

**PINE
MARTENS
BOUNCE
BACK**

PINE MARTEN SCHOOLS

LOWER KS2 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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LKS2 Science: Suggested teaching sequence

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

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Pine marten PowerPoint Labelling the pine marten- How has it adapted to its environment?	Making a pine marten food chain Predator and prey game.	Drawing and labelling woodland habitat. How can we protect habitats?	Parts of a tree- Labelling the different parts of a tree and talking about their functions.	Tree identification trip using tree ID sheets.	Quiz



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SCIENCE : LKS2 PARTS OF A TREE

Content:

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

Teacher notes:

This activity aims to teach children about the different parts of the tree and what their functions are. This is a topic that was taught in KS1, so there will be revision of knowledge. However, in LKS2 pupils need to have a better understanding of the functions of each part of the tree and they need to be able to explain them confidently. This activity could also be used as an introduction to seed dispersal.

Curriculum links:

Year 3 programme of study

Plants

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

SEND Considerations/adjustments:

Labels can be scribed and the explanation for the features can be typed or scribed as well.

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. Share this video as a revision of the parts of a plant:

<https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/z2d4g7h#zx7rr2p>

2. Have images of trees on the board or if you have trees on your school grounds, let the children look carefully at the trees thinking about what they look like and what they feel like. How are trees different from other plants? How are they similar? Get the children to point out the different parts/features. Can they explain what they do?

3. Next, students will use the labels on the sheet to label the tree and write sentences about the functions of each part in their books.

4. When completed, students can go through the answers and share their writing with a partner or with the class.

You may also like:

[Leaf Slides - Learning through Landscapes \(l.tl.org.uk\)](http://l.tl.org.uk/leaf-slides)

[Outdoor Lessons | Parts of a Plant | Learning through Landscapes \(l.tl.org.uk\)](http://l.tl.org.uk/outdoor-lessons)

[Seed dispersal types | LTL](http://l.tl.org.uk/seed-dispersal)

[Poetree | Learning through Landscapes \(l.tl.org.uk\)](http://l.tl.org.uk/poetree)

[Learning About Trees | Devon Wildlife Trust](http://www.devon-wildlife-trust.org.uk/learning-about-trees)



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PARTS OF A TREE

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

roots

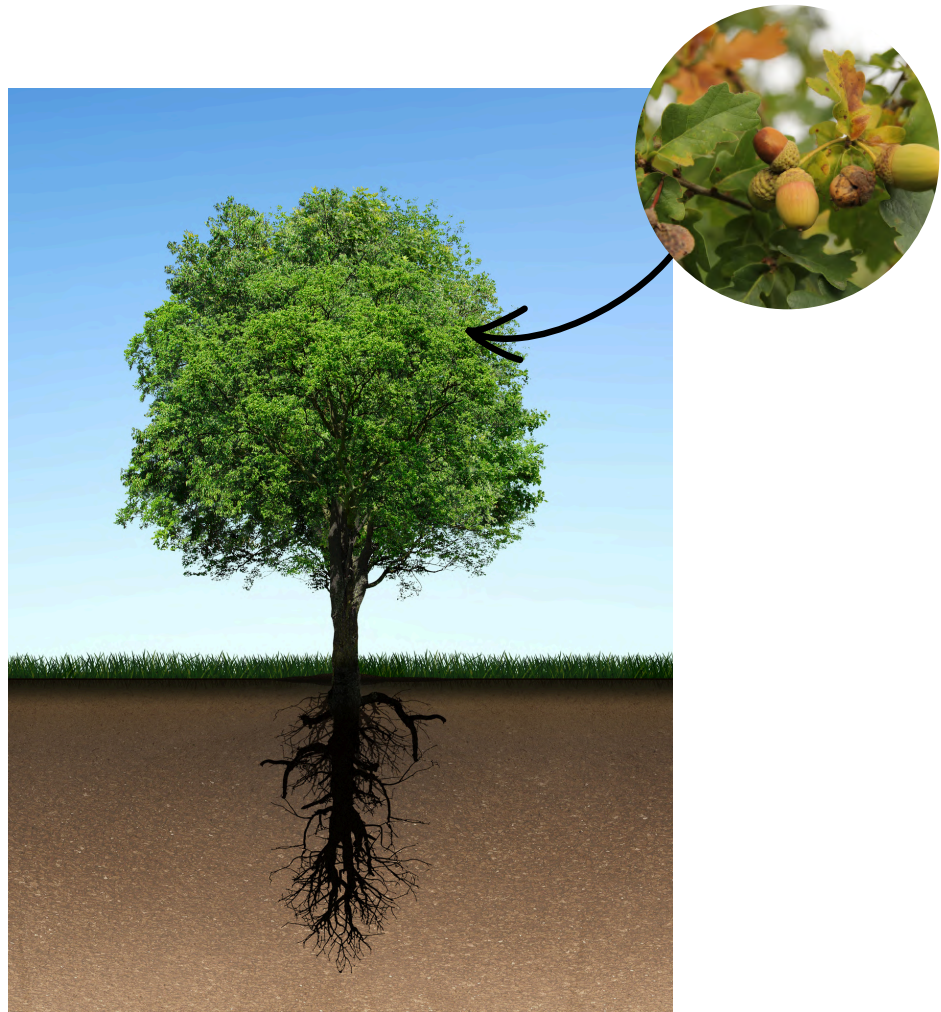
leaves

branches

trunk

bark

seeds



After you have labelled tree, explain the function for each part in your book.



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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.

seeds

A seed is like a small parcel containing everything a new plant needs to start growing. It contains the young plant and store of food. This is all wrapped up in a tough, protective layer.

leaves

Leaves are very important 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

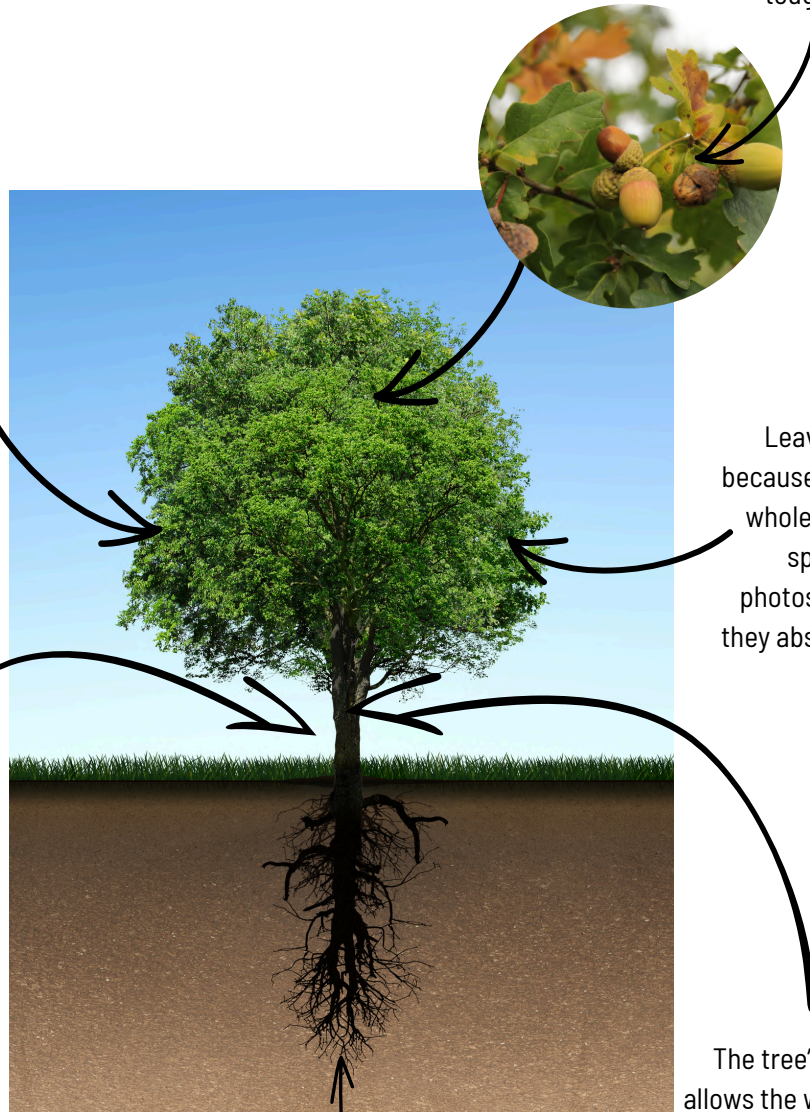
The bark protects the tree from creatures eating and damaging the trunk and branches.

