PINE MARTENS BOUNCE BACK

PINE MARTEN SCHOOLS

UPPER 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.

PINE MARTENS BOUNCE BACK

CONTENTS PAGE

Click on the links below to open each activity. The activities start with teacher guidance which include National Curriculum links, SEND considerations, a suggested lesson plan and links to further activities.

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UKS2 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?	Pine marten life cycle.	Making a pine marten food web.	Drawing and labelling woodland habitat.	Tree identification trip using tree ID sheets.	Quiz

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National Trust
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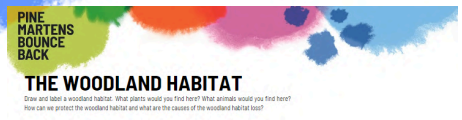
Woodland Trust

PINE MARTENS BOUNCE BACK

UKS2 SCIENCE : THE WOODLAND HABITAT



Content:

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

Teacher notes:

This activity is to be used when teaching 'Living things and their habitats'. 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/

Curriculum links:

Year 6 programme of study
Living things and their habitats
Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Notes and guidance (non-statutory)
Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.

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SEND Considerations/adjustments

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

Suggested teaching activity:

Activity objective: To identify living things that live in a woodland habitat and to classify them into groups using their characteristics.
This activity will take around 30 - 45 mins to complete.

1. Have the word 'woodlands' on the board. Ask children to record ideas of what they might find in a woodland habitat.

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

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

4. Allow children to share their drawings, naming the different plants, vertebrates and invertebrates they have drawn.
Explain that the woodland habitat is disappearing and that humans are the cause. Can pupils think of ways that humans have impacted woodlands and the wildlife that live in it (potential answers on answer sheet).

You may also like:

Barn owl webcam | Somerset Wildlife Trust
Facts about fungi | National Trust | National Trust
Forest bathing | Mindfulness | National Trust
Wildlife: Naturally Diverse | Dartmoor
Habitats | Dartmoor
Basic factsheets | Dartmoor

Education Guide Hire | Dartmoor
Introduction for educators to our learning resource - National Parks
Exmoor - Free Posters etc (exmoor-nationalpark.gov.uk)
What to take to the forest pre-visit resource: KS2 | Forestry England
Temperate forest lesson plan | Forestry England

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PINE MARTENS BOUNCE BACK

THE WOODLAND HABITAT

Draw and label a woodland habitat. What plants would you find here? What vertebrates and invertebrates would find?

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PINE MARTENS BOUNCE BACK

POTENTIAL ANSWERS

Woodland animals:

Squirrel
Badger
Fox
Hedgehog
Roe deer
Bank vole
Wood mouse
Common shrew
Bats
Great spotted woodpecker
Robin
Buzzard
Dormouse
Stoat
Weasel
Tawny owl
Common frog
Woodlouse
Earthworm
Spider
Centipede

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/animals/other-invertebrates/

https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/plants/wild-flowers/

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PINE MARTENS BOUNCE BACK

PARTS OF A PINE MARTEN

Content:

- Teacher guidance
- Pine marten PowerPoint (optional)
- Activity sheet
- Answer sheet
- Six week teaching sequence (optional)

Teacher notes:

It is important that students have seen the pine marten PowerPoint before completing this activity. The image of the pine marten can be printed and stuck into books or students can record their answers on the sheet. Colour printing is recommended, so that students can see the pine marten in colour. Students will need to write detailed descriptions of the different parts of the pine marten and explain how they are adapted to their environment. Discuss how each pine marten is different and how this relates to evolution and inheritance.

Curriculum links:

Year 6 programme of study

Evolution and inheritance

Pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Notes and guidance (non-statutory)

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox

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PINE MARTENS BOUNCE BACK

SEND Considerations/adjustments

The lower KS2 activity sheet could be used to support those who struggle with spelling. If a student struggles with fine motor skills, an adult could scribe for them.

Suggested teaching activity:

Activity objective: To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
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? What 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.

2. 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.

3. Once they have completed the activity, go through the answers and get students to make any corrections.

You may also like:

Year 6: Evolution and inheritance | STEM

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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 it's environment.

