



KS1 Activity Resources Pack				
Subject	Activity	National Curriculum Links	Resource location	Further ideas/Activities
Science	Deciduous and evergreen tree sort	Year 1 programme of study Plants Pupils should be taught to: <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 	PMBB	A-Z Guide - British Trees - Woodland Trust Trees are a treat - BBC Bitesize Learning About Trees Devon Wildlife Trust
	Parts of a tree- Labelling the different parts of a tree and talking about their functions	Year 1 programme of study Plants Pupils should be taught to: <ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees 	PMBB	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
	Woodland spotter sheets (Spring, Summer, Autumn, Winter)	Year 1 programme of study Animals, including humans Pupils should be taught to: <ul style="list-style-type: none"> 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) Year 1 programme of study Plants Pupils should be taught to: <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 	The Wildlife Trusts - Wildlife Watch	What is a woodland habitat? - BBC Bitesize The Forest Code for Minibeast Hunting Forestry England Minibeasts Devon Wildlife Trust Wildlife spotter guide activity sheet Forestry England
	Tree & Leaf ID sheet	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	Woodland Trust	Blindfolded Exploring - Learning through Landscapes (ltl.org.uk) Tree identification posters Forestry England Download our Tree Trumps card game Forestry England
	Grow your own tree! - Class observation over time (recording visual change and measuring height)	Year 1 programme of study Plants Pupils should be taught to: <ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees Notes and guidance (non-statutory)	PMBB	Outdoor Lessons Paper Plant Pot Learning through Landscapes (ltl.org.uk) Seed dispersal types LTL



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		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.		
Make the pine marten a home- Drawing its habitat	Year 2 programme of study Living things and their habitats Pupils should be taught to:	<ul style="list-style-type: none"> 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 	PMBB	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)
Parts of a pine marten: Labelling the pine marten- How has it adapted to its environment?	Year 2 programme of study Living things and their habitats Pupils should be taught to:	<ul style="list-style-type: none"> 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 	PMBB	What do animals eat? - BBC Bitesize Outdoor Lessons Create a Critter Learning through Landscapes (ltl.org.uk) Outdoor Lessons Camouflage Caterpillars Learning through Landscapes (ltl.org.uk) Garden projects Somerset Wildlife Trust
Making a pine marten food chain	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	PMBB	What is a food chain? - BBC Bitesize
Parent and baby animal matching (including pine martens)	Year 2 programme of study Animals, including humans Pupils should be taught to:	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 	PMBB	How do animals grow? - BBC Bitesize Outdoor Lessons Life Cycle Role Plays Learning through Landscapes (ltl.org.uk) I STEM
Prints and poo sheet	Year 1 programme of study Animals, including humans		PMBB	Poo Dunit Wildlife Watch



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		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 		<p>Animal Tracks - Prints and Poo ID for Kids - Woodland Trust</p> <p>Outdoor Lessons Animal Track Trap Learning through Landscapes (ltl.org.uk)</p>
	Pine marten action game	<p>Year 1 programme of study Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	PMBB	Year 1: Animals, including humans STEM
	Similarities and differences- Pine marten and badger	<p>Year 1 programme of study Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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) 	PMBB	What are mammals? - BBC Bitesize
	Quiz- True or False	This is a review of all the NC links taught throughout the activities.	PMBB	<p>Deer True or False activity Forestry England</p> <p>Bluebells True or False activity Forestry England</p>
English	Pine marten non-fiction comprehension text with questions	<p>Year 1 programme of study Reading - comprehension</p> <p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences - discussing word meanings, linking new meanings to those already known • Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> - 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 • 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 <p>Year 2 programme of study Reading - comprehension</p> <p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> -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 - discussing the sequence of events in books and how items of information are related - 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 	PMBB	<p>20 Books for Woodland Learning - Royal Forestry Society (rfs.org.uk)</p> <p>PMBB - List of recommendations</p> <p>Superworm educational activity sheets Forestry England</p> <p>Gruffalo Spotters activity sheets Forestry England</p>



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Woodland non-fiction comprehension text with questions	<p>Year 1 programme of study Reading – comprehension Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences - discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> - 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 - 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 <p>Year 2 programme of study Reading – comprehension Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> -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 - discussing the sequence of events in books and how items of information are related - 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 <ul style="list-style-type: none"> - checking that the text makes sense to them as they read and correcting inaccurate reading - answering and asking questions participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	PMBB	20 Books for Woodland Learning - Royal Forestry Society (rfs.org.uk)	
Primary age reading list-Books to share with primary aged children (Woodland, animals and the environment)	<p>Year 1 programme of study Reading – comprehension Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences 		Climate Change: Facts and Actions for Kids - Woodland Trust Sensory stories: Let's go out to a forest - BBC Bitesize Gruffalo Forestry England	



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<p>Non- chronological report: Create a fact file about pine martens or woodlands- Template provided</p>		<p>Year 1 programme of study Writing – composition Statutory requirements Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> - 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 <p>Year 2 programme of study Writing – composition Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: --writing about real events <ul style="list-style-type: none"> - writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> - 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: 	<p>PMBB</p>	<p>Leaf Outlines Outdoor Lesson Idea by Learning through Landscapes (ltl.org.uk)</p> <p>Poetree Learning through Landscapes (ltl.org.uk)</p> <p>English Literacy lesson plan Forestry England</p>



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		<ul style="list-style-type: none"> - 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. <p><u>Notes and guidance (non-statutory)</u> Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p>		
DT/Art	Colouring sheets – Pine marten outline and pine marten in woodland	<p>Art Key stage 1</p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	PMBB	<p>Japanese Art of Hapa zome Learning through Landscapes (Itl.org.uk)</p> <p>Tree Faces Outdoor Lesson Idea Learning through Landscapes (Itl.org.uk)</p> <p>Naturally Creative Outdoors - Learning through Landscapes (Itl.org.uk)</p>
	Pine marten finger & sock puppet instructions	<p>DT Key stage 1</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p>	PMBB	<p>KS1-Designing for sustainability and the environment STEM</p> <p>KS1- Textiles STEM</p>
	Pine marten mask- colour and cut out.	<p>Art Key stage 1</p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>DT Key stage 1</p> <ul style="list-style-type: none"> Make: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	PMBB	Natural materials - forest art lesson plan Forestry England