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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LKS2 SCIENCE : THE WOODLAND HABITAT

Content:

- Teacher guidance
- Woodland comprehension text (optional)
- Activity sheet
- Six week teaching sequence (optional)

Teacher notes:

This activity is an activity to be used when teaching about different habitats. The reading comprehension text about woodlands can be used before this activity for ideas of animals and plants that you would find in the woodland habitat. 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 4 programme of study

Living things and their habitats

Pupils should be taught to:

- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

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 recognise that environments can change and that this can sometimes pose dangers to living things.

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

1. Have the word 'woodlands' on the board. Ask children to come and write what they might find in a woodland habitat.

2. Watch this video about ancient woodlands: <https://www.youtube.com/watch?v=0mG1NM-il4g>

Discuss what is natural and what is man made. How have humans impacted woodlands?

3. Explain to pupils that they will need to draw the woodland habitat thinking about what plants and animals might be living in there. They can research woodlands to help complete this activity.

5. Half way through the session, get students to stop drawing their woodlands and start to think about how humans have negatively affected woodlands through deforestation & pollution. Watch these videos about human impacts.

<https://www.bbc.co.uk/bitesize/topics/z6wxxnb/articles/zp4w8hv#z4qgg7h>

<https://www.bbc.co.uk/bitesize/topics/z6wxxnb/articles/z2md82p>

6. Make a mind map of all of the negative impacts humans have on woodlands. Then ask the children to draw a woodland with these impacts (labelled) either on the back of the sheet or on a separate bit of paper.

7. Allow children to share their two drawings. Discuss how we can stop these negative impacts and why it is important that we do.

You may also like:

<https://www.bbc.co.uk/bitesize/topics/z6wxxnb/articles/zsphrwx>

[Types of Woodland Habitats - Woodland Trust](#)

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

[Wilder Schools | Somerset Wildlife Trust](#)

[How a forest looks and feels pre-visit resource | Forestry England](#)

[Forest senses pre-visit resource | Forestry England](#)



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THE WOODLAND HABITAT

Draw and label a woodland habitat. Which plants would you find here? Which animals would you find here?
How can we protect the woodland habitat and what are the causes of the woodland habitat loss?



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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
Bilberry
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

Human impacts:

Litter/rubbish
Tree stumps (deforestation)
Buildings being built
Farmland replacing woodlands
Roads going through the woodlands

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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PARTS OF A PINE MARTEN

Content:

- Teacher guidance
- 'Introduction to Pine Martens' PowerPoint (optional)
- Activity sheet with labels and lines
- Activity sheet with no labels
- Answer sheet
- Six week teaching sequence (optional)

Teacher notes:

This 'Parts of a Pine Marten' labelling activity contains two levels of activity sheet and one answer sheet which can all be printed on A4 paper. Colour printing is recommended, so that students can see the pine marten in colour. The activity sheet has labels for the various parts of the pine marten. Students must use the list of words provided to label each of the pine marten's features and add adjectives to describe each part (for example: bushy tail, sharp claws, strong legs, sensitive nose and short whiskers). As an extension task, this sheet also contains space to write sentences about how they use their features (for example: The pine marten has a bushy tail to keep them warm when it is cold).

Curriculum links:

Revision of 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

Year 4 programme of study

Living things and their habitats

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment



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SEND Considerations/adjustments

This activity can be adapted into a 'cut and stick' labeling activity or the answers could be scribed after discussion with an adult.

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. Make sure they think about how each feature helps the pine marten live in its habitat successfully. Students need to think of adjectives to describe each feature when labelling. Then students need to explain how each feature helps the pine marten live in its habitat successfully.
5. Once they have completed the activity, go through the answers and ask students to make any corrections.

You may also like:

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



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PARTS OF A PINE MARTEN

Use the words to label this pine marten. Think of some adjectives to describe each part.
Use the lines to explain how the pine marten is suited to its environment.

eyes claws feet whiskers teeth
ears tail body legs nose





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PARTS OF A PINE MARTEN

Label the different parts of the pine marten using adjectives to describe them.
Explain how the pine marten is suited to its environment.



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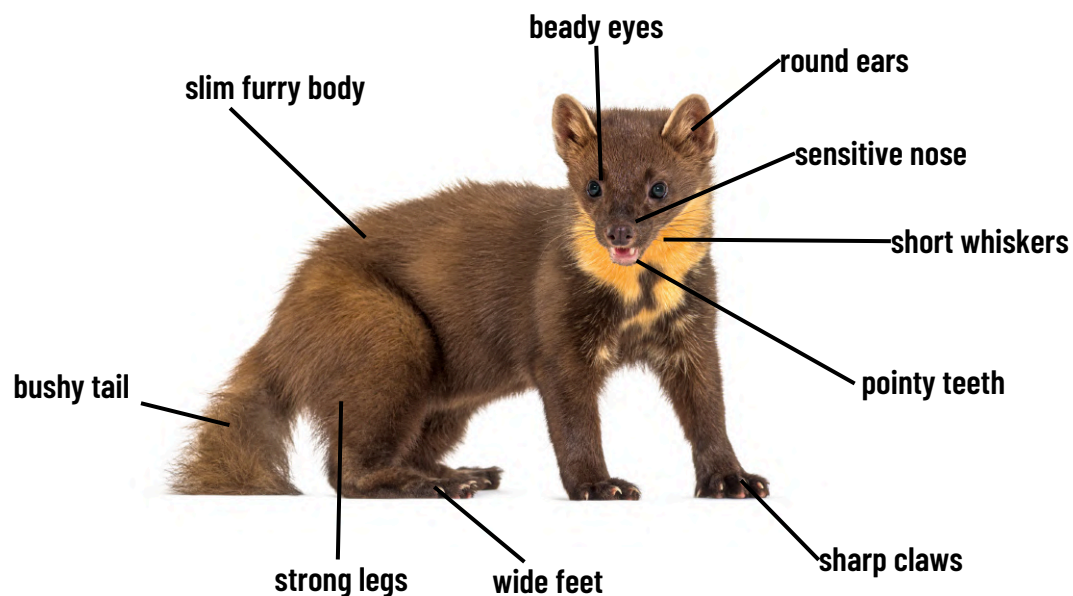


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PARTS OF A PINE MARTEN - ANSWERS

These are the correct labels with examples of adjectives to describe the different parts of the pine marten. Students can pick any adjective that correctly describes each part.



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 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 : LKS2 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. Before this session it would be useful for pupils to see the pine marten PowerPoint, so they have a basic understanding of the animal. Students can use iPads/tablets/laptops to research what pine martens eat and what eats pine martens. Useful websites:

<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/animals/mammals/pine-marten/>

<https://www.wildlifetrusts.org/wildlife-explorer/mammals/pine-marten>

Curriculum links:

Year 4 programme of study

Animals, including humans

Pupils should be taught to:

- construct and interpret a variety of food chains, identifying producers, predators and prey

SEND Considerations/adjustments:

The KS1 food chain resource could be used for students who struggle with fine motor skills/pencil control. An adult can scribe labels or could label drawings.

Suggested teaching activity:

Activity objective: To be able to identify producers, predators and prey within a food chain.

This activity will take around 30 - 45 mins complete.

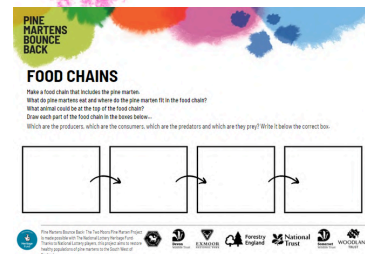
1. Recap food chains by watching this video: <https://www.bbc.co.uk/bitesize/topics/z484382/articles/zwbtxsg>
Recap vocabulary of producer, consumer, predator and prey. Have these key words and their meaning on display.
2. Explain that we are going to be creating a pine marten's food chain and discuss 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 by drawing each part.
4. When completed, ask 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.

The predator and prey game could be used at the end of this session as a fun way of consolidating this terminology.

