

**PINE
MARTENS
BOUNCE
BACK**

PINE MARTEN SCHOOLS KS1 RESOURCE PACK



Pine Martens Bounce Back: The Two Moors Pine Marten Project is made possible with The National Lottery Heritage Fund. Thanks to National Lottery players, this project aims to restore healthy populations of pine martens to the South West of England.



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KS1 Science: Suggested teaching sequence

Below is an example of how you could combine the science activities into a teaching block about plants and animals.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Deciduous and evergreen tree sort	Parts of a tree- Labelling the different parts of a tree and talking about their functions	Parent and baby animal matching (including pine martens)	Labelling the pine marten- How has it adapted to its environment?	Making a pine marten food chain	Make the pine marten a home- Drawing its habitat

At the end of the teaching sequence, pupils can have a go at the pine martin quiz!



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SCIENCE : KS1 DECIDUOUS AND EVERGREEN TREE SORT

Content:

- Teacher guidance
- Activity sheet
- Answers
- Tree ID sheet (optional)
- Six week teaching sequence (optional)

Teacher notes:

This video can be a useful way of introducing the terminology: [BBC Teaching Video](#)

Using real leaves within the lesson can make it easier to differentiate between deciduous and evergreen. If possible, take the children into the school grounds to find the trees and collect leaves from them.

Curriculum links:

Year 1 programme of study

Plants

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

SEND Considerations/adjustments:

Pupils can be paired with more confident students in a group.

Suggested teaching activity:

Activity objective: To identify deciduous and evergreen trees.

This activity will take around 30- 45mins to complete.

1. Have the words deciduous and evergreen up on the board. Students discuss the two words. Have they heard them before? Do they know what they mean? Can they give examples? As a class come up with a definition for each, using the following as a guideline:

Deciduous - Trees that are deciduous have leaves that change colour in the autumn and then fall off.

Evergreen - Trees that are evergreen stay forever green! The leaves stay the same colour and stay on the tree all year round.

The video clip can be used at this point to check their definitions.

2. Now show two images, one of an evergreen tree (for example holly) and one of a deciduous (oak). Get the students in partners to compare the trees. Compare the leaves - guide children towards descriptions including needles or waxy/shiny for evergreen trees & soft for deciduous leaves. Which do they think is deciduous and which is evergreen and can they explain why?

3. Next, pupils will work in pairs or in small groups to sort the trees into the two groups. Can they think of any other types of tree? Which group do they think it would go in? Are there any of these trees in the school grounds? Are they deciduous or evergreen? Can they identify the tree using an ID sheet (available as a resources in the KS1 pack).

4. Share the answers and get groups to check they have grouped the trees correctly.

You may also like:

[A-Z Guide - British Trees - Woodland Trust](#)

[Learning About Trees | Devon Wildlife Trust](#)

[Trees are a treat - BBC Bitesize](#)

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DECIDUOUS AND EVERGREEN TREE SORT

Cut out these trees and sort them into deciduous and evergreen.



Oak



Horse Chestnut



Holly



Elm (Wych)



Hazel



Sycamore



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Hawthorn



Juniper



Alder



Scots pine



Beech



Ash



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ANSWERS

Deciduous



Beech



Oak



Horse Chestnut



Sycamore



Elm (Wych)



Hazel



Ash



Hawthorn



Alder

Evergreen



Holly



Juniper



Scots pine



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SCIENCE : KS1 PARTS OF A TREE

Content:

- Teacher guidance
- Activity sheet 1 (simple labels)
- Activity sheet 2 (with extension activity)
- Answers
- Six week teaching sequence (optional)

Teacher notes:

This activity aims to teach children what the different parts of the tree are called and start to help children understand the function of each part. There are two levels of activity. The first activity sheet is a simple cut and stick labelling activity or lines can be drawn from the label to the correct part of the tree or the label can be written next to the correct part. For children who are able, the second sheet has the opportunity for sentences to be written about the function of each part.

Curriculum links:

Year 1 programme of study

Plants

Pupils should be taught to:

- identify and describe the basic structure of a variety of common flowering plants, including trees

SEND Considerations/adjustments:

Labels can be cut out for pupils, so they just have to stick them next to the parts of the tree or an adult can scribe for a pupil.

Suggested teaching activity:

Activity objective: To identify the parts of a tree and understand their functions.

This activity will take around 30- 45mins to complete.

1. Take pupils to a tree in your school grounds (or have a picture of a tree up on the board). Get the children to use their senses whilst looking at the tree. What can they see? What does the tree feel like? What does it sound like? What does the tree smell like? Record some of these ideas and bring them back to the classroom.

If there are no trees in your schools ground, have a picture of a tree on the board for children to describe and skip to step 3.

2. Ask a student to come up to the board and draw one thing that they saw whilst looking at the tree (that is a part of the tree). Now repeat this until all of the parts of the tree are on the board and you have a complete tree. If the roots are missing because you didn't see them, ask pupils if anything is missing from the tree.

3. Once the tree is on the board, get children to discuss what they think each part of the tree does. Gather the pupils' thoughts and explain the function of each part of the tree.

4. Students can now fill in the activity sheet. When completed, students can go through the answers.

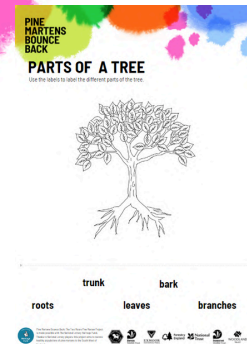
You may also like:

[The parts of a plant - BBC Bitesize](#)

[Outdoor Lessons | Parts of a Plant | Learning through Landscapes \(ltl.org.uk\)](#)

[Poetree | Learning through Landscapes \(ltl.org.uk\)](#)

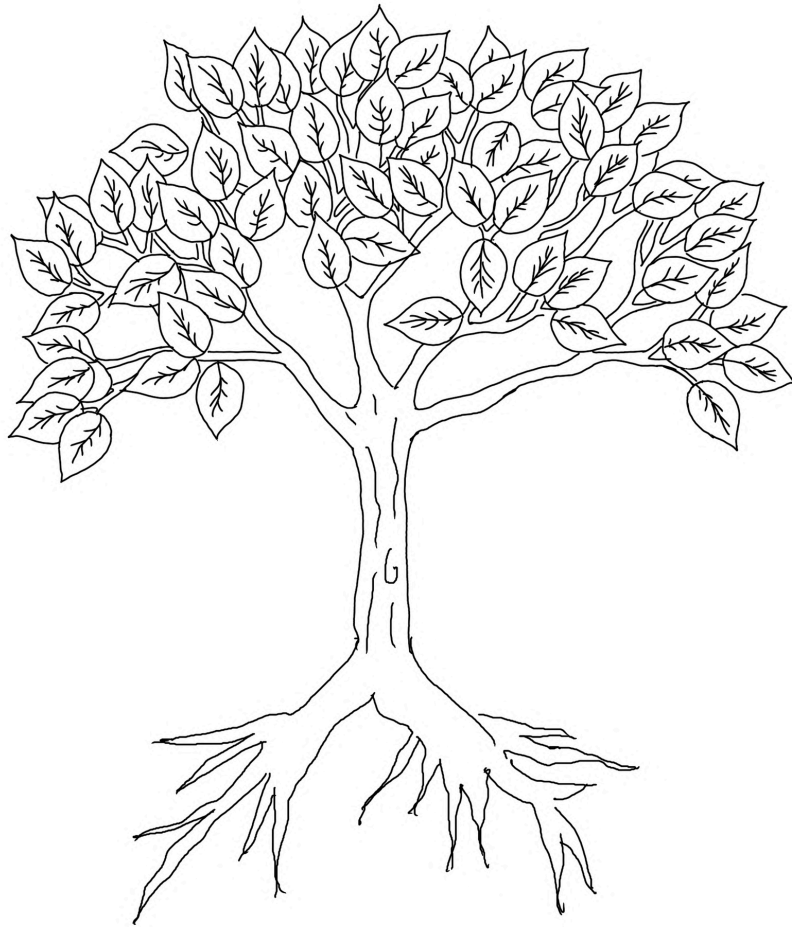
[What to take to the forest pre-visit resource: EYFS/KS1 | Forestry England](#)



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PARTS OF A TREE

Use the labels to label the different parts of the tree.



trunk

bark

roots

leaves

branches



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PARTS OF A TREE

Use the labels to label the different parts of the tree.

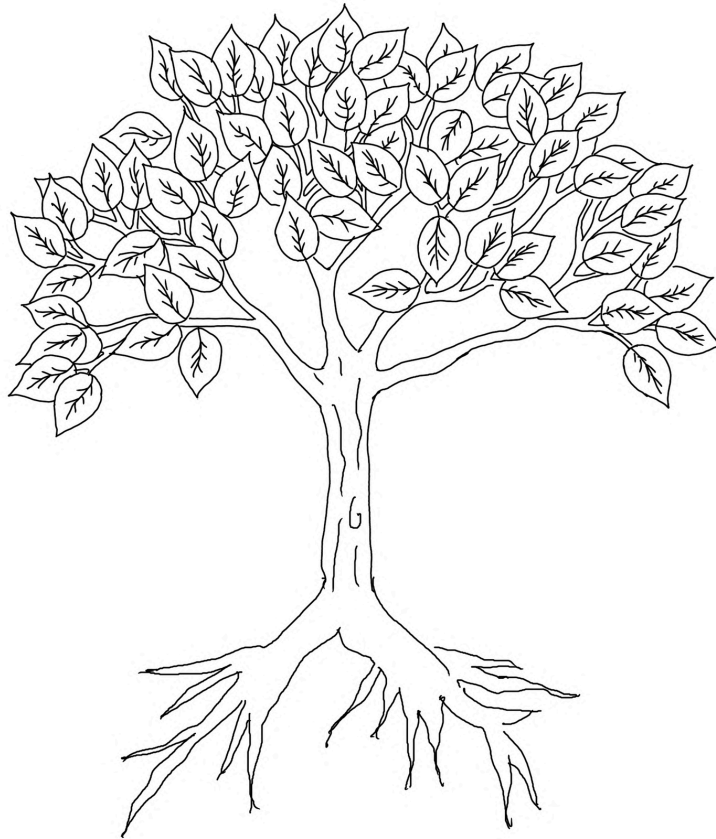
roots

leaves

branches

trunk

bark



Explain what each part of the tree does...