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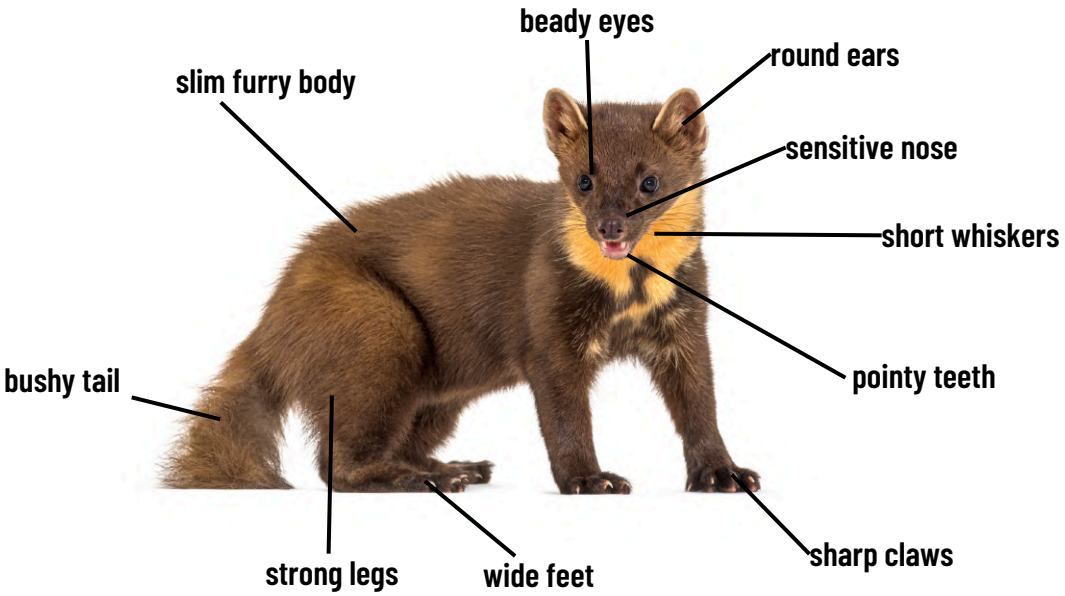
PARTS OF A PINE MARTEN - ANSWERS

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 nearby.

Strong legs - A pine martens 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 at dusk and dawn.

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

Sharp claws - Their semi-retractable (claws that can go out 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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PINE MARTENS BOUNCE BACK

SCIENCE : UKS2 PINE MARTEN FOOD WEB

Content:

- Teacher guidance
- Species images
- Answer sheet
- Pine marten PowerPoint (optional)
- Six week teaching sequence (optional)

Teacher notes:

This activity can be used alongside your science topic on animals and food webs. Before this session it would have been useful for pupils to have seen the pine marten PowerPoint, so they have a basic understanding of the animal. Take the images of the different species outside to create the food web. String can be used to demonstrate how all of the species are connected.

Curriculum links:

Revision: 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

Year 6 programme of study

Living things and their habitats

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

SEND Considerations/adjustments:

The LKS2 food chain resource could be used for students who still need to consolidate the food chain concept.

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Suggested teaching activity:

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

This activity will take around 15 - 30 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 and predator. Have these key words and their meaning on display.

2. Explain that we are going to be creating a pine marten's food web which shows how the different species are connected. Discuss where pine martens live, what a pine marten eats and what might eat a pine marten. Now think about how the other animals are connected (predator and prey).

3. Take the class outside and hand out the different animals and plants. Can students name them?

4. Now create the food web using string to connect each animal and plant. This demonstrates how all of the species are connected. Start with producer and think about the animals that eat it (consumers). Then think about the predators that eat those consumers. Are there any other predators that will eat those predators. See answer sheet for complete food web.

6. Get students to identify the producers, consumers and predators. Discuss what would happen if different species became extinct and how that would effect the rest of the food web.

Everything is important in the food chain. When an animal or plant disappears out of the food chain (or web) 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 for example that the plants that they eat become over eaten or they may start to cause damage to a habitat as there are too many of them (e.g. deer can cause damage to trees, they have no predator).
Another example is if a prey animal became extinct, the predator that ate that animal will now have to find other food sources. This may effect species that have a smaller population.
If the field vole became extinct it would mean pine marten would have to find other animals to eat. They might start to eat more birds or other small rodents.

Extension: Students could draw the food web in their books.