You may also like:

[Interdependence in Food Webs | Outdoor Lesson Idea by Learning through Landscapes \(ltl.org.uk\)](#)

[Education Pack: Food Chains | STEM](#) , [Web of Wildlife | STEM](#) , [Dinner at the Reef: Food Chains \(Age 7 to 11\) | STEM](#)



PINE MARTENS BOUNCE BACK

FOOD CHAINS

Make a food chain that includes the pine marten.

What do pine martens eat and where do the pine marten fit in the food chain?

What animal could be at the top of the food chain?

Draw each part of the food chain in the boxes below...

Which are the producers, which are the consumers, which are the predators and which are they prey? Write it below the correct box.

The diagram shows four empty rectangular boxes arranged in a horizontal row. Each box is connected to the next one by a curved arrow pointing from left to right, indicating the flow of energy in the food chain.



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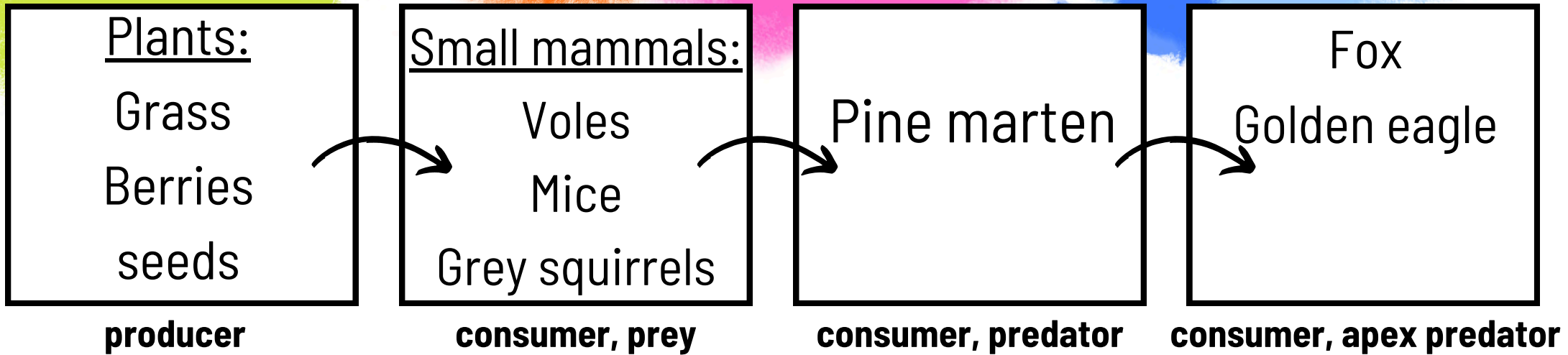
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Potential answers



Extension activity:

Can they think of any other plants or animals that could replace the examples given 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 could 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 this 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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SCIENCE : LKS2 PRINTS AND POO ACTIVITY

Content:

- Teacher guidance
- Intro page
- 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. Sheets can be printed and cut out or they can be displayed for pupils to write down the matching number and letter.

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 3 programme of study

Animals, including humans

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Year 4 programme of study

Living things and their habitats

Pupils should be taught to:

- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

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.

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Suggested teaching activity:

Activity objective: To identify and name a variety of living things in their local and wider environment.

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. Share the introduction page on the board. Ask students the questions on the page.
2. Read through this page to remind students of the key vocabulary:
<https://www.bbc.co.uk/bitesize/topics/zcyycdm/articles/zyb9cmn#z9xkky>
Go back to the intro page and see if the class were correct with their classifications. Do they know what these animals eat?
3. Share the activity sheet and get the pupils into partners or into groups. Explain that the task is to match the print/poo to the animal.
4. Finally, ask the children to check their answers and challenge them to compare the animals using the vocabulary covered in the session.

You may also like:

[Poo Dunit!](#) | [Wildlife Watch](#)

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



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Can you name these animals?



How would you classify them?



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PRINTS AND POOS

Match the prints and poos to the animal!



Stephen Powles



Stephen Powles



Stephen Powles



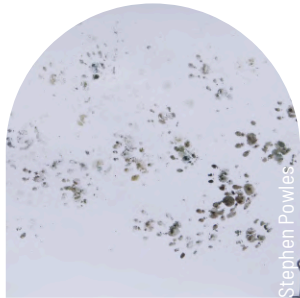
Stephen Powles



Stephen Powles



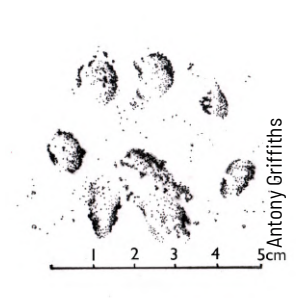
Stephen Powles



Stephen Powles



Stephen Powles



Antony Griffiths



Stephen Powles



Stephen Powles



Stephen Powles



Kevin Keatley



badger

pine marten

otter

rabbit

fox

hedgehog



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Somerset Wildlife Trust

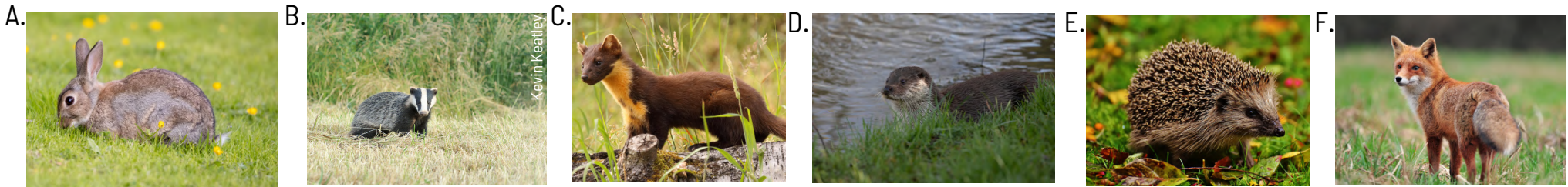


WOODLAND TRUST

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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WHOSE PRINTS?

Which print belongs to the pine marten? Whose are the other prints?

1.



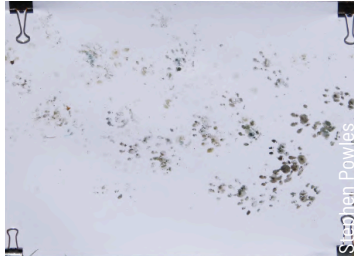
Stephen Powles

2.



Stephen Powles

3.



Stephen Powles

4.



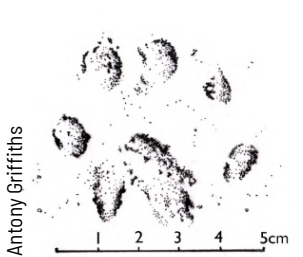
Stephen Powles

5.



Stephen Powles

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Antony Griffiths

A.



Kevin Keatley

B.



C.



D.



E.



F.



badger

pine marten

rabbit

hedgehog

fox

otter



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



PINE MARTENS BOUNCE BACK

ANSWERS

badger



Stephen Powles

rabbit



Stephen Powles

fox



Stephen Powles

hedgehog



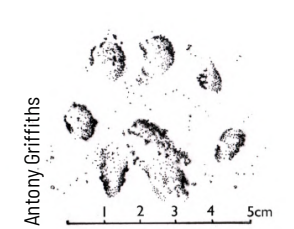
Stephen Powles

otter



Stephen Powles

pine marten



Antony Griffiths



Stephen Powles



Stephen Powles



Stephen Powles



Stephen Powles



Stephen Powles



Stephen Powles



Kevin Keatley



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Forestry England



PINE MARTENS BOUNCE BACK

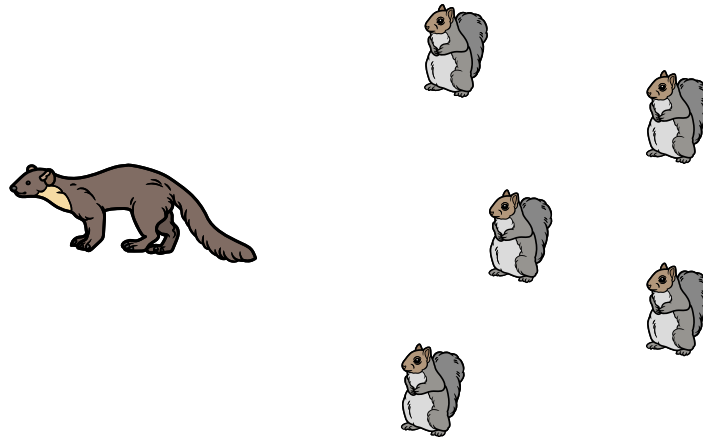
PREDATORS AND PREY GAME

There needs to be at least three people to play these games.

