My practice trail

Optional: colour one circle for each task tried and discussed. This records practice, not a test score.



Evidence I want to look for next: _____