You may also like:

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

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PINE MARTEN FOOD WEB IMAGES

Use these images to create a food web. Think about which are the producers and which are consumers. Which are predators and which are prey?

Common frog

Tawny owl

Earthworm

Badger

Fox

Field vole

Lemon slug

Wood mouse

Hazel nut

Pine marten

Bilberries

Grass

Can you think of any other plants or animals that could replace these in this food web?
Discussion questions: What would happen if pine martens were taken out of the food web?
What would happen if voles were taken out of the food chain?

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PINE MARTEN FOOD WEB ANSWERS












Worms and slugs eat decaying plants and animals. They are detritivores.

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PINE MARTEN FOOD WEB ANSWERS

Can they think of any other plants or animals that could replace these in this food web?
Black berries, snails, toad

Discussion questions: What would happen if pine martens were taken out of the food web?
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 could also cause the prey animals to become overpopulated (for instance rabbits).

What would happen if voles were taken out of the food web?
Everything is important in the food web. When an animal or plant disappears out of the food web it means it becomes 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 for example that the plants that they eat dramatically reduce in number or they may start to cause damage to a habitat as there are too many of them (e.g. deer can cause damage to trees, they have no predator). Another example is if a prey animal became extinct, the predator that ate that animal will now have to look for alternative food sources. This means other prey animals that the pine marten eats will be hunted more.

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SCIENCE : UKS2 PRINTS AND POO

Content:

- Teacher guidance
- Intro page
- Activity sheet 1 (prints 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. This activity can be completed in two different ways. The sheets can be printed and cut out or they can be displayed on the board for students 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)

Curriculum links:

Revision 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 6 programme of study

Living things and their habitats

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

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 give reasons for classifying plants and animals based on specific characteristics

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 intro 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#z9xkkty
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, get 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 Dunnit | 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? Explain why...

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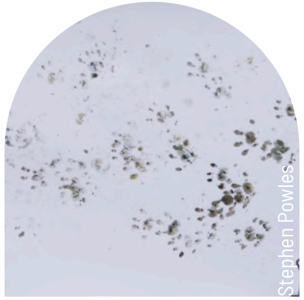
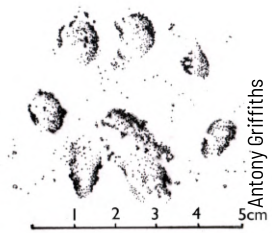
PRINTS AND POO

Match the prints and poos to the animal!





badger


pine marten


otter


rabbit


fox


hedgehog

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Dartmoor National Park
Devon Wildlife Trust
Exmoor National Park
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?

1. 

2. 

3. 

4. 

5. 

6. 

A. 

B. 

C. 

D. 

E. 

F. 

rabbit badger pine marten otter hedgehog fox

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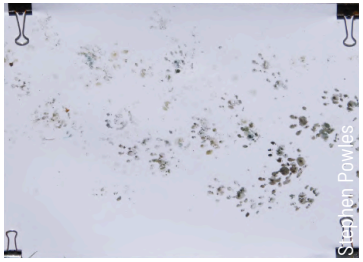
WHOSE PRINTS?

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

1.

2.

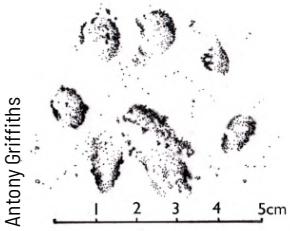
3.



4.

5.

6.



A.

badger

B.

pine marten

C.

rabbit

D.

hedgehog

E.

fox

F.

otter

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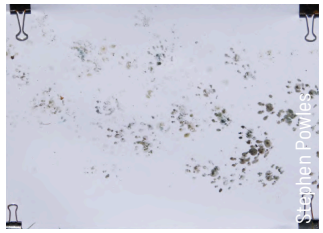
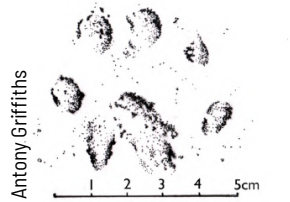
PINE MARTENS BOUNCE BACK

ANSWERS

badger	rabbit	fox	hedgehog	otter	pine marten
					
					
					

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PINE MARTENS BOUNCE BACK

SCIENCE : UKS2 Pine marten life cycle

Content:

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

Teacher notes:

This activity aims to teach students about the pine marten life cycle and should be taught alongside other life cycles. Pine martens have a special adaptation with their gestation period and this activity is a good opportunity to discuss evolution as well as sexual reproduction.