Choose one person to be a pine marten and everyone else is a squirrel.

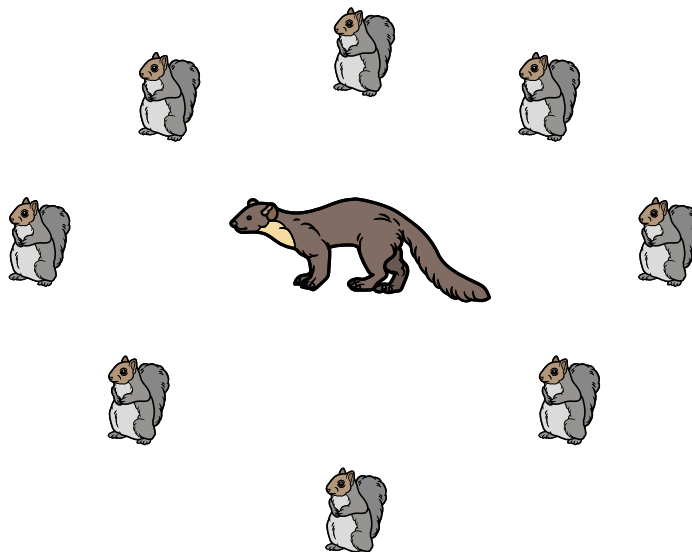
1

The pine marten must stand facing a wall or tree. The squirrels must sneak up on the pine marten without being heard. If the pine marten hears a noise, they turn around and the squirrels must freeze. If the pine marten sees anyone moving, they call out their name and that squirrel is out.



2

The pine marten sits in the centre, blindfolded, guarding a set of keys or another noisy item. The squirrels must sneak up and try to retrieve this item. If the pine marten hears and points at anyone, that person is out of the game.



THE PINE MARTEN QUIZ

Let's have some fun and test your knowledge about pine martens! Are you ready? Let's get started!

1) Are pine martens herbivores, carnivores or omnivores?

2) How can you tell pine martens apart?

3) What predator might eat a pine marten?

4) How have pine martens adapted to climb trees?

5) What are baby pine martens called?

6) Where do pine martens sleep?

7) Are pine martens amphibians, reptiles, mammals, fish, birds or invertebrates?

8) What are pine marten's poos called and how will you know it belongs to a pine marten?



9) How has deforestation affected pine martens?

10) Can you name one way that humans can help protect pine martens and their habitats?

Use the box below to draw a pine marten and its habitat...



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PINE MARTENS BOUNCE BACK

ANSWERS

1) Are pine martens herbivores, carnivores or omnivores?

Pine martens are omnivores and will eat most things! Their favourite food is field voles but they eat berries, insects, bird and birds eggs. They will also eat grey squirrels.

2) How can you tell pine martens apart?

Each pine marten has an individual creamy- white bib. You can tell pine martens apart using the pattern of their bib.

3) What predator might eat a pine marten?

Foxes will eat pine martens and in Scotland, golden eagles will also eat pine martens.

4) How have pine martens adapted to climb trees?

Pine martens have sharp claws to help them climb trees. They also have a tail for balancing and strong legs for pushing off one branch to jump to another.

5) What are baby pine martens called?

Baby pine martens are called kits. A female pine marten can have up to five kits at one time and they are born bald and blind!

6) Where do pine martens sleep?

Pine martens will either sleep in tree hollows or in rock crevices. They don't just have one home in their territory, they have multiple places to sleep. These might be abandoned bird nests or squirrel dreys.

7) Are pine martens amphibians, reptiles, mammals, fish, birds or invertebrates?

Pine martens are mammals. They have fur and give birth to live young. They feed their young with milk.

8) What are pine marten's poos called and how will you know it belongs to a pine marten?

Pine marten poos are called scats. Pine marten scats are often dark and coiled (martens have a curious habit of hip wiggling while scating, which produces this distinctive shape). They tend to have a musty sweet scent unlike fox poo. Scats can contain fur, feathers or the delicate bone fragments of field voles. Occasionally you may even find brightly coloured blue or red scats – evidence that a marten has been eating a lot of bilberry or rowan berry.

PINE MARTENS BOUNCE BACK

9) How has deforestation affected pine martens?

Deforestation has dramatically reduced the woodland habitat in the UK. Pine martens sleep in trees, eat berries that grow in woodlands, eat animals that live in woodlands and have their kits in the trees as well. This means that woodlands are essential for them to live. The UK used to have connected woodlands covering the land and the pine martens could travel across using these woodlands, but now they cannot travel across the UK due to historic deforestation, which keeps their population low. New woodlands, that have been planted recently, lack the diversity of plants, trees and insects which pine martens need to thrive.

10) Can you name one way that humans can help protect pine martens and their habitats?

Protecting the woodlands to keep the pine marten's habitat. Improving woodland habitats by planting lots of different types of trees and plants.
Stopping deforestation for land to build on. Encourage the government to protect the remaining woodlands.



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England



LKS2 English: Two week writing teaching sequence

Below is an example of how you could combine the English activities into a two-week persuasive writing teaching block. The suggested activity is writing a letter to a local MP to persuade them to support the reintroduction of pine martens and of the importance of protecting woodlands.

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Introduction to the text: A persuasive letter to a local MP about the reintroduction of endangered animals.</p> <p>Potential additional lesson: Reading: Pine marten non-fiction comprehension text/Woodland non-fiction comprehension text with questions</p>	<p>Features of a formal persuasive letter: Labelling features</p> <p>In this session, pupils will annotate the text highlighting the different features of a formal persuasive letter.</p>	<p>Rhetorical questions: Students will practise using rhetorical questions to persuade the reader.</p>	<p>Making notes from the example letter of reasons to reintroduce endangered species. Collectively as a class coming up with ideas to use in a class (shared write letter).</p>	<p>Create a formal, persuasive letter to send to your local MP to persuade them of the importance of reintroducing endangered animals.</p> <p>Shared write: As a class practise creating a letter. Writing an address, using formal language and using rhetorical questions. Go through the process of creating sentences and uplevelling sentences.</p>

Session 6	Session 7	Session 8	Session 9	Session 10
<p>Planning session: Shared plan: The class need to create a plan for a letter to persuade someone or a group of people to protect our woodlands.</p> <p>More able students can do this independently.</p>	<p>Writing: Pupils will use their plan to write their letter independently using the skills they have learnt last week.</p> <p>Pupils can use the template provided in the resources or they can write it in their books.</p>	<p>Writing: Pupils will use their plan to write their persuasive letter 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 create a neat, published version on paper.</p> <p>It is also an opportunity to read their writing aloud to the class or another class.</p>



PINE MARTENS BOUNCE BACK

LKS2 ENGLISH (READING) : PINE MARTEN AND WOODLAND NON-FICTION COMPREHENSION TEXTS

Content:

- Teacher guidance
- Pine marten non-chronological report reading comprehension text
- Woodland 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 teaching sequence with the children writing a non-chronological report as the final outcome.

Curriculum links

Years 3 and 4 programme of study

They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Reading comprehension

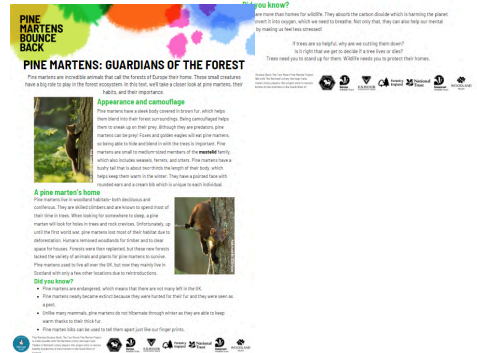
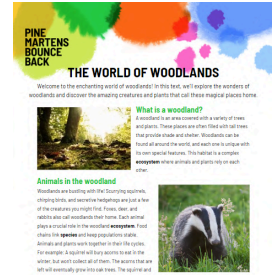
Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read

SEND Considerations/adjustments

The PDF Read out loud tool can be used to aid those who need support with the segmenting and blending of words.

This text can also be read by the teacher to the class and could be used as a discussion text instead of a guided reading style activity.