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ANSWERS: PARTS OF A TREE

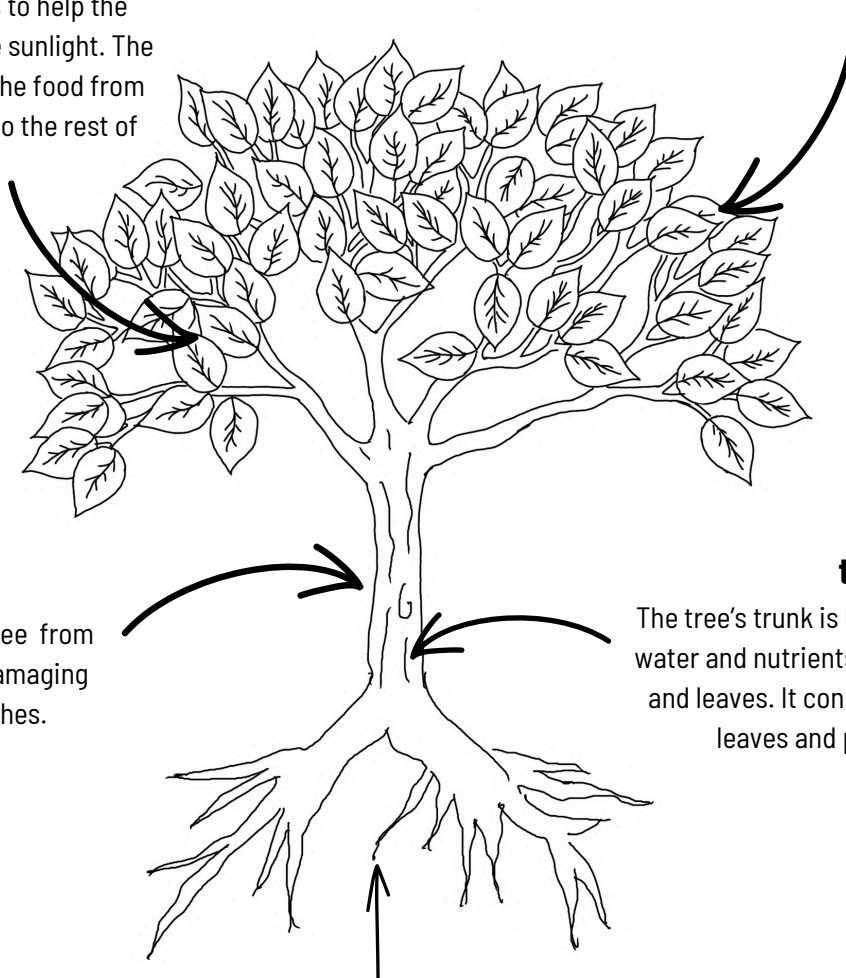
Use the labels to label the different parts of the tree.

branches

The tree's branches support the leaves and fruit that the tree produces. They transport the water and nutrients from the trunk into the leaves to help the leaves make food from the sunlight. The branches then take the food from the leaves and spread it to the rest of the tree.

leaves

Leaves are very important for trees because they provide food for the whole tree! Leaves use a very special process called photosynthesis to turn the sun they absorb into food for the tree.



bark

The bark protects the tree from creatures eating and damaging the trunk and branches.

trunk

The tree's trunk is like a straw. It allows the water and nutrients to flow to the branches and leaves. It connects the branches and leaves and provides support.

roots

The tree's roots absorb water and nutrients from the soil which it needs to live. They send the water and nutrients up into the trunk of the tree. The roots also anchor the tree to the ground, so it doesn't fall over.

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SCIENCE : KS1 GROWING AN OAK TREE

Content:

- Teacher guidance
- Observation chart

Teacher notes:

This activity aims to teach children about how a plant/tree grows from a seed. This activity is a whole class activity and will continue over a half term and can continue over a whole term. Follow these instructions on how to plant the acorn: <https://schoolgardening.rhs.org.uk/Resources/Activity/Planting-Acorns>

The acorn can be planted as a class demonstration and then students can take turns recording their observations as the oak tree grows. The tree can eventually be planted in the school grounds, if there is space for it.

Curriculum links:

Year 1 programme of study

Plants

Pupils should be taught to:

- identify and describe the basic structure of a variety of common flowering plants, including trees

Notes and guidance (non-statutory)

Where possible, they should observe the growth of flowers and vegetables that they have planted.

Pupils might work scientifically by:

Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.

SEND Considerations/adjustments:

Students can be supported by having their observations scribed for them or they can take a photo using a tablet and then print the image out and stick it on the observation chart.

Suggested teaching activity:

Activity objective: To understand how plants change over time.

The initial sessions will take around 15- 30 mins and then the observations can go on for around 8 weeks or this can continue over the term.

1. Within the first session, show the students the acorn and ask them if they know what it is. Explain that plants have seeds and that the seeds grow into plant (a bit like a baby animal grows into an adult animal). Explain that for the seed to grow, it needs to be planted. Share the planting instructions on the board and plant the seed.
2. Share the observation chart and explain that students will need to keep an eye on the acorn to see how it changes as it grows.
3. Pupils will take it in turns to measure the height of the plant and make notes on how it changes.
4. When the plant has filled the plant pot with its roots, find a EXMOOR plant it. Remember, oak trees grow very large, so make sure there is enough space!

You may also like:

[Outdoor Lessons](#) | [Paper Plant Pot](#) | [Learning through Landscapes \(l.tl.org.uk\)](#)

[Seed dispersal types](#) | [Ltl](#)



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GROWING AN OAK TREE

An observation of an acorn growing into an oak tree.



Record the height and any changes to your acorn as it grows into an oak tree.

Date:	Height	Notes:
Week 2 _____		
Week 3 _____		
Week 4 _____		
Week 5 _____		
Week 6 _____		
Week 7 _____		
Week 8 _____		



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KS1 SCIENCE :MAKE A PINE MARTEN A HOME- HABITATS

Content:

- Teacher guidance
- 'Introduction to Pine Martens' PowerPoint (optional)
- Activity sheet
- Six week teaching sequence (optional)

Teacher notes:

This activity is an activity to be used when teaching about different habitats. The two reading comprehension texts (pine marten and woodland) can be used before this activity for ideas of animals and plants that you would find in the woodland habitat. The 'Introduction to Pine Martens' PowerPoint can also be used for some background information. iPads/Chrome Books/laptops could be used for research to help students complete this activity.

Useful websites:

<https://www.devonwildlifetrust.org/discover-wildlife/wildlife-devon/woods>

<https://www.wildlifetrusts.org/habitats/woodland>

<https://woodlandtrust.org.uk/trees-woods-and-wildlife/animals/>

<https://woodlandtrust.org.uk/trees-woods-and-wildlife/plants/>

Curriculum links:

Year 2 programme of study

Living things and their habitats

Pupils should be taught to:

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats

SEND Considerations/adjustments

Children who struggle with pencil control could have adult support to label their drawings.



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Suggested teaching activity:

Activity objective: To be able name animals and plants that live in a woodland habitat.

This activity will take around 30 - 45 mins to complete.

1. If you haven't used the pine marten PowerPoint already, you could use it as the introduction for this session. If you have, ask the children to think about where the pine marten lives and what habitat does it live in? Get children to discuss what other plants and animals live in that habitat and record answers on the board. Watch this video: <https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zc42xnb>
2. Add any new animals or plants that they spotted in the video onto the list.
3. Explain to pupils that they will need to draw the woodland habitat (the pine martens home) thinking about what plants and animals might be living in there. They can research woodlands to help complete this activity.
5. At the end of the session, allow pupils to share there drawings of the woodland habitat. Can they name some micro habitats that are within a woodland. Finish the session with this challenge: How do the animals help the plants and how do the plants help the animals?

You may also like:

[Woodland | Wildlife Watch](#)

[Outdoor Lessons | Forest Bathing | Learning through Landscapes \(ltl.org.uk\)](#)

[Wildlife Corridor Game | Outdoor Lesson Idea by Learning through Landscapes \(ltl.org.uk\)](#)

[Wilder Schools | Somerset Wildlife Trust](#)

[Exmoor - The Moorland Classroom \(exmoor-nationalpark.gov.uk\)](#)



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A PINE MARTEN'S HABITAT

What habitat does a pine marten live in? What other animals and plants live in the same habitat?
Draw the habitat around this pine marten.



What **micro habitats** are in a woodland habitat?



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POTENTIAL ANSWERS

Woodland animals:

Squirrel
Badger
Fox
Hedgehog
Roe Deer
Bank Vole
Wood Mouse
Common Shrew
Bat Species
Great Spotted Woodpecker
Robin
Buzzard
Dormouse
Stoat
Weasel
Tawny Owl
Common Frog

Woodland plants:

Bluebell
Wood Anemone
Primrose
Wild Garlic
Foxglove
Blue Forget-Me-Not
Wood Sorrel
Wild Strawberry
Hazel trees
Oak trees
Blueberry
Wild Cherry
Holly
Bracken
Stinging Nettle
Greater Stitchwort
Bramble
Ivy
Snow drop

Woodland fungi (mushrooms):

Fly Agaric
Chanterelle
Shaggy Ink Cap
Common Earthball
Stinkhorn
Turkey Tail
Oyster Mushroom
Scarlet Waxcap
Candle Snuff Fungus

Useful websites:

<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/fungi-and-lichens/>
<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/plants/ferns/>
<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/plants/mosses/>
<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/plants/wild-flowers/>



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KS1 SCIENCE : PARTS OF A PINE MARTEN

Content:

- Teacher guidance
- 'Introduction to Pine Martens' PowerPoint (optional)
- Activity sheet with boxes and labels
- Answer sheet
- Six week teaching sequence (optional)

Teacher notes:

This activity has one sheet that can be used by different abilities and one answer sheet which can be easily printed on A4 paper. Students must use the list of words provided to label each of the pine marten's features. They can copy the labels or they can cut and stick them in the right box. Another way the activity can be used, is for pupils to think of adjectives to describe each part of the pine marten. To extend students learning, they could write sentences about how each part helps the pine marten be suited to its environment. For example: The pine marten has a bushy tail to keep them warm when it is cold.

Curriculum links:

Year 1 Science:

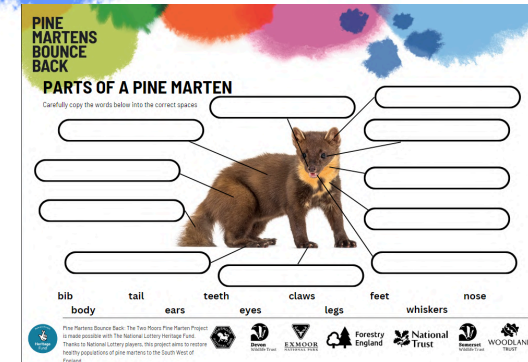
Animals, including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Year 2 Science:

Living things and their habitats

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats,



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SEND Considerations/adjustments

To adapt this activity, the labels can be scribed for the student or they can draw a line to the correct label/word.

Suggested teaching activity:

Activity objective: To be able to classify an animal. To understand how an animal is suited to its environment.

This activity will take around 30 - 45 mins to complete.

1. Introduce the pine marten using the PowerPoint. Start by pausing on the first page 'What is a pine marten?' (don't reveal the images until they have shared their answers). Have they heard of this animal?
2. Now share the images. Were they correct? How would they classify it? Which parts of the pine marten could help them to classify it? Where do they think it lives? What do they think it eats?
3. Click through the rest of the PowerPoint.
4. Share the activity sheet and explain that they need to label the parts of the pine marten. Challenge more able pupils to use adjectives for each feature. Once they have completed the activity, go through the answers and get students to make any corrections.
5. Gather as a class to think about how each feature helps the pine marten live in its habitat successfully. Encourage pupils to use adjectives to describe features in their explanations. Students then need to explain how each feature helps the pine marten live in its habitat successfully, either verbally or written.

