Unit 1 – Plants are Living Things
Revision for Unit Test
Grade 2 - Stage 3 Cambridge Primary Science

Name: _____ Class: _____ Date: _____

1. Draw a line to match each life process to its correct example. [2]

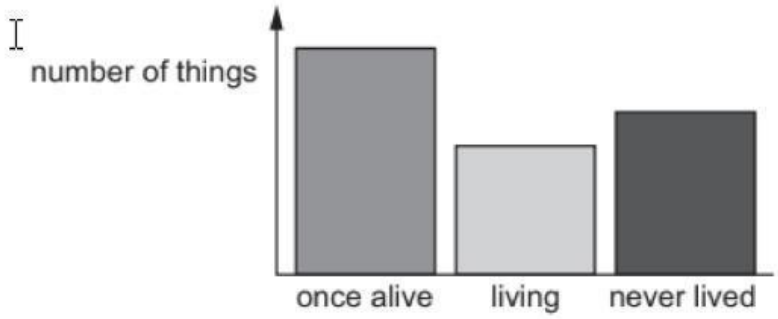
life process	example
movement	a human needs a balanced diet
nutrition	a plant turns its leaves towards light
reproduction	a bird lays eggs in a nest

2. Things may be split into three groups:

• living **• once alive** **• never lived.**

Lily predicts,
'I think most of the things in my classroom have never lived.'

She counts all the things in her classroom and puts them into the three groups.
Look at her results.



Do the results support her prediction? _____

Circle the correct explanation. [1]

the highest bar is once alive ***the highest bar is never lived***

LIVEWORKSHEETS

3. Look at the impression in a rock.



a. What made this impression on the rock? [1]

plant ***animal***

b. Which is true about this impression? [1]
Tick [✓] your answer.

- ☐ **This is just a copy of a plant once alive.**
- ☐ **This is a real plant kept on the rock for a long time.**
- ☐ **This is a drawing made by people.**

4. Mariana has an aquarium.



a. She classifies things into 3 groups.
Complete her table below. [1]

Things	Examples
Alive	
Once Alive	***dead fish***
Never Alive	

b. Which sentences are true?
Tick [✓] your answers. [2]

- ☐ **The fish is alive because it swims around.**
- ☐ **The seaweed is not alive because it does not swim around.**
- ☐ **The rocks were once alive because it used to move around.**
- ☐ **The bubbles are filled with gases which never lived.**

LIVEWORKSHEETS

5. Carlos has a plant.



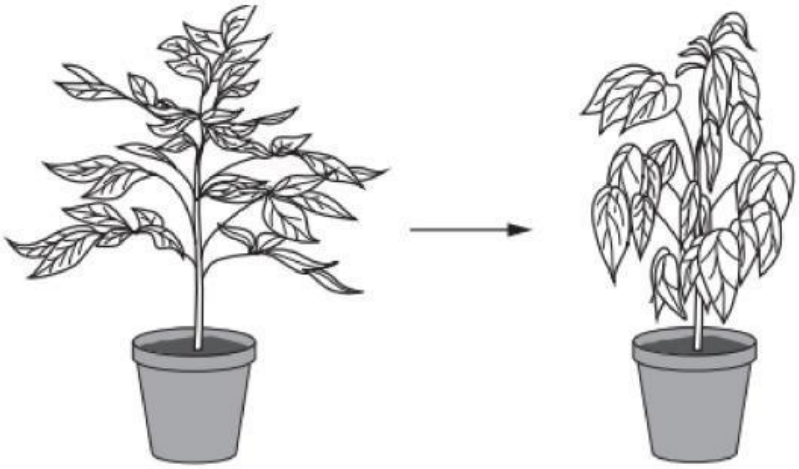
a. Which part of the plant makes its food? [1]

leaf ***stem*** ***roots***

b. What does the roots of the plant do? [1]

make food ***make seeds*** ***absorb water***

Carlos noticed a change to his plant after a week.



plant with healthy roots plant with damaged roots

c. Describe what has happened to the leaves when the roots are damaged. [1]

the leaves _____

d. Explain why this has happened to the leaves when the roots are damaged.[1]

the plant does not get enough _____

e. What scientific inquiry is used when you describe what you see? [1]

Research **Test** **Observe** **Find Patterns** **Identify and Classify**

LIVEWORKSHEETS

6. Greg and Nikki investigate how plant seeds grow.
They want to find out if temperature affects the growth of the seeds.
They put some seeds in 3 pots of the same amount of dry soil.



cool dark cupboard | cold dark fridge | warm classroom in a dark box

a. They want to make a fair test.

What have they forgotten to keep the same? [1]

the number of _____

b. What did they change in the experiment? Circle your answer. [1]

the temperature ***the amount of water*** ***the seeds***

c. What must they give the plant seeds at the start of their investigation? [1]

they need to give _____ at the start

d. What they should remember to work safely during practical work? [1]

they should wear _____

After 10 days, they look at one seed from each pot.



cool dark cupboard | cold dark fridge | warm classroom in a dark box

e. Finish their conclusion.

The plant seeds grew best in the _____
because ..... [2]

Circle the correct answer.

plants need water to grow ***plants grow better in the dark place***

plants grow better in a warm place

LIVEWORKSHEETS