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PINE MARTENS BOUNCE BACK

Suggested teaching activity:

Activity objective: To justify their views about what they have read through answering comprehension questions.

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. Can they explain what non-chronological means?

3. Read through the text and ask the children to point out any 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). Students can use a dictionary to look up vocabulary.

4. If working in partners, bring 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:

[Blog | Wildlife Watch](#)

[Wildlife Explorer | Wildlife Watch](#)



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PINE MARTENS BOUNCE BACK

PINE MARTENS: GUARDIANS OF THE FOREST

Pine martens are incredible animals that call the forests of Europe their home. These small creatures have a big role to play in the forest ecosystem. In this text, we'll take a closer look at pine martens, their habits, and their importance.



Appearance and camouflage

Pine martens have a sleek body covered in brown fur, which helps them blend into their forest surroundings. Being camouflaged helps them to sneak up on their prey. Although they are predators, pine martens can be prey! Foxes and golden eagles will eat pine martens, so being able to hide and blend in with the trees is important. Pine martens are small to medium-sized members of the **mustelid** family, which also includes weasels, ferrets, and otters. Pine martens have a bushy tail that is about two-thirds the length of their body, which helps keep them warm in the winter. They have a pointed face with rounded ears and a cream bib which is unique to each individual.

A pine marten's home

Pine martens live in woodland habitats- both deciduous and coniferous. They are skilled climbers and are known to spend most of their time in trees. When looking for somewhere to sleep, a pine marten will look for holes in trees and rock crevices. Unfortunately, up until the first world war, pine martens lost most of their habitat due to deforestation. Humans removed woodlands for timber and to clear space for houses. Forests were then replanted, but these new forests lacked the variety of animals and plants for pine martens to survive. Pine martens used to live all over the UK, but now they mainly live in Scotland with only a few other locations due to reintroductions.



Did you know?

- Pine martens are endangered, which means that there are not many left in the UK.
- Pine martens nearly became extinct because they were hunted for their fur and they were seen as a pest.
- Unlike many mammals, pine martens do not hibernate through winter as they are able to keep warm thanks to their thick fur.
- Pine marten bibs can be used to tell them apart just like our finger prints.



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Forestry England





Margaret Holland

A varied diet

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!

Pine martens have also been known to eat grey squirrels. This is an important part of maintaining a balanced ecosystem. Without the pine marten, the population of the smaller mammals can become too large and they can start to damage the habitat.

Why reintroduce pine martens?

Pine martens have been reintroduced in Gloucestershire and Wales and are now going to be reintroduced in Devon and Somerset. It is important to reintroduce species such as the pine marten to increase **biodiversity** and to make sure the habitat has a thriving **ecosystem**. They are an important native carnivore that have lived in the UK for hundreds of years but numbers have declined because of human impact.

Glossary:

Biodiversity: Biodiversity is all the different kinds of life you'll find in one area. All of the animals, plants, fungi that make up the natural world. Each of these species work together in ecosystems, like a web, to balance and support life.

Ecosystem: Ecosystems are any area where living creatures such as plants and animals interact with non-living things like soil, water, temperature and air.

Mustelid: These are a family of mammals, and there are seven species found in the wild in the UK. They vary widely in looks and behaviour, but generally speaking mustelids are long-bodied, short-legged, thickly furred and tend to be active at night.

COMPREHENSION QUESTIONS:

1. Find one word in the text which means pine martens are at risk of becoming extinct.
2. Find a phrase which suggests that humans are having a negative effect on pine martens.
3. What do you think would happen if we didn't reintroduce species that are endangered?
4. What is the purpose of the glossary?
5. How would you summarise this text?
6. What is the main message of the text?

ANSWERS:

1. Find one word in the text which means pine martens are at risk of becoming extinct.

Endangered

2. Find a phrase which suggests that humans are having a negative effect on pine martens.

Unfortunately, up until the first world war, pine martens lost most of their habitat due to deforestation.

3. What do you think would happen if we didn't reintroduce species that are endangered?

The pine marten would become extinct and the ecosystem would become unbalanced.

4. What is the purpose of the glossary?

The glossary tells you the meanings of important words that you may not have heard before. If you don't know the meaning of the word, you won't fully understand the text.

5. How would you summarise this text?

This text is a non-fiction, non-chronological report. It teaches the reader key facts about pine martens, their habitat and how humans have negatively affected the species. The text also explains how people plan to stop the pine marten becoming extinct.

6. What is the main message of the text?

The main message of the text is that pine martens are amazing animals that need protecting.

PINE MARTENS BOUNCE BACK

THE WORLD OF WOODLANDS

Welcome to the enchanting world of woodlands! In this text, we'll explore the wonders of woodlands and discover the amazing creatures and plants that call these magical places home.



What is a woodland?

A woodland is an area covered with a variety of trees and plants. These places are often filled with tall trees that provide shade and shelter. Woodlands can be found all around the world, and each one is unique with its own special features. This habitat is a complex **ecosystem** where animals and plants rely on each other.

Animals in the woodland

Woodlands are bustling with life! Scurrying squirrels, chirping birds, and secretive hedgehogs are just a few of the creatures you might find. Foxes, deer, and rabbits also call woodlands their home. Each animal plays a crucial role in the woodland **ecosystem**. Food chains link **species** and keep populations stable. Animals and plants work together in their life cycles. For example: A squirrel will bury acorns to eat in the winter, but won't collect all of them. The acorns that are left will eventually grow into oak trees. The squirrel and tree help each other to survive.



Did you know?

Trees are more than homes for wildlife. They absorb the carbon dioxide which is harming the planet and convert it into oxygen, which we need to breathe. Not only that, they can also help our mental health by making us feel less stressed!

If trees are so helpful, why are we cutting them down?

Is it right that we get to decide if a tree lives or dies?

Trees need you to stand up for them. Wildlife needs you to protect their homes.



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A carpet of plants

Besides trees, woodlands are covered with a carpet of wildflowers and plants. Bluebells, snow drops, and ferns add bursts of color to the forest floor. Some plants are so tiny you might miss them, while others, like ferns, can grow tall and feathery.

Why protect our woodlands?

After reading this, we hope that you will want to protect our wonderful woodlands and everything that calls the woodlands their home. If we continue to destroy woodlands, species of animal and plant will become extinct making the woodland ecosystem unbalanced. **Carbon dioxide** will not be absorbed as quickly as it is being produced, which will accelerate **global warming**.

93% of our woodlands in the UK are in poor condition and new trees that are being planted take much longer to mature than the rate of deforestation. But it is not all bad news. Many conservation charities are working hard to spread awareness and protect our woodlands.

Will you help protect our woodlands?

Glossary:

Carbon dioxide - Carbon dioxide is a gas. Too much carbon dioxide in the air makes Earth warmer. When humans burn fossil fuels, like petrol when driving a car, carbon dioxide is produced.

Ecosystem - Ecosystems are any area where living creatures such as plants and animals interact with non-living things like soil, water, temperature and air.

Global warming - Global warming is the unusually fast increase in the Earth's temperature and is caused by gases like carbon dioxide.

Species - A species is a group of living things that are the same kind and can have babies together. For example, all dogs are the same species, but cats are a different species.

COMPREHENSION QUESTIONS:

1. Find one word in the text which means extremely important or necessary.
2. How does the paragraph under the subheading 'Did you know?' make you feel?
3. Do you think that woodlands will be protected and recover or do you think they will be permanently damaged? Why?
4. Why has the author used questions in the text?
5. How would you summarise this text?
6. What is the main message of the text?

PINE MARTENS BOUNCE BACK

ANSWERS:

1. Find one word in the text which means extremely important or necessary.

crucial

2. How does the paragraph under the subheading 'Did you know?' make you feel?

Students should explain how the text made them feel after reading this paragraph. They need to specify the emotions and explain why they felt like that.

3. Do you think that woodlands will be protected and recover or do you think they will be permanently damaged? Why?

Students need to find information from the text to back up their thoughts.

For example: I think that woodlands will be protected and they will recover because conservation charities are working hard to replace trees and teach people about the wildlife that lives in woodlands.

4. Why has the author used questions in the text?

Questions make the reader stop and think. It can make the reader consider how they feel and hook them in to keep reading.

5. How would you summarise this text?

This text is a non-fiction, non chronological text about woodlands and all of the living things that inhabit them. It explains why they are important and why we should protect them.