You may also like:

[Outdoor Lessons](#) | [Create a Critter](#) | [Learning through Landscapes \(ltl.org.uk\)](#)



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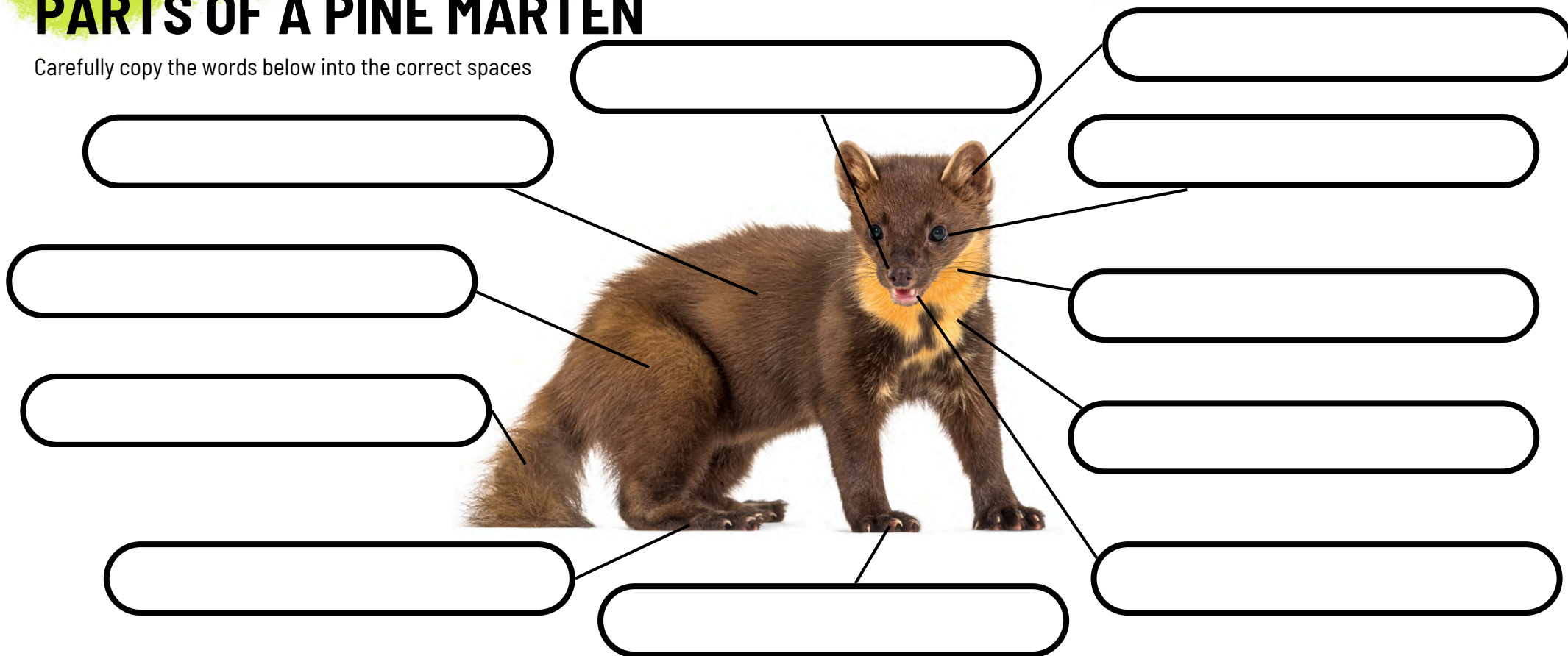
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PARTS OF A PINE MARTEN

Carefully copy the words below into the correct spaces



- bib
- tail
- ears
- teeth
- eyes
- claws
- legs
- feet
- whiskers
- nose



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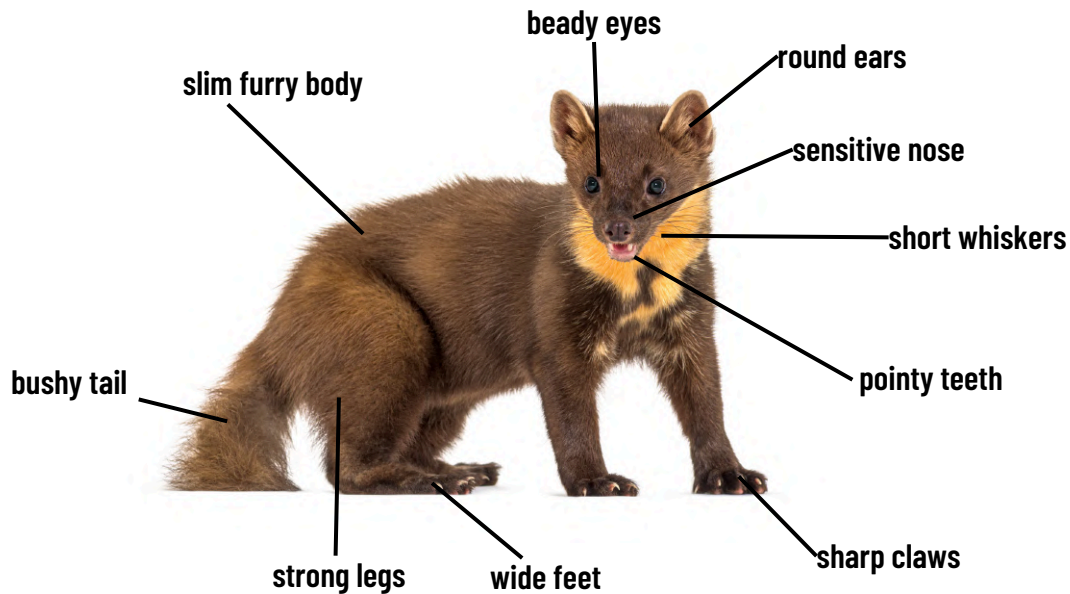
Somerset Wildlife Trust



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ANSWERS



Slim furry body - Having a slim body allows the pine marten to get into rock crevices and hollow trees. Their fur allows them to keep warm and means that they don't have to hibernate in the winter.

Sensitive nose - Having a sensitive nose allows them to sniff out prey and find berries.

Bushy tail - Their bushy tail acts like a blanket in the cold winter months.

Short whiskers - Whiskers help an animal sense for predators approaching or if prey is near by.

Strong legs - A pine marten's strong legs help them to jump. They can jump elegantly from tree to tree. They will also help them to run and climb up trees speedily.

Pointy teeth - Pine martens have some sharp canines to help them to eat their prey.

Beady eyes - Pine martens have great eyesight to help them to see whilst hunting from dusk and through the night.

Round ears - Pine martens have sensitive hearing to help them to track down prey and to avoid predators.

Sharp claws - Their semi-retractable claws (claws that can extend further) help them in multiple ways. They help pine martens to climb trees and when hunting their prey.

Wide feet - Pine martens have wide feet which help them grip onto trees and help them land when they jump.



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SCIENCE : KS1 FOOD CHAINS

Content:

- Teacher guidance
- Activity sheet
- Answer sheet
- 'Introduction to Pine Martens' PowerPoint (optional)
- Six week teaching sequence (optional)

Teacher notes:

This activity can be used alongside your science topic on food chains as another example of a food chain. As an extension activity, students can think about or research other plants and animals that could be used in a pine marten's food chain. Before this session it would have been useful for pupils to have seen the pine marten PowerPoint, so they are aware of the animal and what it eats. If this is the first session you are teaching about food chains, you could use this video to introduce the concept: <https://www.bbc.co.uk/teach/class-clips-video/science-ks1-the-food-chain/zbr8d6f>

Curriculum links:

Year 2 programme of study

Living things and their habitats

Pupils should be taught to:

describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

SEND Considerations/adjustments:

Images can be cut out before the session for those who struggle with fine motor skills and may find using scissors challenging.

Suggested teaching activity:

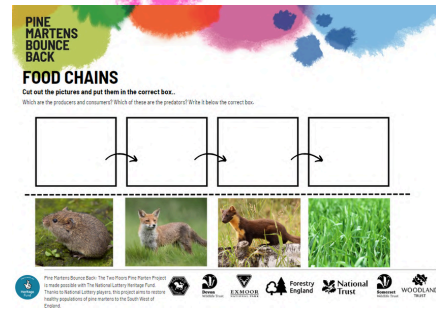
Activity objective: To be able to construct a food chain.

This activity will take around 30 - 45 mins complete.

1. Review what a food chain is. Remind them of a familiar food chain that they have learnt about previously or share the BBC teaching video. Recap vocabulary of producer, consumer, predator and prey.
2. Explain that we are going to be creating a pine marten's food chain and discuss where pine martens live, what a pine marten eats and what might eat a pine marten.
3. Give students the activity sheet and let them have a go at creating the food chain using the images.
4. When completed, get the children to check their answers and think about other plants or animals that might fit in this food chain.
6. Gather the pupils together and discuss what might happen if the pine marten was taken out of the food chain. Explain that pine martens are endangered and that there are not many left in the UK. Talk about how that links to the reintroduction of animals.

You may also like:

<https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zhjxt39>

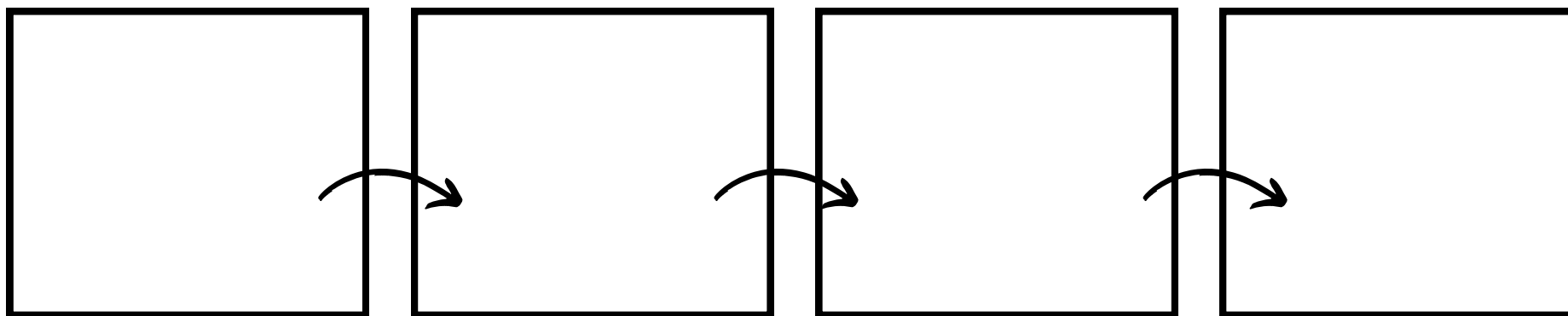


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FOOD CHAINS

Cut out the pictures and put them in the correct box..