These bitesize links could be used to support the session:
https://www.bbc.co.uk/bitesize/topics/z6wwxnb/articles/zdvhxbk#zfcvvwx

https://www.bbc.co.uk/bitesize/topics/z6wwxnb/articles/zsq9r2p#zrdvvwx

Curriculum links:

Year 5 programme of study
Living things and their habitats
Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Notes and guidance (non-statutory)
Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.

Animals, including humans
Notes and guidance (non-statutory)
Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans.

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PINE MARTENS BOUNCE BACK

SEND Considerations/adjustments:

Students could be partnered with those that are more confident about this topic and adult scaffolding can be provided where necessary.

Suggested teaching activity:

Activity objective: To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

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

1. Recap knowledge about life cycles using this website:
https://www.bbc.co.uk/bitesize/topics/z6wwxnb/articles/zdvhxbk#zfcvvwx

2. In pairs students need to look at the life cycle of a pine marten resource. As a class discuss what they notice. Did anything surprise them? Discuss unfamiliar vocab and make a note of it on the board.

3. In the same pairs, students to research the life cycle of a frog, a butterfly or a chicken. Make notes of similarities and differences between this animal and the pine marten.

4. Share what they found with the class.

You may also like:

https://www.stem.org.uk/resources/elibrary/resource/32881/turtle-life-cycle
https://www.stem.org.uk/resources/elibrary/resource/520328/superpillars-assemble-activity-2-life-cycle-moths-and-butterflies
https://www.stem.org.uk/resources/elibrary/resource/459604/illustrating-life-cycles

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.

PINE MARTENS BOUNCE BACK

THE PINE MARTEN LIFE CYCLE

Did you know?

Pine Martens mate in the summer, but the fertilised egg is not implanted into the uterus until spring. This is called **delayed implantation**!

Once they have reached maturity, pine martens will leave their families to find their own territories. They will start to breed when they are two to three years old. This is quite a long time after they leave their families, which is one reason why their numbers have declined.

When pine martens reproduce, there needs to be a male and a female. When an egg is fertilised and implanted, it will develop into an embryo. The embryo stage lasts for a month, and then the female pine marten gives birth in spring. Pine martens produce one litter per year and will have up to five kits in a litter.

THE PINE MARTEN LIFE CYCLE

After six weeks they will begin to venture out of their dens. They develop their confidence in climbing trees and their mother will teach them how to hunt. By the age of three to four months they will have learnt to kill their own prey. At six months old they are fully grown and independent.

Like many other predatory mammals, at birth kits are deaf and blind. They weigh only 30 g. They open their eyes at 34-38 days and will feed on their mother's milk. The mother's bushy tail and furry body keep them warm in their den.

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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!

1) Are pine martens herbivores, carnivores or omnivores?

2) How can you tell pine martens apart from each other?

3) What predator might eat a pine marten?

4) How have pine martens adapted to climb trees?

5) What does the word arboreal mean?

6) At what age does a pine marten leave the den?

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

8) What would happen to the food web if pine martens became extinct?

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9) Why is it important to reintroduce species that are endangered?

10) How can humans 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 are field voles but they eat berries, insects, bird and birds eggs. They also will eat grey squirrels.

2) How can you tell pine martens apart from each other?

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 does the word arboreal mean?

Arboreal means to spend time or live in trees.

6) At what age does a pine marten leave the den?

At six months pine martens will leave their den and will find their own territory.

7) 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 scatting, 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.

Made possible with Heritage Fund

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.

Dartmoor National Park · Devon Wildlife Trust · Exmoor National Park · Forestry England · National Trust · Somerset Wildlife Trust · Woodland Trust

8) What would happen to the food web if pine martens became extinct?

When one part is taken out of the food web, it affects every other animal and plant. If the pine marten became extinct, its prey species could become over populated and this could effect all of the other plants and animals that live in that habitat.

9) Why is it important to reintroduce species that are endangered?