6. What is the main message of the text?

The main message of this text is that we must stop deforestation because woodlands are full of a diverse range of animals and plants which all support each other in the ecosystem.

PINE MARTENS BOUNCE BACK

THE PINE MARTEN VOCABULARY

Vocabulary	Meaning
Vertebrate	Vertebrates are animals that have a back bone in their body.
Invertebrate	Invertebrates are animals that don't have a back bone. Some have soft bodies like worms or slugs and some have a hard outer casing called an exoskeleton.
Canines	Canines are sharp, pointy teeth that are used for tearing and ripping food.
Incisors	Incisors are also sharp. These teeth help animals cut and bite off food.
Molars	Molars are wider and flatter teeth. They help crush and grind food.
Producers	Producers are found at the beginning of a food chain. They make or produce their own food. Most examples of producers are green plants which make their food through photosynthesis.
Photosynthesis	Photosynthesis is the process by which green plants convert sunlight energy into food.
Prey	Prey are the animals that predators eat.
Predators	Predators eat other animals and they are at the top of the food chain.
Carnivore	Carnivores only eat animals.
Herbivore	Herbivores only eat plants
Omnivore	Omnivores eat plants and animals.
Deciduous	Deciduous trees start to lose their leaves in the Autumn.
Evergreen	Evergreen trees have leaves that stay on all year round. They are forever green!

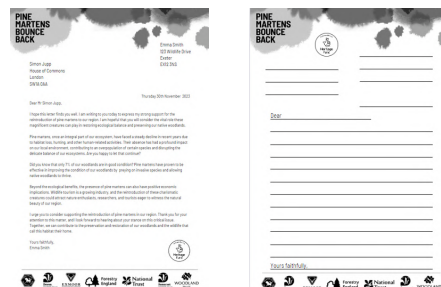
Vocabulary	Meaning
Woodland habitat	A woodland habitat is an area that has a lot of trees. The trees make the ground below shady. There are lots of plants and animals that live in a woodland, for example ferns, bluebells, badgers and hedgehogs.
Camouflage	Colours and patterns that help an animal blend in with its surroundings.
Solitary	Preferring to live alone. Pine martens are solitary animals.
Territory	An area that an animal defends against others of the same species.
Species	A species is a group of living things that are the same kind and can have babies together. For example, all dogs are the same species, but cats are a different species to dogs.
Scat	A scat is an animal poo.
Kit	A baby pine marten.
Bib	The creamy - yellow coloured patch on the pine martens throat.
Endangered	A living thing that is at risk of becoming extinct.
Extinct	Extinction is permanent. When an organism disappears, it's gone forever. Lots of species have come and gone throughout Earth's history, for example dinosaurs.
Conservation	Trying to protect and preserve different species.
Adaptation	Changes in the body or behaviour that help a species survive in its environment.
Environment	Environment means the surroundings or conditions that surround living things (animals and plants).
Reintroduction	A reintroduction is when a species is brought back to its original habitat, after numbers of the species have reduced or they no longer live there.
Scavenger	An animal that finds food that other animals don't want. This includes animals that have died or have been partly eaten by other animals.

PINE MARTENS BOUNCE BACK

ENGLISH (WRITING) : LKS2 PERSUASIVE LETTER

Content:

- Teacher guidance
- Writing Template
- Example letter
- 'Introduction to Pine Martens' PowerPoint (optional)
- Two week teaching sequence (optional)



Teacher notes:

This resource is aimed at LKS2 children and is to be used in a persuasive writing teaching sequence. 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.

Curriculum links:

Years 3 and 4 programme of study

They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Reading comprehension -Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read

SEND Considerations/adjustments:

A child could use a 'Talk tin' to help them remember their sentences or they could video themselves saying a sentence before they write it down. The whole persuasive letter could be recorded as a video.

PINE MARTENS BOUNCE BACK

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. Read the example persuasive letter and get the children to pick out the aspects that make it persuasive.
2. As a class, write down bullet point reasons why reintroducing pine martens is important. These will be used in their writing when writing to persuade the local MP of the importance of reintroducing pine martens.
3. Go over the tools that students can use to make the letter persuasive.
4. Now, students can use the template to write their persuasive letter.
5. Finally, ask 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! The letters can actually be sent to your local MP!

You may also like:

[Blog | Wildlife Watch](#)

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<https://www.letterstotheearth.com/>



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National
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Somerset
Wildlife Trust



WOODLAND
TRUST

PINE MARTENS BOUNCE BACK

Emma Smith
123 Wildlife Drive
Exeter
EX12 3NS

Simon Jupp
House of Commons
London
SW1A 0AA

Thursday 30th November 2023

Dear Mr Simon Jupp,

I hope this letter finds you well. I am writing to you today to express my strong support for the reintroduction of pine martens to our region. I am hopeful that you will consider the vital role these magnificent creatures can play in restoring ecological balance and preserving our native woodlands.

Pine martens, once an integral part of our ecosystem, have faced a steady decline in recent years due to habitat loss, hunting, and other human-related activities. Their absence has had a profound impact on our local environment, contributing to an overpopulation of certain species and disrupting the delicate balance of our ecosystems. Are you happy to let that continue?

Did you know that only 7% of our woodlands are in good condition? Pine martens have proven to be effective in improving the condition of our woodlands by preying on invasive species and allowing native woodlands to thrive.

Beyond the ecological benefits, the presence of pine martens can also have positive economic implications. Wildlife tourism is a growing industry, and the reintroduction of these charismatic creatures could attract nature enthusiasts, researchers, and tourists eager to witness the natural beauty of our region.

I urge you to consider supporting the reintroduction of pine martens in our region. Thank you for your attention to this matter, and I look forward to hearing about your stance on this critical issue. Together, we can contribute to the preservation and restoration of our woodlands and the wildlife that call this habitat their home.

Yours faithfully,
Emma Smith



PINE MARTENS BOUNCE BACK

Dear _____

Yours faithfully, _____



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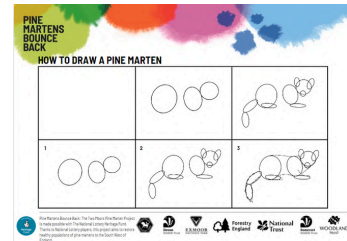


PINE MARTENS BOUNCE BACK

HOW TO DRAW A PINE MARTEN

Content:

- Teacher guidance
- How to draw a pine marten PowerPoint
- Activity sheet



Teacher notes:

Use this 'How to' guide to help your students to draw a realistic pine marten. The instructions are based on the technique of drawing basic shapes to create the outline of your object or subject. The steps can be followed using the PowerPoint and students can practise each step using the activity sheet. Once your class have had a go at using the activity sheet, let them have a go at drawing a pine marten independently.

Curriculum links:

Art

Aims The national curriculum for art and design aims to ensure that all pupils:

• become proficient in drawing, painting, sculpture and other art, craft and design techniques

Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

SEND Considerations/adjustments

This activity can be made simpler by printing the step one image for students to use to start their drawing and get the proportions right.

Suggested teaching activity:

Activity objective: To develop drawing skills using pencil.

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

Students will need: A pencil, a rubber and a sketchbook or piece of paper.

1. Take a look at the photo of the pine marten on the first page of the PowerPoint. Discuss the different shapes they could use to draw the pine marten. Students will need the activity sheet, sharpened pencils and a rubber ready to start their drawing.
2. Slowly click through the PowerPoint pausing on each slide for students to draw each step.
3. Once they have had a go using the activity sheet, students can have a go at drawing the pine marten independently on a plain piece of paper, using the technique on the activity sheet.

You may also like:

[Natural materials - forest art lesson plan | Forestry England](#)



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.