Which are the producers and consumers? Which of these are the predators? Write it below the correct box.



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Answers



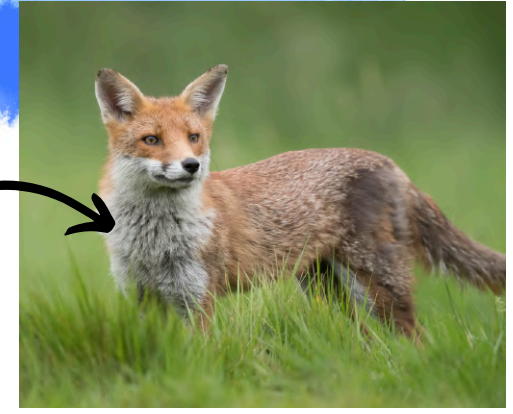
producer



grey squirrel/mouse



predator



top predator

Other plants and animals: berries/seeds

golden eagle

Extension activity:

Can they think of any other plants or animals that could replace these in this food chain?

Discussion questions: What would happen if Pine Martens were taken out of the food chain?

When one part is taken out of the food chain, it affects every other animal and plant. If the pine marten became extinct, the fox would need to look for different food. However, it would also cause the prey animals to become over populated (for instance rabbits).

What would happen if voles were taken out of the food chain?

Everything is important in the food chain. When an animal or plant disappears out of the food chain, it means that the food chain will become unbalanced. For example, if a predator animal became extinct then there would be more (sometimes too many) of the prey animal left behind. If there are too many of the prey animal, this could mean that the plants that they eat become over eaten or they may start to cause damage to the habitat because there are too many of them (e.g. deer can cause damage to trees as they have no predator).

Another example is if a prey animal became extinct, the predator that ate that animal would have to find a different food source.

If the field vole became extinct, it would mean pine martens would have to look for other animals to eat. This could cause the population of other prey animals to decrease.



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Forestry England



National Trust

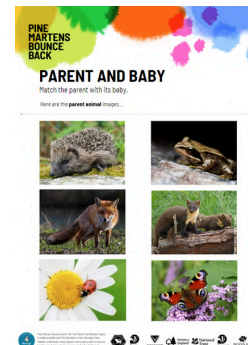


PINE MARTENS BOUNCE BACK

SCIENCE : KS1 PARENT AND BABY ANIMAL MATCHING

Content:

- Teacher guidance
- Activity sheet
- Answers
- Six week teaching sequence (optional)



Teacher notes:

This activity helps students understand that animals have offspring which grow into adults and that the offspring don't always look like the adults. Whilst completing this activity you can revise classification (mammal, amphibian, insect/invertebrates, herbivore, carnivore, omnivore). This can be used as a physical matching game in pairs or groups or it can be used by individuals matching the pairs by drawing lines.

Curriculum links:

Year 2 programme of study

Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults

SEND Considerations/adjustments:

Pupils can be paired with more confident students in a group.

Suggested teaching activity:

Activity objective: To understand that animals have offspring. To notice that offspring don't always look like their parents.

This activity will take around 15- 30 mins to complete.

1. Have the activity sheet on the board. Can they name any of these animals? Can they classify them?
2. Get students into pairs or if working independently, hand out the activity sheet. If working in pairs, can they put the parent and baby cards into matching pairs?
3. Share the answers and get groups to check they have paired the parent and baby animals correctly. Did they find any surprising? What did they notice about the different types of animal and their offspring (mammal, amphibian, insect/invertebrates)?

You may also like:

[How do animals grow? - BBC Bitesize](#)

[Outdoor Lessons | Life Cycle Role Plays | Learning through Landscapes \(tl.org.uk\)](#)

[Animals, including humans: healthy animals | STEM](#)

PINE MARTENS BOUNCE BACK

PARENT AND BABY

Match the parent with its baby.

Here are the **parent animal** images...



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PINE MARTENS BOUNCE BACK

PARENT AND BABY

Match the parent with its baby.

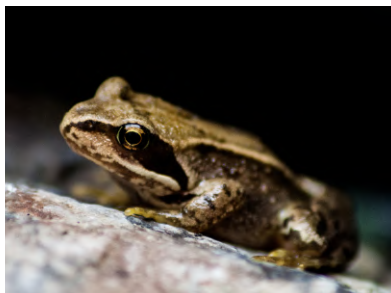
Here are the **baby animal** images...



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ANSWERS



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PINE MARTENS BOUNCE BACK

SCIENCE : KS1 PRINTS AND POOS

Content:

- Teacher guidance
- Activity sheet 1 (print and poo matching game)
- Activity sheet 2 (animal and poo matching game)
- Activity sheet 3 (animal and print matching game)
- Answer sheet
- Six week teaching sequence (optional)

Teacher notes:

This activity can be used alongside your science topic on animals. It is a useful activity when discussing classification of herbivores, carnivores and omnivores (looking at the poo and thinking about what the animal eats) and will help pupils become familiar with a variety of woodland animals. The first page would be best printed on A3 paper. With the other activity sheets, you can print them and cut them out or you can have them on the board and the children would need to write the matching number and letter that is on each image. An animal print trap could be set up in the school grounds to extend this activity.

Follow this link for how to do it: [Outdoor Lessons | Animal Track Trap | Learning through Landscapes \(ltl.org.uk\)](https://www.ltl.org.uk/outdoor-lessons/animal-track-trap/)

Curriculum links:

Year 1 programme of study

Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores

SEND Considerations/adjustments:

Images can be cut out before the session for those who struggle with fine motor skills and may find using scissors challenging. For the separate print or poo matching sheets, pupils can draw lines instead of cutting the images out. Match children who might find this activity challenging with pupils who are more confident.

Suggested teaching activity:

Activity objective: To identify and name a variety of carnivores, herbivores and omnivores.

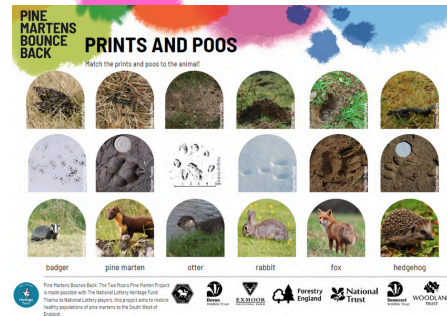
Depending on which activity you pick or if you choose to do the complete matching game, this activity will take around 15 - 30 mins to complete.

1. Have the three key words on the board (herbivore, carnivore and omnivore). Can they remember what these words mean? Can they give examples?
2. Watch this video: <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zfbntrd>
Were they correct?
3. Share the activity sheet and get the pupils into partners or into groups. Ask the pupils to think about what the animals might eat whilst completing the matching game.
4. Finally, get the children to check their answers and challenge them to sort the animals into herbivores, carnivores and omnivores.

You may also like:

[Poo Dunnyt](#) | [Wildlife Watch](#)

[Animal Tracks - Prints and Poo ID for Kids - Woodland Trust](#)



PINE MARTENS BOUNCE BACK

PRINTS AND POOS

Match the prints and poos to the animal!



Stephen Powles



Stephen Powles



Stephen Powles



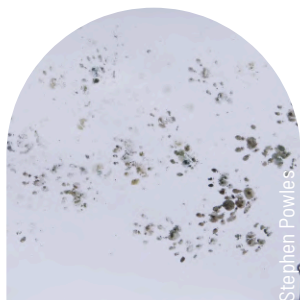
Stephen Powles



Stephen Powles



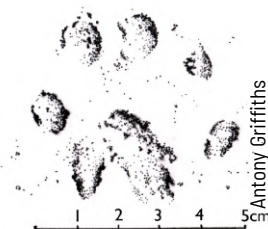
Stephen Powles



Stephen Powles



Stephen Powles



Antony Griffiths



Stephen Powles



Stephen Powles



Stephen Powles



Kevin Keatley



badger

pine marten

otter

rabbit

fox

hedgehog



Pine Martens Bounce Back: The Two Moors Pine Marten Project is made possible with The National Lottery Heritage Fund. Thanks to National Lottery players, this project aims to restore healthy populations of pine martens to the South West of England.



Forestry England



National Trust



Somerset Wildlife Trust



WOODLAND TRUST

WHOSE POO?

The most freshly deposited scats are known as 'Moist Classics' and are dark, long, slim and slimy and tend to contain lots of small mammal remains. If a marten has been eating lots of eggs the scats become much lighter and softer, a late summer scat will be filled with berries and can look lumpy and purple.

Which poo belongs to the pine marten? Whose are the other poos?



rabbit

badger

pine marten

otter

hedgehog

fox



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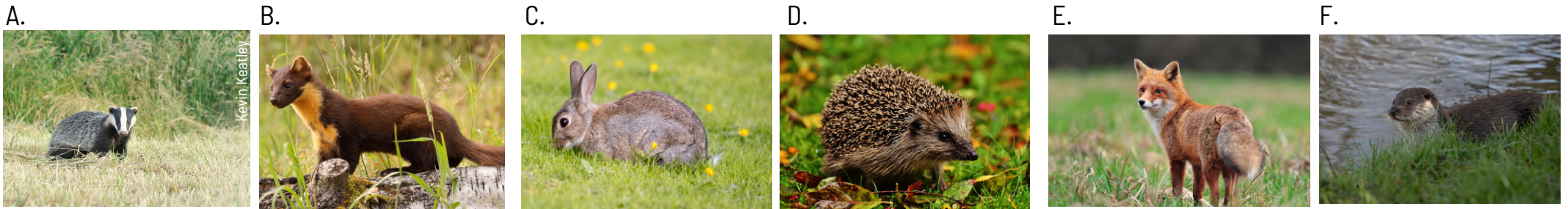
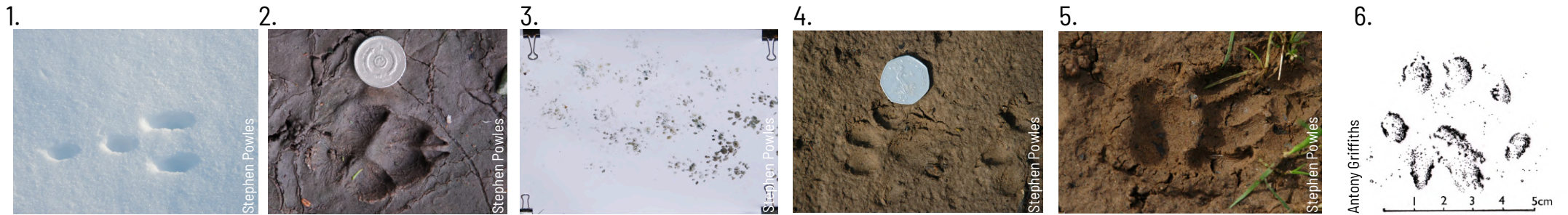


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WHOSE PRINTS?