Reintroducing endangered species into their natural habitats is an important way to reverse declining populations and to restore balance in the ecosystem. Nature is like a big puzzle, and each animal is a piece. When species are missing, the ecosystem becomes unbalanced. Reintroducing animals is like putting the missing pieces back in, stabilising the ecosystem. Endangered species play unique roles in ecosystems, contributing to biodiversity. Reintroducing them helps restore balance and functionality to ecosystems that may have been disrupted by their decline or disappearance.
Every animal has its superpower in nature. Some help plants grow, some eat pests, and others keep everything in order. Conservation charities have and plan to reintroduce many species such as beavers, pine martens, wildcats, sand lizards and red kites.

10) How can humans help protect pine martens and their habitats?

Protecting the woodlands to keep the pine martens habitat. Planting trees to increase the woodland habitat. Encourage the government to protect woodlands.

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PINE MARTENS BOUNCE BACK

UKS2 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 reading comprehension texts.

Session 1	Session 2	Session 3	Session 4	Session 5
Introduction to the text: Why do we need to reintroduce endangered species? Potential additional lesson: Reading: Pine marten non-fiction comprehension text.	Features of a non-chronological report: Labelling features (informative educational text) Writing a non- chronological report - English - Learning with BBC Bitesize - BBC Bitesize In this session, pupils will annotate the text highlighting the different features of a non-chronological report and why these features are used.	Title and subheadings: Practising writing snappy headings and subheadings.	Formalising writing: Changing informal writing to formal writing. (Sentences to edit)	Improving sentences: Improving sentences with punctuation, conjunctions, and vocabulary.
Session 6	**Session 7**	**Session 8**	**Session 9**	**Session 10**
Planning session: Share the task sheet. Students to create the title and subheadings. Notes to be made using these headings.	Writing: Pupils will use their plan and the task sheet to write their non-chronological report independently using the skills they have learnt last week. They can use the vocabulary sheet and the example text for inspiration.	Writing: Pupils continue their writing.	Edit and improve: This session is about proof reading and correcting mistakes.	Publish & share: Pupils can use this session to create a neat, published version on paper. It is also an opportunity to read their writing aloud to the class or another class.

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Dartmoor National Park
Devon Wildlife Trust
Exmoor National Park
Forestry England
National Trust
Somerset Wildlife Trust
Woodland Trust

PINE MARTENS BOUNCE BACK

UKS2 ENGLISH (READING) :NON-FICTION COMPREHENSION TEXTS

Content:

- Teacher guidance
- Pine marten Non-chronological report reading comprehension text
- Species Reintroduction non-chronological report reading comprehension text
- Two week teaching sequence (optional)

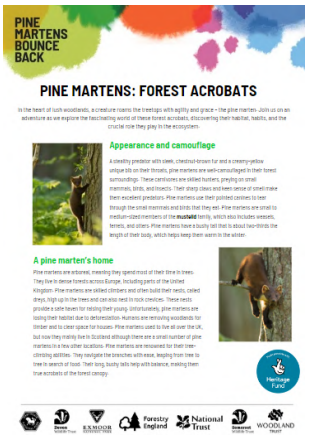

PINE MARTENS BOUNCE BACK

WHY DO WE NEED TO REINTRODUCE ENDANGERED SPECIES?

The importance of biodiversity

Saving Superheroes

Returning species to their homes


PINE MARTENS BOUNCE BACK

PINE MARTENS: FOREST ACROBATS

Appearance and camouflage

A pine marten's home

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. This activity could also be part of a teaching sequence with students writing a non-chronological report as the final outcome.

Curriculum links

Years 5 and 6 programme of study

Reading – comprehension

Statutory requirements Pupils should be taught to:

·maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly 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
- retrieve, record and present information from non-fiction

-participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

-explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

- provide reasoned justifications for their views.

SEND Considerations/adjustments

The PDF Read out loud tool can be used to aid those who need support with the segmenting and blending words. This text can also be read by the teacher to the class or pupils for 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 get 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, 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:

Pine Marten (Martes martes) - Woodland Trust
Pine marten | The Wildlife Trusts
About us - Science Journal for Kids and Teens
Woodland | Devon Wildlife Trust
Wet woodland | Somerset Wildlife Trust
Pine Marten Recovery Projects – The Vincent Wildlife Trust (vwt.org.uk)
The Vincent Wildlife Trust (vimeo.com)
Project Pine Marten | Gloucestershire Wildlife Trust
Pine marten reintroduction feasibility study - Vlog 1. - YouTube
Bringing back pine martens | Devon Wildlife Trust

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PINE MARTENS BOUNCE BACK

WHY DO WE NEED TO REINTRODUCE ENDANGERED SPECIES?