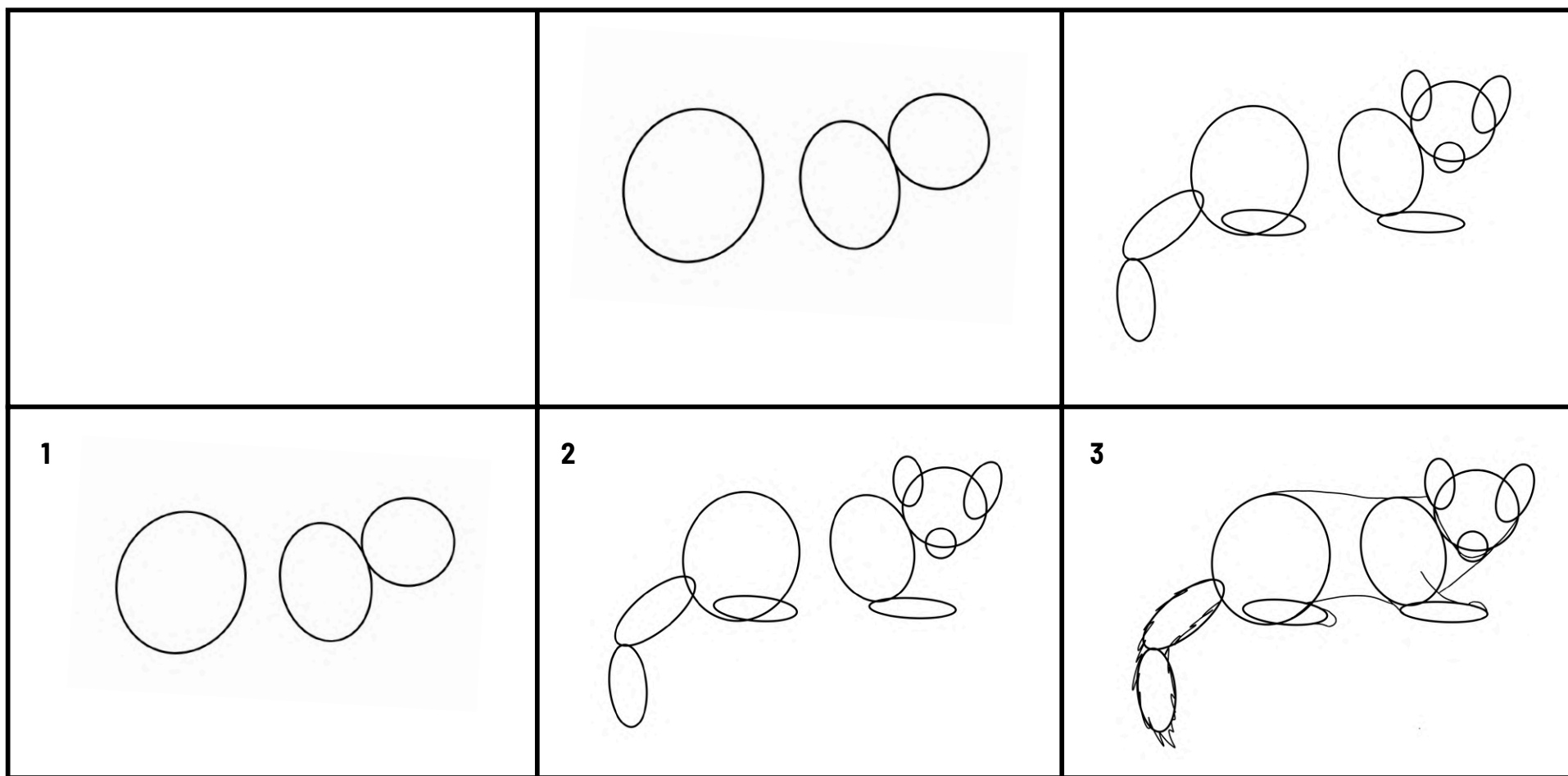


Forestry
England



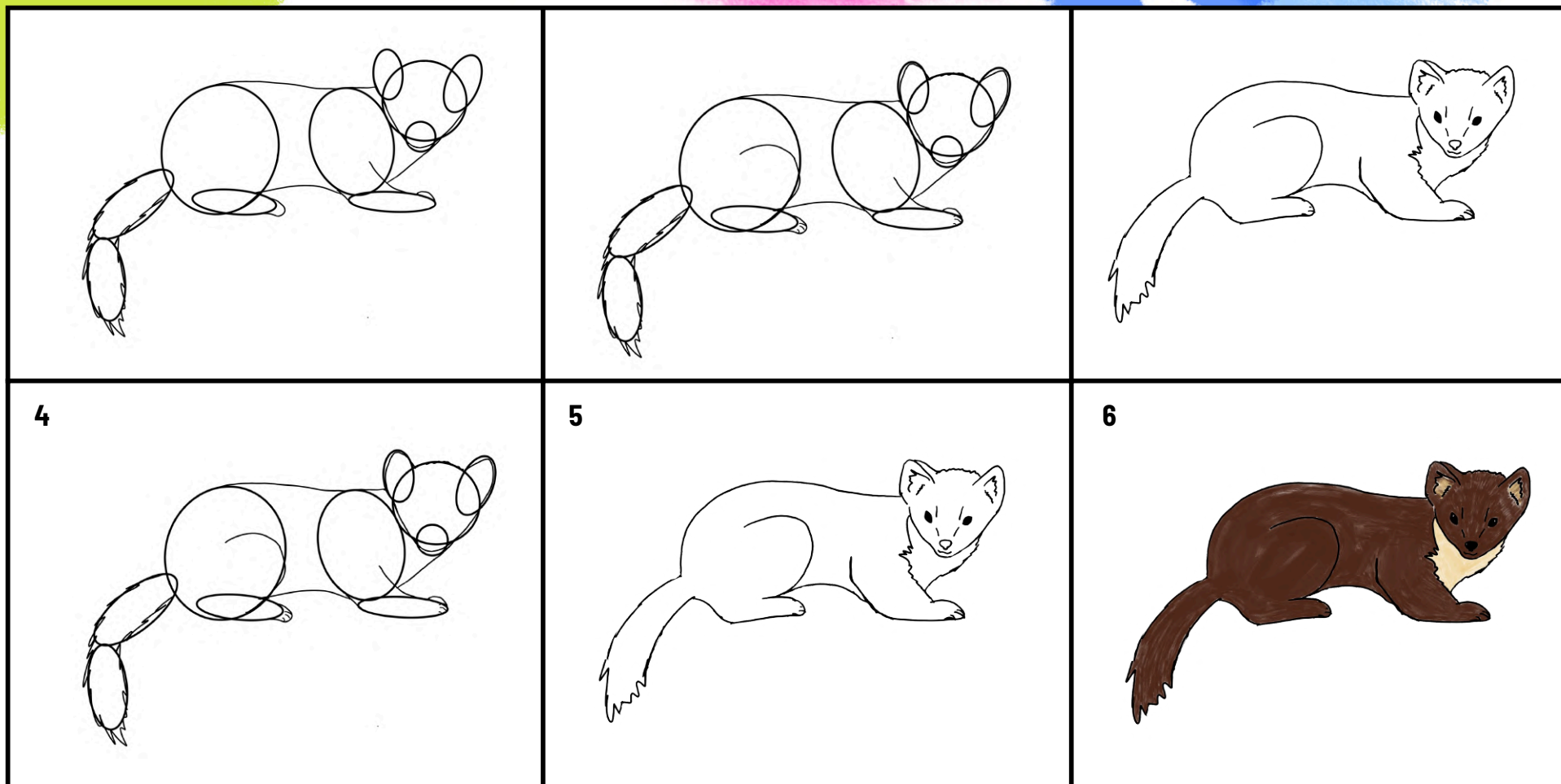
PINE MARTENS BOUNCE BACK

HOW TO DRAW A PINE MARTEN



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.





Challenge: Try and follow these instructions on a blank piece of paper!



