

Living, Dead or Never Been Alive?

KS1

National curriculum objectives



- working scientifically: asking simple questions and recognising that they can be answered in different ways
- explore and compare the differences between things that are living, dead, and things that have never been alive

Resources (you will need):

LOA 04 PDF
(Pheasant) Flipchart,
items for investigating
e.g. a pencil, a photo of
an animal and a plant,
lolly sticks (or cones).

[CLICK TO DOWNLOAD](#)



30 MINUTE ACTIVITY

Write the following words on flipchart paper and read them together: eat, drink, grow, move on its own. Learners decide whether things are 'Living', 'Dead' or 'Never been alive' by asking the following questions: Does it eat? Does it grow? Does it move on its own? Put a tick or a cross next to the word. Include a human, a pencil, a plant, an animal (a photo is fine as long as you explain it's 'a living animal'). Discuss the difference between 'dead' and 'never been alive'. If something is not alive, and has never been alive, it cannot be dead. This will need to be clarified as it is a common misconception.

Label lolly sticks or cones with 'Living', 'Dead' or 'Never been alive'. Give pairs or small groups, a few of the labeled objects each and head outside, taking the flipchart paper with you as a reminder. Learners explore the outdoor area and place markers suggesting what they think is 'Living', 'Dead' or 'Never been alive'. Look around at the markers, have learners marked plants as living? Make sure to discuss this. Have they labelled any animals? (may not be possible as they move around).

Class reflection

Show LOA 04 PDF (Pheasant). This is living. Will it ever be dead? What reasons could mean it dies? Old age, illness, accident, habitat destruction, sport - sometimes humans kill animals for fun. How could we stop some of these?

Have time for a maths link?

Take a walk into the natural world and collect sounds, colours, nouns and movements. When back, split the classroom into the four categories and ask the children to help populate it. Model how to create a poem by stating a noun, adding three adjectives, a simile etc.
Shivering green, dripping clear
Rushing, quivering and trembling,
Bracing itself against the wind

Philosopher question

Can something be dead if it has never been alive?