Reintroducing endangered species into their natural habitats is an important way to reverse declining populations and to restore balance in the ecosystem.

The importance of biodiversity

Nature is like a big puzzle, and each animal is a piece. When species are missing, the ecosystem becomes unbalanced. Reintroducing animals is like putting the missing pieces back in, stabilising the ecosystem. Endangered species play unique roles in ecosystems, contributing to biodiversity. Reintroducing them helps restore balance and functionality to ecosystems that may have been disrupted by their decline or disappearance.

Saving Superheroes

Every animal has its superpower in nature. Some help plants grow, some eat pests, and others keep everything in order. Conservation charities have reintroduced many species and each species has particular skills and an effect on its environment that help keep the ecosystem balanced. They are a native species that have been around for hundreds of years and deserve to stay in their habitats.

Returning species to their homes

Here are some examples of species that have been reintroduced:

- White-Tailed Eagles Return: The white-tailed eagle, also known as the sea eagle, became extinct in the UK in the early 20th century. Reintroduction efforts on the Isle of Mull in Scotland have seen these impressive birds return to the skies, with successful breeding pairs now established.
- Beavers Back in England: Beavers, once extinct in England for several centuries, have been successfully reintroduced in several locations. These **industrious** mammals contribute to ecosystem **restoration** by creating wetland habitats that benefit a variety of species. You can visit the River Otter in Devon and see signs of beaver activity, or maybe even see an actual beaver!
- Pine Martens in Wales: Pine martens, a native carnivorous mammal, faced decline in the UK due to habitat loss and **persecution**. Reintroduction efforts in Wales have aimed to boost their populations, contributing to a more balanced ecosystem. The successful reintroduction has now led to a reintroduction in Devon and Somerset!
- Water Voles Make a Comeback: Water voles have faced significant declines. Reintroduction projects in various regions, including the Wildwood Trust in Kent, have aimed to **re-establish** water vole populations and their crucial role in river bank ecosystems.

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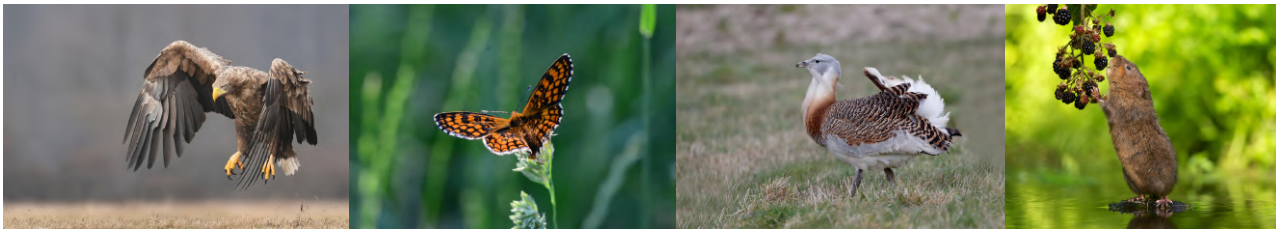
- Conservation Success with Ospreys: Ospreys, magnificent birds of prey that feed on fish, have been successfully reintroduced in Scotland. The project has seen the establishment of breeding pairs, and these birds now migrate to and from Africa, showcasing the success of the conservation efforts.
- Great Bustards in Wiltshire: The great bustard, one of the heaviest flying birds, was extinct in the UK for nearly 200 years. Reintroduction efforts in Wiltshire have been focused on bringing these birds back, and there have been positive signs of breeding success.