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Forestry England



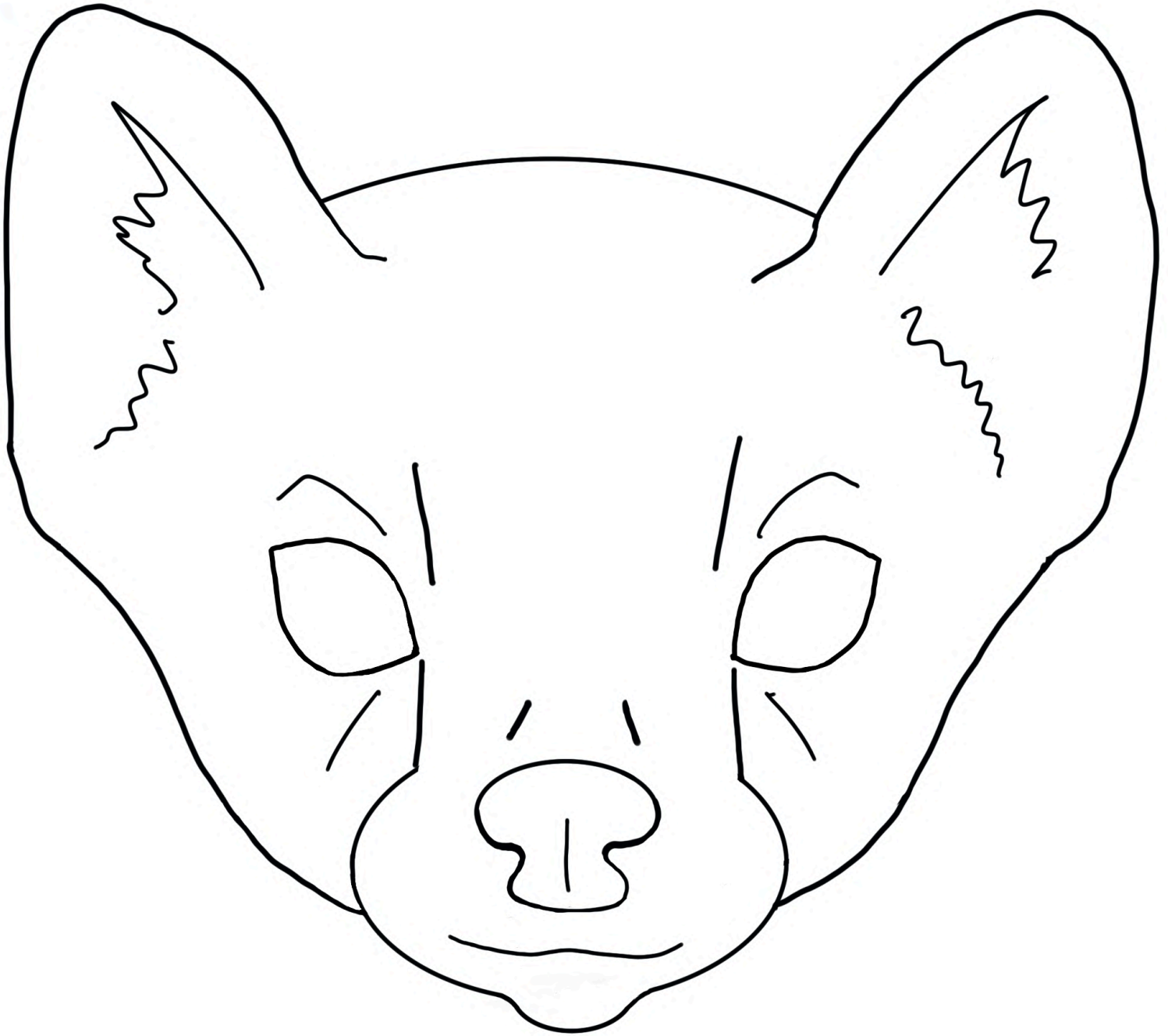
National Trust



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.



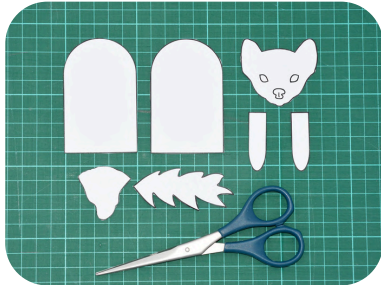
Why not try making the mask out of fabric!

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.

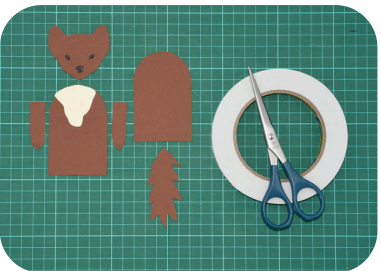
Tip!

Make sure you pick a thin felt or card, so that it bends easily,



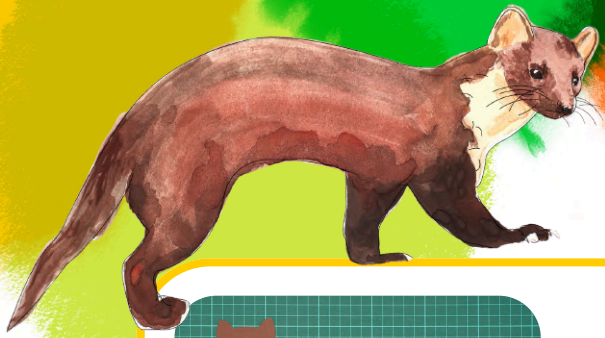
Step 2)

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



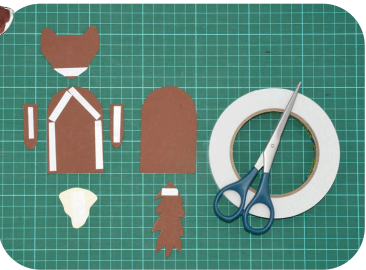
Step 3)

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.



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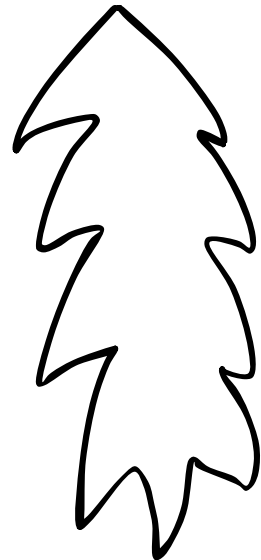
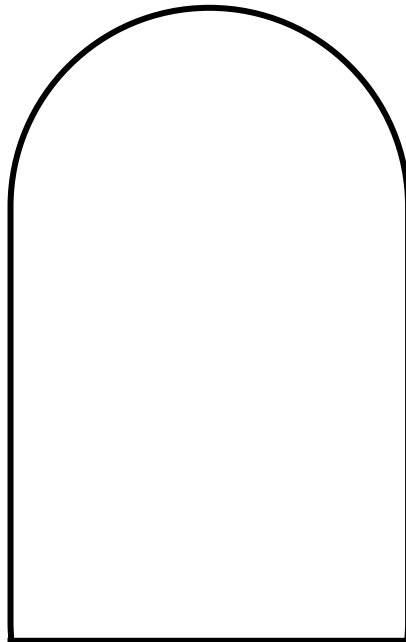
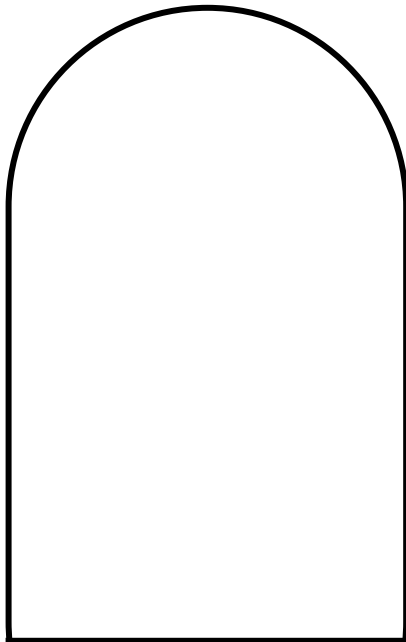
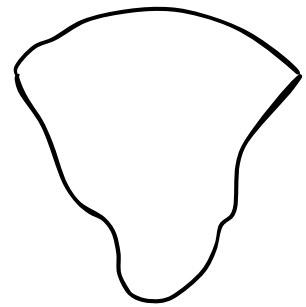
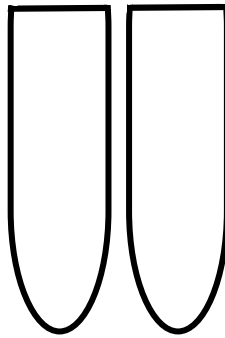
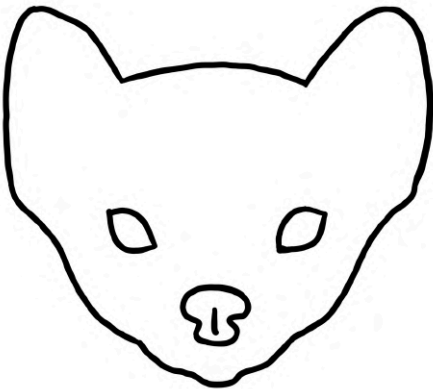
PINE MARTENS BOUNCE BACK

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!



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PINE MARTEN SOCK PUPPET: TEMPLATE