Which prints belong to the pine marten? Whose are the other prints?



badger

pine marten

rabbit

hedgehog

fox

otter



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PINE MARTENS BOUNCE BACK

ANSWERS

badger



Stephen Powles

rabbit



Stephen Powles

fox



Stephen Powles

hedgehog



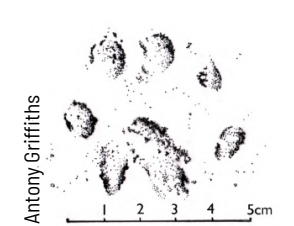
Stephen Powles

otter



Stephen Powles

pine marten



Antony Griffiths



Stephen Powles



Stephen Powles



Stephen Powles



Stephen Powles



Stephen Powles



Stephen Powles



Kevin Kaatley



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PINE MARTENS BOUNCE BACK

SCIENCE : KS1 PINE MARTEN ACTION GAME

Content:

- Teacher guidance
- Game instructions
- Pine marten PowerPoint (optional)

Teacher notes:

This activity can be used alongside your science topic 'Animals including humans'. It can be used as movement break or as a fun game at playtime. Children can play this game independently once a leader has been chosen. It's a chance to get in the mindset of a pine marten!

Curriculum links:

Year 1 programme of study

Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores

SEND Considerations/adjustments:

Students may need support reading the action words from an adult or a more confident reader.

Suggested teaching activity:

Activity objective: To find out more about the life of a pine marten.

This activity will take around 15 mins, but can do it for as long as you like.

1. Choose a leader to call out the actions.
2. The leader calls out the actions and the pine martens need to do them!

You may also like:

[Year 1: Animals, including humans | STEM](#)



PINE MARTENS BOUNCE BACK

PINE MARTEN ACTION GAME



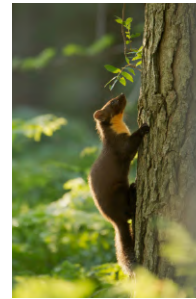
jump



play



run



climb



hunt



pounce



eat



hide



When the leader says the action, the pine martens need to do it!

Did you know...

Pine martens do a wiggle when they go to the toilet. The leader can call out wiggle at any time and the pine martens will need to wiggle!

Photo Credit: Mark Hamblin 2020Vision (play, climb), Peter Cairns 2020 Vision (eat), Terry Whittaker 2020Vision, (run, jump, hunt, hide)



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PINE MARTENS BOUNCE BACK

KS1 SCIENCE : SIMILARITIES AND DIFFERENCES

Content:

- Teacher guidance
- Activity sheet 1 (Images to compare)
- Activity sheet 2 (Writing version)
- Answer sheet

Teacher notes:

This activity should be completed near the end of a topic on animals, so that students can use the vocabulary they have learnt throughout the topic. There are two types of activity sheet available. The first sheet could be used as a starter activity for a lesson about animals or the activity sheet with writing lines could be used as a whole session. This could be used as an assessment activity if completed individually or it could be completed in groups.

Curriculum links:

Year 1 programme of study

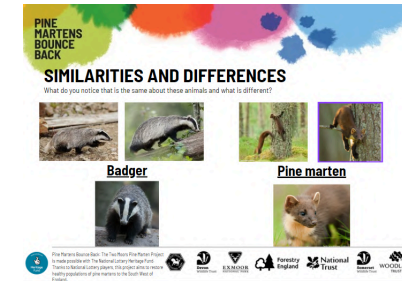
Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

SEND Considerations/adjustment

Activity sheet 1 has images that students can compare, without having to record their ideas. An adult can record their ideas on Post-it notes.



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PINE MARTENS BOUNCE BACK

Suggested teaching activity:

Activity objective: To be able to classify animals and compare their similarities and differences.

This activity will take around 15 - 30 mins to complete.

1. Put Activity sheet 1 on the board and ask the students if they recognise these animals. Do they know what habitat they live in? Do they know what they eat? Explain that we are going to be looking at things that are the same and things that are different about these two animals. Remind students of the key vocabulary to use (classification labels and habitat).
2. Activity to be completed individually or as a group. Ask students to explain their reasoning behind their answers either verbally or in their writing.
3. When students have completed their activity, allow them to share their answers with the class. Share any additional similarities or differences that are on the answer sheet.

You may also like:

[What are mammals? - BBC Bitesize](#)



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PINE MARTENS BOUNCE BACK

SIMILARITIES AND DIFFERENCES

What do you notice that is the same about these animals and what is different?



Badger



Pine marten



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PINE MARTENS BOUNCE BACK

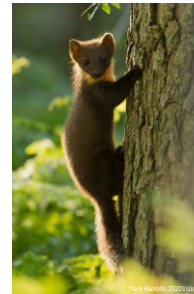
SIMILARITIES AND DIFFERENCES

What do you notice that is the same about these animals and what is different?

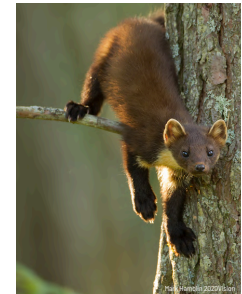


Badger





Pine marten





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PINE MARTENS BOUNCE BACK

ANSWERS

These are some potential answers, but other suitable answers are acceptable.

Similarities:

- They are both mammals (have fur, give birth to live young).
- They are both omnivores (eat plants and other animals).
- They both have curved ears.
- They both have four legs.
- They both have a pointed face.
- They both have a tail and short whiskers.
- They both have sharp claws.
- They both have black eyes.

Differences

- Pine martens are brown and badgers are black and white.
- A pine marten's tail is long and a badger's tail is short.
- Badgers have a wide body and pine martens are long and thin.
- Badgers live underground and pine martens live in rock crevices or in trees.
- Pine martens can climb trees and badgers can't.
- Pine martens can jump and are very agile and badgers aren't.



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PINE MARTENS BOUNCE BACK

THE PINE MARTEN QUIZ

Let's have some fun and test your knowledge about Pine Martens! Are you ready? Let's get started!
Circle the correct answer...

A Pine Marten's fur is black.

True or False

Pine Martens have a creamy yellow bib.

True or False

Pine Martens live in the desert.

True or False

Pine Martens are omnivores. They eat small mammals, birds and berries.

True or False

Pine Martens live underground.

True or False

Pine Martens have sharp claws for climbing trees.

True or False

Pine Martens lay eggs.

True or False

Pine Martens have a short skinny tail.

True or False

Pine Marten babies are called puppies..

True or False

Pine Martens shelter in tree hollows and rock dens.

True or False



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ANSWERS

A Pine Marten's fur is black.

True or False

Pine Martens are a dark brown colour with a different coloured bib.

Pine Martens have a creamy yellow bib.

True or False

Pine Martens live in the desert.

True or False

Pine Martens live in a woodland habitat. They use mature trees with holes to rest and raise their young.

Pine Martens eat small mammals, birds and berries.

True or False

Pine Martens live underground.

True or False

Pine Martens live above ground and spend most of their time in trees. They also hunt on the woodland floor.

Pine Martens have sharp claws for climbing trees.

True or False

Pine Martens lay eggs.

True or False

Pine Martens are mammals and give birth to live young. They do like to eat bird eggs as a tasty snack!

Pine Martens have a short skinny tail.

True or False

Pine Martens have a long fluffy tail which they can use as a blanket to keep themselves warm.

Pine Marten babies are called puppies..

True or False

Pine Martens young are called kits. Most pine martens give birth to two or three babies and at about six weeks old the kits open their eyes.

Pine Martens shelter in tree hollows and rock dens.

True or False



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Forestry England



National Trust



Somerset Wildlife Trust



WOODLAND TRUST

PINE MARTENS BOUNCE BACK

KS1 English: Two week writing teaching sequence

Below is an example of how you could combine the English activities into a two-week teaching block about writing non-chronological reports using the Pine marten and woodland Reading comprehension texts.

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Introduction to the text: Pine marten non-fiction comprehension text. In the session pupils will read the text and record new vocabulary.</p> <p>Potential additional lesson: Reading Woodland non-fiction comprehension text with questions</p>	<p>Features of non-chronological report: Labelling features</p> <p>In this session, pupils will annotate the text highlighting the different features of a non-chronological report.</p>	<p>Writing simple sentences using adjectives.</p> <p>Pupils will learn about sentence structure and practise creating simple sentences using images of pine martens or woodland themed images.</p>	<p>Writing sentences using conjunctions.</p> <p>Pupils will be introduced to conjunctions. If pupils are confident with using 'and' they can practise using another conjunction.</p>	<p>Create a non-fiction fact file (non-chronological report)</p> <p>Shared write: As a class practise creating a title/heading and subheadings for a non-chronological report about pine martens. Go through the process of creating sentences and upleveling sentences.</p>
Session 6	Session 7	Session 8	Session 9	Session 10
<p>Planning session: Shared plan: The class need to pick a woodland animal to write their fact file/non-chronological report about.</p> <p>More able students can pick their own woodland animal and can create a plan independently.</p>	<p>Writing: Pupils will use their plan to write their non-chronological report independently using the skills they have learnt last week.</p> <p>Pupils can use the template provided in the resources or they can create their own design.</p>	<p>Writing: Pupils will use their plan to write their non-chronological report independently using the skills they have learnt last week.</p>	<p>Edit and improve: This session is about proof reading and correcting mistakes.</p>	<p>Publish & share: Pupils can use this session to draw images to match each subheading or create a neat, published version.</p> <p>It is also an opportunity to read their writing aloud to the class or another class.</p>



PINE MARTENS BOUNCE BACK

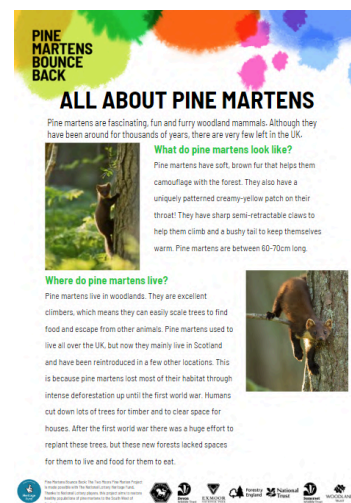
KS1 ENGLISH (READING) : PINE MARTEN NON-FICTION COMPREHENSION TEXT

Content:

- Teacher guidance
- Non-chronological report reading comprehension text
- Two week teaching sequence (optional)

Teacher notes:

This resource could be used in multiple ways. It could be used purely as a reading comprehension task through guided reading in groups or individually, using the comprehension questions at the end of the text. Alternatively, the text could be used as an example of how to write a non-chronological report about pine martens. This activity could also be part of a two week teaching sequence with the children writing a non-chronological report as the final outcome.



Curriculum links

Year 1 programme of study: Reading – comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Year 2 programme of study: Reading – comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - being introduced to non-fiction books that are structured in different ways - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - answering and asking questions

PINE MARTENS BOUNCE BACK

SEND Considerations/adjustments

The PDF Read out loud tool can be used to aid those who need support with the segmenting and blending. This text can also be read by the teacher to the class or it could be used as a discussion text instead of a guided reading style activity.

Suggested teaching activity:

Activity objective: To discuss word meanings, linking new meanings to those already known.