Protecting habitats

Protecting habitats is crucial for several reasons, and it goes hand-in-hand with the conservation of **endangered** species. Here are some key reasons why protecting habitats is important:

- Biodiversity **Preservation**: Habitats provide a diverse range of ecosystems, supporting various species of plants, animals, and **microorganisms**. Protecting habitats helps preserve biodiversity, ensuring the survival of a wide array of life forms.
- Ecosystem Stability: Habitats contribute to the stability and balance of ecosystems. Each species plays a specific role in the ecosystem, and the loss of any one species or disruption of the habitat can have cascading effects on others.
- Food Chain Integrity: Habitats maintain the **integrity** of food chains and food webs. Species within a habitat are **interconnected** through various feeding relationships, and the disappearance of one species can affect others up and down the food chain.
- Natural Resources: Habitats provide essential natural resources, such as clean water, **fertile soil**, and pollination services. Protecting habitats ensures the availability of these resources, which are crucial for the survival of both wildlife and human communities.
- Climate Regulation: Healthy habitats contribute to climate regulation by absorbing and storing carbon dioxide, influencing local and global climate patterns. Forests, for example, act as carbon sinks, helping **mitigate** the impacts of climate change.
- Scientific Research: Natural habitats provide opportunities for scientific research. Studying species in their natural environment allows scientists to better understand their behavior, ecology, and potential applications in fields such as medicine and **biotechnology**.
- Resilience to Environmental Changes: Intact habitats tend to be more resilient to environmental changes, including natural disasters and climate change. They provide a buffer against the negative impacts of such events.
- Conservation of Endangered Species: Finally, protecting habitats is essential for the conservation of endangered species. Many species rely on specific habitats for breeding, feeding, and shelter. By preserving these habitats, we directly contribute to the survival of endangered species.

Glossary:

Industrious: Industrious means hard working. Beavers are industrious because they work hard to create their dams.
Restoration: The act of returning something to its original condition. For example, restoring a woodland by planting native trees.
Persecution: If a species is being persecuted, it means that they are being treated badly because of people's thoughts about it. For example seeing an animal as a pest.
On the verge of: If something is on the verge of disappearing, it means that it is very nearly gone or that it may become extinct in that area.
Revive: Revive means to give new energy or bring something back to life.
Re-establish: To re-establish a population of a species means to increase numbers of a species in an area to create a functioning and stable population. To get a population back to what it used to be.
Endangered: If a species is endangered, it means that it is a serious risk of extinction.
Preservation: Preservation is the act of protecting an environment or species from harmful human activity.
Microorganisms: Microorganisms are really small living things that can only be seen under a microscope. Bacteria are examples of microorganisms.
Integrity: To maintain the integrity of a food chain or web means to keep it whole with nothing missing from it.
Interconnected: Interconnected is when a group is connected. For example all animals that live in the same habitat are interconnected.
Fertile soil: Fertile soil is when soil has the right amount of nutrients to help plants grow and thrive.
Mitigate: Mitigate means to reduce the risk of potential impacts. For example a healthy habitat reduces/mitigates the risk of negative effects of climate change.
Biotechnology: Biotechnology is the use of living organisms to help with medicine, agriculture and food science. For example the use of yeast to make bread rise.

COMPREHENSION QUESTIONS:

1. Why has the author used the word 'Superheroes' in the subheading 'Saving Superheroes'?
2. How does the list of reintroduced species make you feel?
3. Do you think that species will no longer become extinct, if we continue reintroductions?
4. Why has the author used bullet points?
5. How would you summarise this text?
6. What is the main message of the text?

Made possible with Heritage Fund

ANSWERS:

1. Why has the author used the word 'Superheroes' in the subheading 'Saving Superheroes'?

The author wants to get across how special these species are and what an important role they play on our planet.

2. How does the list of reintroduced species make you feel?

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

3. Do you think that species will no longer become extinct?

Students need to find information from the text to back up their thoughts.
For example: I think that species will no longer become extinct because conservation charities have shown that species can be reintroduced and can recover.

4. Why has the author used bullet points?

Reasons to use bullet points:
https://www.bbc.co.uk/bitesize/articles/z2yydxs#zgs4qyc

5. How would you summarise this text?

This text is a non-fiction, non chronological text about species reintroductions. It explains why reintroductions are important and what species have already been reintroduced around the UK.

6. What is the main message of the text?

The main message of this text is that we must look after all species and not let them become endangered by preserving and protecting habitats. It explains that if a species is endangered, we can help it out by reintroducing the species and boosting a population.