This activity will take around 30 - 45 mins to complete.

1. Introduce the title of the text. Get the children to think about these questions:

- What will this text be about?
- Is it a non-fiction or fiction text?

2. Let them know that this is a non-chronological report and explain what non-chronological means.

3. Read through the text and get the children to highlight vocabulary they don't understand. The reading could be done in unison or children can take turns reading sections if working in partners (with partner support if needed).

4. If working in partners, get everyone back together and go through the unknown vocabulary and discuss the meaning of each word.

5. Now the children can repeat reading the text individually, in their partners or in unison, so that they can fully understand the text.

6. Finally complete the comprehension questions either together or individually.

You may also like:

[Superworm educational activity sheets | Forestry England](#)

[Gruffalo Spotters activity sheets | Forestry England](#)



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PINE MARTENS BOUNCE BACK

ALL ABOUT PINE MARTENS

Pine martens are fascinating, fun and furry woodland mammals. Although they have been around for thousands of years, there are very few left in the UK.



What do pine martens look like?

Pine martens have soft, brown fur that helps them camouflage with the forest. They also have a uniquely patterned creamy-yellow patch on their throat! They have sharp semi-retractable claws to help them climb and a bushy tail to keep themselves warm. Pine martens are between 60-70cm long.

Where do pine martens live?

Pine martens live in woodlands. They are excellent climbers, which means they can easily scale trees to find food and escape from other animals. Pine martens used to live all over the UK, but now they mainly live in Scotland and have been reintroduced in a few other locations. This is because pine martens lost most of their habitat through intense deforestation up until the first world war. Humans cut down lots of trees for timber and to clear space for houses. After the first world war there was a huge effort to replant these trees, but these new forests lacked spaces for them to live and food for them to eat.





What do pine martens eat?

Pine martens are omnivores, which means they eat both plants and animals. They eat small mammals, birds, bird eggs, insects and berries.

They particularly like voles!



Did you know?

- Pine martens are endangered, which means that there are not many left in the UK.
- Pine martens were hunted which was the main cause of their near extinction.
- Unlike many mammals, pine martens do not hibernate through winter as they are able to keep warm, thanks to their thick fur.
- Pine marten's poo is called a scat!
- Pine marten bibs can be used to tell them apart just like our finger prints.



COMPREHENSION QUESTIONS:

1. How big is a pine marten?
2. What colour is a pine marten's fur?
3. What do pine martens eat?
4. How can you tell pine martens apart?
5. Why are there less pine martens in the UK now?
6. How would you feel if pine martens became extinct?

PINE MARTENS BOUNCE BACK



ANSWERS:

1. How big is a pine marten?

Pine martens are between 46-54cm long.

2. What colour is a pine marten's fur?

They are brown with a creamy yellow patch on their throats.

3. What do pine martens eat?

They eat small mammals, birds, bird eggs, insects and berries.

4. How can you tell pine martens apart?

Pine marten bibs can be used to tell them apart just like our finger prints.

5. Why are there less pine martens in the UK now?

Pine martens were hunted to near extinction. Deforestation destroyed their habitat and newly planted forests lack spaces for pine martens to live.

6. How would you feel if pine martens became extinct?

Think about how you would feel if pine martens no longer lived in the UK.

PINE MARTENS BOUNCE BACK

KS1 ENGLISH (READING) : WOODLAND NON-FICTION COMPREHENSION TEXT

Content:

- Teacher guidance
- Non-chronological report reading comprehension text
- Two week teaching sequence (optional)

Teacher notes:

This resource could be used in multiple ways. It could be used purely as a reading comprehension task through guided reading in groups or individually, using the comprehension questions at the end of the text. Alternatively, the text could be used as an example of how to write a non-chronological report about pine martens. This activity could also be part of a two week teaching sequence with the children writing a non-chronological report as the final outcome. The questions for this text have been created using VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summarise). The prediction question is within this teacher guidance as it will need to be asked before sharing the whole text.

Curriculum links

Year 1 programme of study: Reading – comprehension

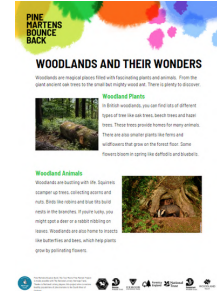
Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Year 2 programme of study: Reading – comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - being introduced to non-fiction books that are structured in different ways - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - answering and asking questions



PINE MARTENS BOUNCE BACK

SEND Considerations/adjustments

The PDF Read out loud tool can be used to aid those who need support with the segmenting and blending. This text can also be read by the teacher to the class or could be used as a discussion text instead of a guided reading style activity.

Suggested teaching activity:

Activity objective: To answer comprehension questions about a text.

This activity will take around 30 - 45 mins to complete.

1. Introduce the title of the text. Get the children to think about these questions:

- What will this text be about?

2. Let them know that this is a non-chronological report and explain what non-chronological means.

3. Read through the text. The reading could be done in unison or children can take turns reading sections if working in partners (with partner support if needed).

4. If working in partners, get everyone back together and go through the unknown vocabulary and discuss the meaning of each word.

5. Now the children can repeat reading the text individually, in their partners or in unison, so that they can fully understand the text.

6. Finally go through the comprehension questions discussing answers in partners first and then sharing with the group.

You may also like:

[20 Books for Woodland Learning - Royal Forestry Society \(rfs.org.uk\)](https://www.rfs.org.uk)



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WOODLANDS AND THEIR WONDERS

Woodlands are magical places filled with fascinating plants and animals. From the giant ancient oak trees to the small but mighty wood ant. There is plenty to discover.



Woodland Plants

In British woodlands, you can find lots of different types of tree like oak trees, beech trees and hazel trees. These trees provide homes for many animals. There are also smaller plants like ferns and wildflowers that grow on the forest floor. Some flowers bloom in spring like daffodils and bluebells.

Woodland Animals

Woodlands are bustling with life. Squirrels scamper up trees, collecting acorns and nuts. Birds like robins and blue tits build nests in the branches. If you're lucky, you might spot a deer or a rabbit nibbling on leaves. Woodlands are also home to insects like butterflies and bees, which help plants grow by pollinating flowers.





Woodlands through the seasons

Woodlands change with the seasons. In spring, the trees blossom and spring flowers emerge, creating a colorful landscape. Summer brings lush green leaves and the chirping of crickets. Autumn arrives, and some leaves turn brilliant shades of red, orange, and yellow before falling to the ground.

Did you know?

- Oak trees can live for over 1000 years!
- Not all rainforests are tropical - we actually have rainforests in the UK! These are called temperate rainforests.

COMPREHENSION QUESTIONS:

1. Which word tells you that woodlands are full of animals busily moving around looking for food and making homes?
2. How can you tell that deer and rabbits are shy animals?
3. Which section was the most interesting?
4. How would you describe this text? What genre is it? How do you know?
5. What is the main message of the text?



ANSWERS

1. Which word tells you that woodlands are full of animals busily moving around looking for food and making homes?

Bustling

2. How can you tell that deer and rabbits are shy animals?

If you're lucky, you might spot a deer or a rabbit nibbling on leaves.

If you are lucky implies that you won't always see them because they might be hiding.

3. Which section was the most interesting?

Pick which section was most interesting to you and use this sentence starter:

I found this section the most interesting because...

4. How would you describe this text? What genre is it? How do you know?

This text is a non-fiction, non-chronological report. You can tell that it is non-fiction because of the headings and factual sentences. The text is not written in a chronological way and the theme of the text is woodlands.

5. What is the main message of the text?

The main message of the text is that woodlands are beautiful and full of life. Animals and plants help each other in woodlands. The plants provide homes for animals and the animals help the plants with pollination.

PRIMARY AGE READING LIST:

Woodlands, animals and caring for the environment themed books to share with your class.

One Small Place in a Tree by Barbara Brenner

Where the Wild Things are by Maurice Sendak

I Hear You, Forest by Kallie George and Carmen Mok

Woodland Walk: A Whispering Words Book by Jane Sanders

Bookscape Board Books: A Forest's Seasons by Ingela P. Arrhenius

Hide and Seek In the Forest by Rachel Elliot and Gareth Lucas

Woodland Sounds by Sam Taplin and Federica Iossa

National Trust: Big Outdoors for Little Explorers: Woods by Anne-Kathrin Behl

Babies in the Forest by Ginger Swift and Olivia Chin Mueller

My Little Forest by Katrin Wiehle

Goodnight Forest (Little Explorers) by Becky Davies and Carmen Saldaña

Leaf Man by Lois Ehlert

Peep Inside the Forest by Anna Milbourne and Simona Dimitri

Peep Inside a Tree by Anna Milbourne and Simona Dimitri

Peep Inside a Bird's Nest by Anna Milbourne and Stephanie Fizer Coleman

The Best Nest by Laura Datta and Matt Buckingham

Songs of the Birds by Isabel Otter and Clover Robin

National Trust: Who's Hiding in the Woods? by Katharine McEwen

We're Going on a Bear Hunt by Michael Rosen

Tidy by Emily Gravett The Woodland Trust

A Walk in the Woods by Flora Martyn and Hannah Tolson

The Leaf Thief by Alice Hemming and Nicola Slater

Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup

Tree Full of Wonder by Anna Smithers and Martyna Nejman

Stick Man by Julia Donaldson

The Wild Woods by Simon James

Owl Babies by Martin Waddell

Follow my Leader by Emma Chichester Clark

After the Storm (Tales from Percy's Park) by Nick Butterworth

The Very Hungry Caterpillar by Eric Carle

The Busy Fox by Isaac Madge and Elisabeth Karin

National Trust: Look What I Found in the Woods by Moira Butterfield and Jesús Verona

We're Going on a Leaf Hunt by Steve Metzger and Miki Sakamoto

PINE MARTENS BOUNCE BACK

Fletcher and the Falling Leaves by Julia Rawlinson and Tiphonie Beeke
My First Book of Woodland Animals by Zoë Ingram (illustrator)
My First Book of Birds by Zoë Ingram (illustrator)
Little Beaver and the Echo by Amy MacDonald
The Pear Tree by Meredith Hooper
The Gruffalo by Julia Donaldson
The Foggy, Foggy Forest by Nick Sharratt
Molly and the Storm by Christine Leeson and Gaby Hansen
The Squirrels Who Squabbled by Rachel Bright and Jim
Field Side by Side by Rachel Bright and Debi Gliori
Hedgehog Howdedo by Lynley Dodd
The Fox in the Dark by Alison Green and Deborah Allwright
Welcome to the Woodland by Ruth Owen
The Watcher: Jane Goodall's Life with the Chimps by Jeanette Winter
Don't Let Them Disappear: 12 Endangered Species Across the Globe by Chelsea Clinton
Bee and Me Paperback by Alison Jay
10 Things I Can Do to Help My World by Melanie Walsh
Compost Stew: An A to Z Recipe for the Earth by Mary McKenna Siddals
Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles by Philippe Cousteau,
Deborah Hopkinson
Kate, Who Tamed the Wind Hardcover by Liz Garton Scanlon
Seeds of Change : Wangari's Gift to the World by Jen Cullerton Johnson, Sonia Lynn Sadler
City Green Hardcover by Dyanne DiSalvo-Ryan
George Saves The World By Lunchtime (George and Flora) by Dr Jo Readman
A Planet Full of Plastic: and how you can help (Eco Explorers) by Neal Layton



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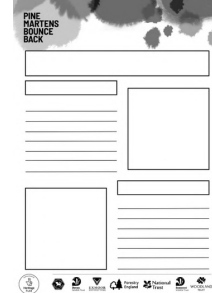


PINE MARTENS BOUNCE BACK

ENGLISH (WRITING) : KS1 NON-CHRONOLOGICAL REPORT (TEMPLATE)

Content:

- Teacher guidance
- Writing Template
- Non-chronological report reading comprehension text
- Pine marten image bank (optional)
- Pine marten PowerPoint (optional)
- Two week teaching sequence (optional)



Teacher notes:

This resource is aimed at KS1 children who need support structuring their writing. An introduction to pine martens and/or woodland habitat will be needed before they complete this activity for students to have the information to use in their writing. This could be through the comprehension texts and/or the 'Pine marten introduction' PowerPoint. To challenge pupils further, they could create their own report structure or they could make a booklet instead. Images of pine martens can be printed to use in the template or pupils could draw illustrations. A session to plan and map their ideas before creating their report would be beneficial.

Curriculum links:

Year 1 programme of study

Writing – composition

Pupils should be taught to:

write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Year 2 programme of study

Writing – composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing about real events
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
 - read aloud what they have written with appropriate intonation to make the meaning clear.

PINE MARTENS BOUNCE BACK

SEND Considerations/adjustments:

Images of pine martens could be used to aid with writing simple sentences or images could be labelled for children who find writing challenging. A child could use a 'Talk tin' to help them remember their sentences or they could video themselves saying a sentence. A whole report could be recorded instead of having to write down their ideas.

Suggested teaching activity:

Activity objective: To write effectively and coherently drawing on previous reading to inform vocabulary and grammar choices.

This activity will take around 45 mins - 1 hour to complete.

1. Ask the children to consider the title and subheadings for each section of the report, if they have not done so already.
2. Fill in each section of the report, making sure that the sentences under each subheading are linked to the subheading.
3. Encourage students to use new vocabulary gained from the PowerPoint or comprehension text.
4. When the children have completed each section of the template, they can add in images that match the subheadings. These might be printed images or students could choose to draw pictures and colour them in.
5. Finally, get the children to proofread and make any corrections that need to be made.
6. Once students have checked their writing, allow time for them to share their work with their peers. This could be reading it to a group or to the whole class, or even sharing it with a different class in the school!

You may also like:

[Leaf Outlines | Outdoor Lesson Idea by Learning through Landscapes \(ltl.org.uk\)](#)

[Poetree | Learning through Landscapes \(ltl.org.uk\)](#)



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Forestry
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National
Trust



Somerset
Wildlife Trust



WOODLAND
TRUST

PINE MARTENS BOUNCE BACK



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Empty rectangular box for text.

Large empty rectangular box for text.

Five horizontal lines for text.

Large empty rectangular box for text.

Empty rectangular box for text.

Five horizontal lines for text.



PINE MARTENS BOUNCE BACK



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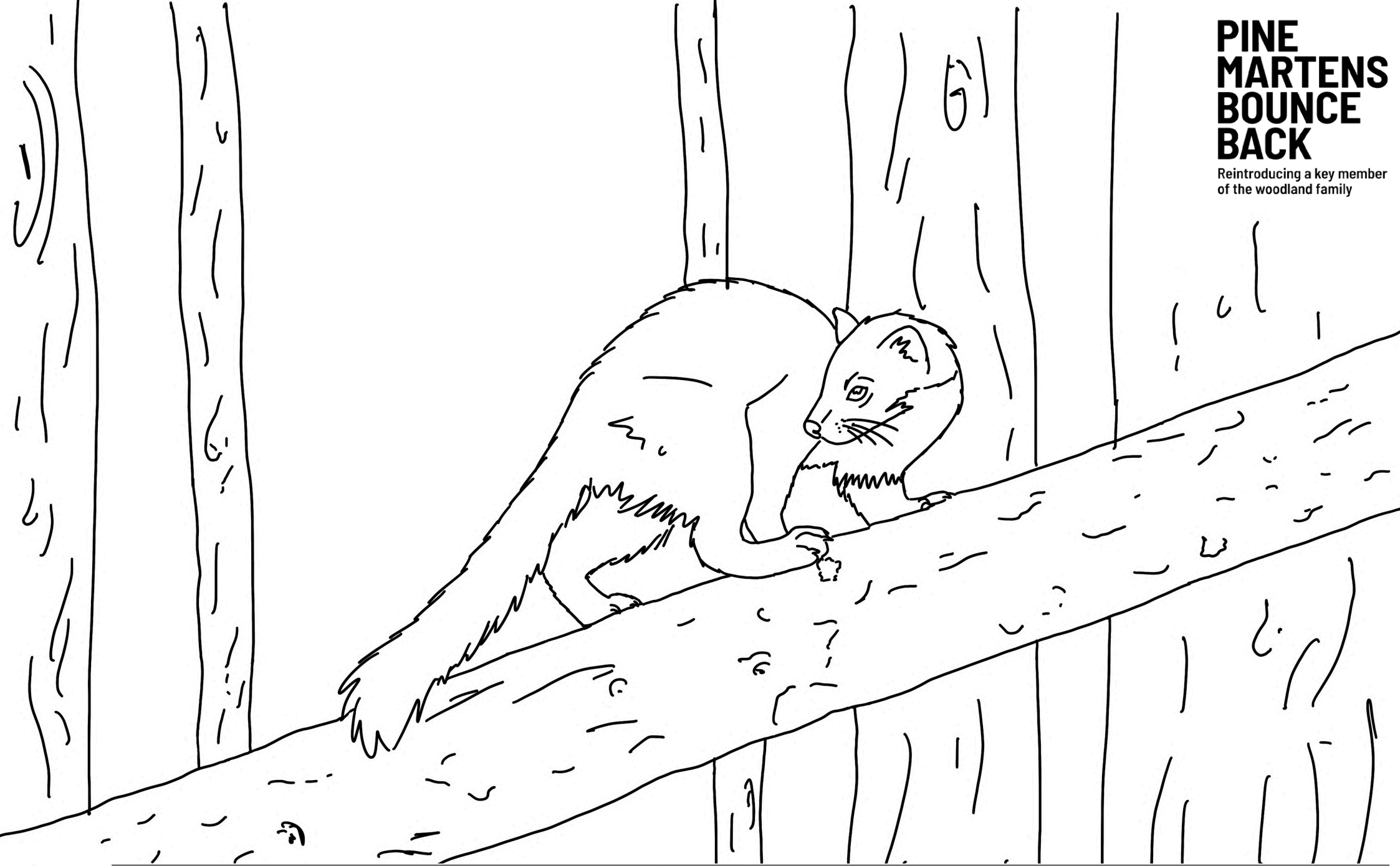
PINE MARTENS BOUNCE BACK

Reintroducing a key member
of the woodland family



PINE MARTENS BOUNCE BACK

Reintroducing a key member of the woodland family



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PINE MARTENS BOUNCE BACK

Reintroducing a key member
of the woodland family



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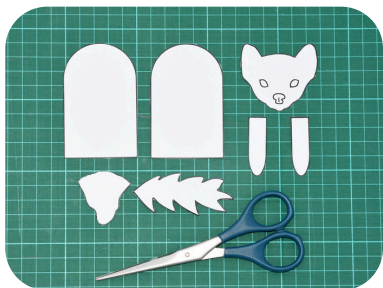


PINE MARTENS BOUNCE BACK

HOW TO MAKE YOUR OWN PINE MARTEN FINGER PUPPET

You will need:

- scissors
- glue/glue gun **or** double sided sticky tape **or** needle and thread
- brown and cream paper, thin card **or** felt
- black pen
- pine marten template



Step 1)

First, cut out the pine marten template and place it or pin it onto the felt or card.

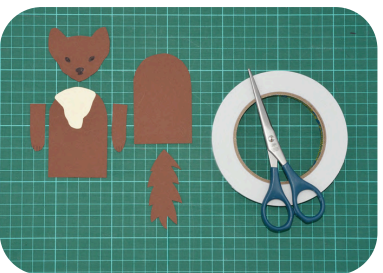
Tip!

Make sure you use thin card, so that it bends easily,



Step 2)

Neatly cut around the template outlines, cutting through the card or felt.

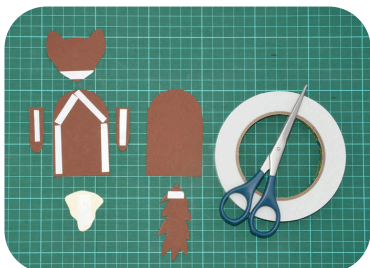


Step 3)

Draw the eyes and the nose onto the face. Stick the bib onto the body.

Tip!

If you have used glue, give it time to dry.



Step 4)

If you are using card, use double sided sticky tape or glue to stick the parts together.



Step 5) Now it's time to test it out!



If you are using felt, you can use a glue gun or needle and thread to attach the pieces together.



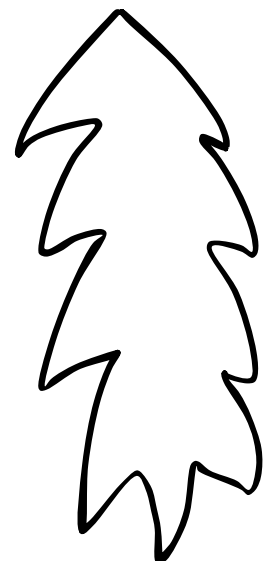
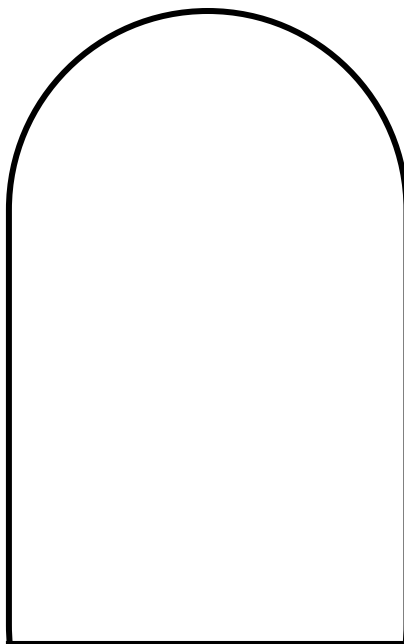
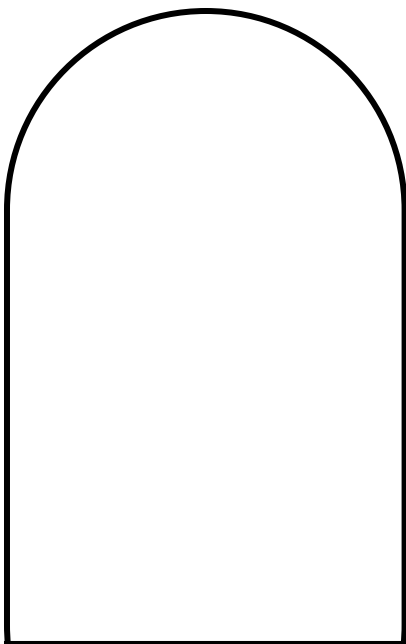
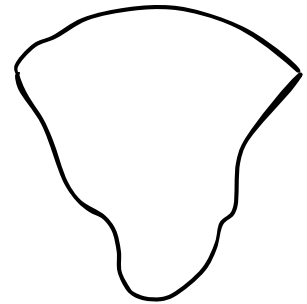
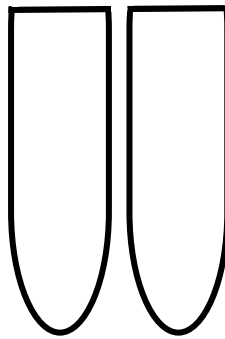
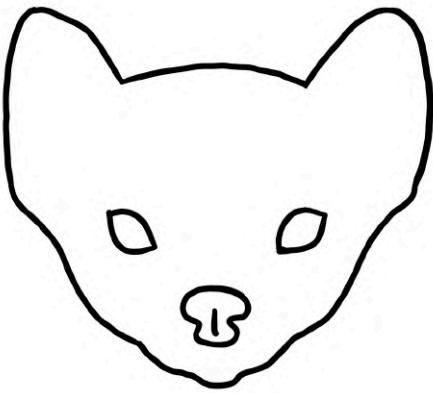
PINE MARTENS BOUNCE BACK

PINE MARTEN FINGER PUPPET

This template can be used in lots of different ways!

You can:

- Print the template, colour in the different parts and then stick it together following the instructions.
- Use the template on coloured paper or thin card. Cut this out, draw on the face and claws and stick it together.
- Use the template on felt or fabric. Cut this out and sew or glue gun the parts together.



PINE MARTENS BOUNCE BACK

HOW TO MAKE YOUR OWN PINE MARTEN SOCK PUPPET

You will need:

- a brown sock
- scissors
- glue gun or strong glue
- black, brown and cream felt or other fabric
- black pen or pins
- pine marten template



Step 1)

First, cut out the pine marten template and place or pin it onto the fabric.



Step 2)

Neatly cut around the template outlines, cutting through the felt or fabric.



Step 3)

Next, fold the toes of the sock over and glue the ears on the corners of the fold.



Step 3)

Stick the inner ear pieces onto the ears. Then, create your own shaped bib by cutting a wiggly line around the outside of the bib. Glue this under the folded toe section.

Did you know?

Each pine marten has a different patterned bib!



Step 3)

Finally, glue on the nose and eyes.

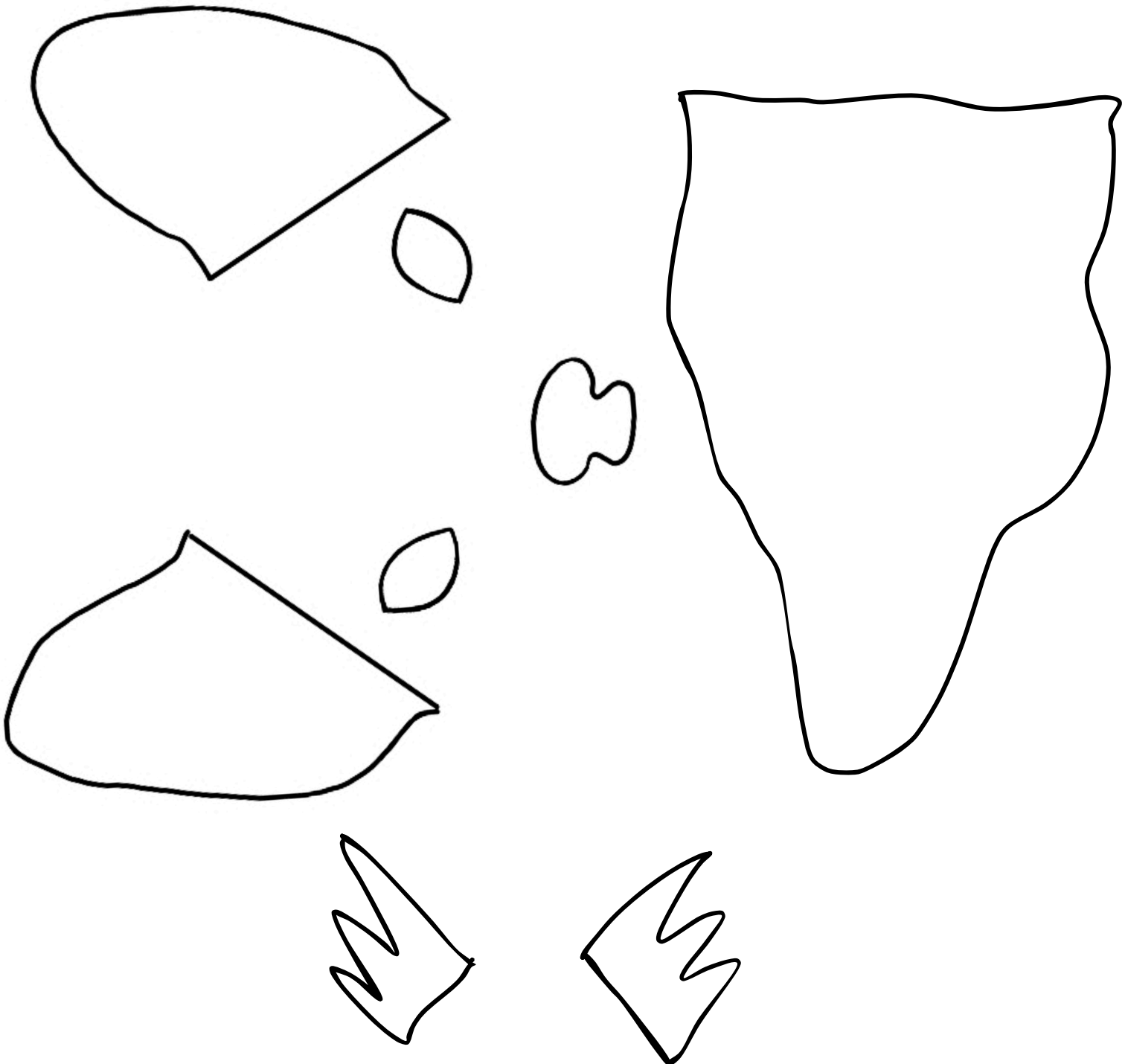
Now it's time to take your pine marten on a woodland adventure!

Let's go!



PINE MARTENS BOUNCE BACK

PINE MARTEN SOCK PUPPET: TEMPLATE



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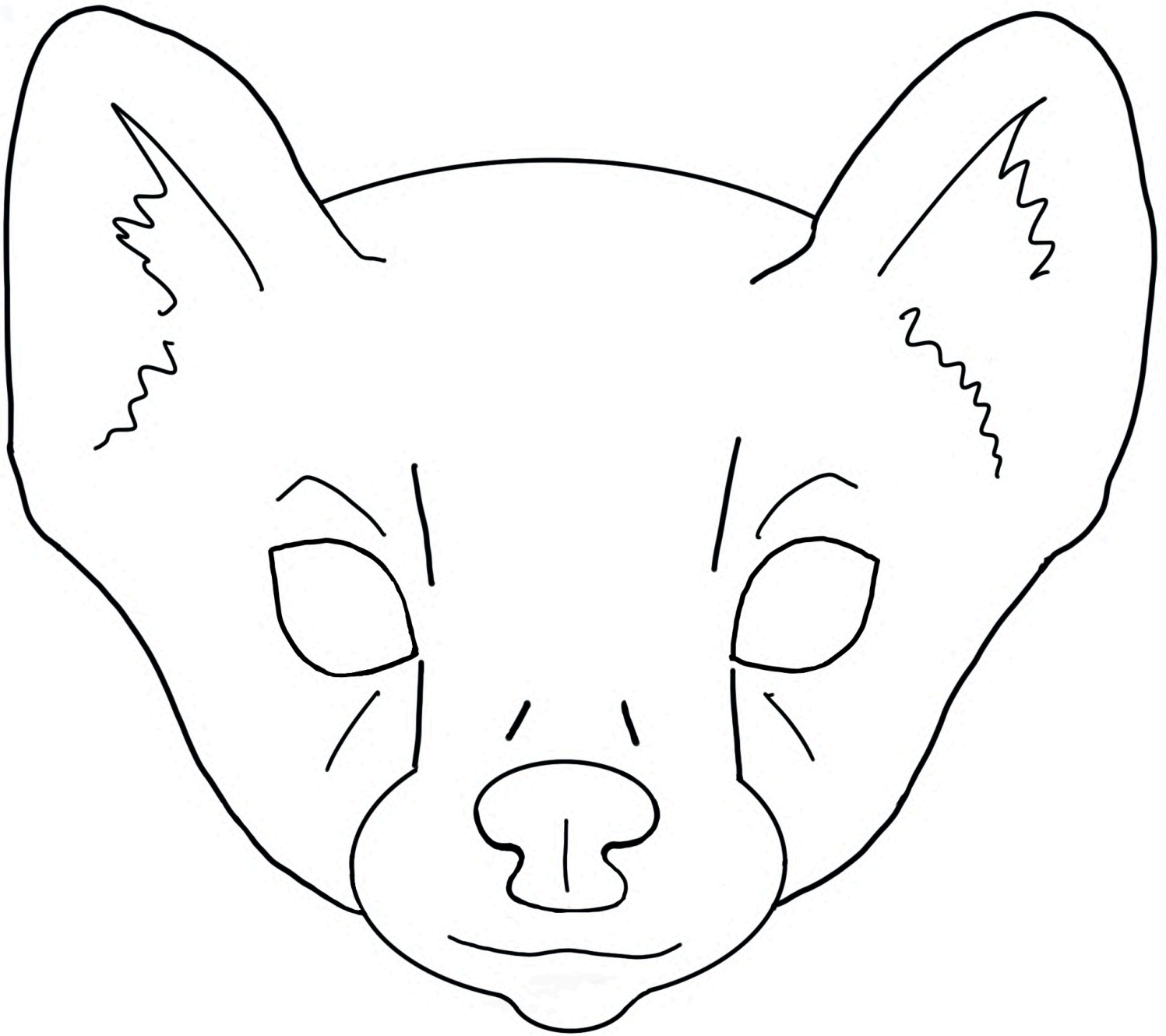
National
Trust



PINE MARTEN FACE MASK

Print it off, colour it in and create your own pine marten mask.

To create the band that goes around your head, work together with a partner to measure a strip of card or paper around your head with an overlap to join it together.



Why not try making the mask out of fabric!