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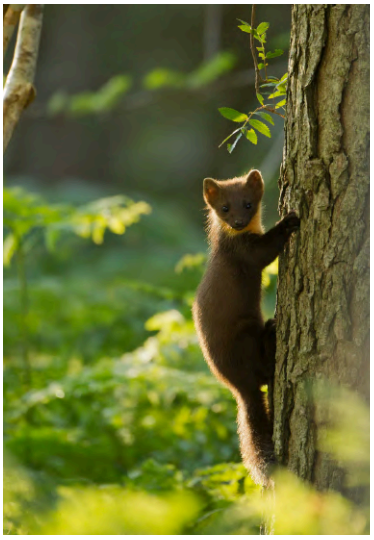
PINE MARTENS BOUNCE BACK

PINE MARTENS: FOREST ACROBATS

In the heart of lush woodlands, a creature roams the treetops with agility and grace – the pine marten. Join us on an adventure as we explore the fascinating world of these forest acrobats, discovering their habitat, habits, and the crucial role they play in the ecosystem.



Appearance and camouflage

A stealthy predator with sleek, chestnut-brown fur and a creamy-yellow unique bib on their throats, pine martens are well-camouflaged in their forest surroundings. These omnivores are skilled hunters, preying on small mammals, birds, and insects. Their sharp claws and keen sense of smell make them excellent predators. Pine martens use their pointed canines to tear through the small mammals and birds that they eat. 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.

A pine marten's home

Pine martens are arboreal, meaning they spend most of their time in trees. They live in dense forests across Europe, including parts of the United Kingdom. Pine martens are skilled climbers and often rest in hollows, high up in the trees and and can also be found resting in rock crevices. Tree hollows also provide a safe haven for raising their young. Unfortunately, pine martens have lost lots of their habitat due to historic deforestation and newly planted woodland isn't always a suitable habitat for pine martens. Humans remove woodlands for timber and to clear space for houses. Pine martens used to live all over the UK, but now they mainly live in Scotland although there are a small number of pine martens in a few other locations. This species is renowned for their tree-climbing abilities. They navigate the branches with ease, leaping from tree to tree in search of food. Their long, bushy tails help with balance, making them true acrobats of the forest canopy.

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Did you know?

- Pine martens are endangered, which means that there are not many left in the UK.
- 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.


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 know 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.

The life cycle of a pine marten

Pine martens are solitary creatures, but they come together during the breeding season. After a **gestation period** of around 30 days, female pine martens give birth to a litter of two to five kits. The kits stay with their mother until they are old enough to venture out on their own, learning essential skills for survival. Kits are born blind and hairless, and they depend on their mother for everything. Over the first few weeks, the kits' eyes open, and they start to grow fur. The mother cares for them, feeding them with her milk and keeping them warm. As the kits grow, they become more curious and start to explore the area around their den. They learn important skills like climbing and hunting from their mother. Around three months old, the kits begin to learn how to hunt. The mother teaches them how to find and catch small animals like birds, rodents, and insects. By the time they are six months old, the kits are becoming more independent. They start hunting on their own and may leave their mother to establish their own territory. Pine martens usually reach maturity at one to two years of age. They start looking for mates to create the next generation of kits.

Why reintroduce pine martens?

Pine martens have been reintroduced in Gloucestershire and Wales and are now going to be reintroduced in Devon. 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 omnivore that have lived in the UK for hundreds of years but numbers have declined because of human impact. Pine martens play a crucial role in maintaining the balance of woodland ecosystems. By controlling the population of small mammals, they help regulate the health of the forest. As a result, the presence of pine martens contributes to the overall biodiversity of their habitat.

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.

Gestation period: The time that a mammal carries her offspring inside her body before giving birth.

COMPREHENSION QUESTIONS:

1. Find one word in the text which means pine martens are at risk of becoming extinct.
2. Find a sentence which suggests that humans are having a negative affect 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?

PINE MARTENS BOUNCE BACK

ANSWERS:

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

Endangered

2. Find a sentence which suggests that humans are having a negative affect on pine martens.

Unfortunately, pine martens have lost lots of their habitat due to historic deforestation and newly planted woodland isn't always a suitable habitat for pine martens.

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.

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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 bite off and chew food.
Molars	Molars are wider and flatter teeth. They help crush and grind food.
Prey	Prey are the animals that predators hunt and 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 are trees that start to loose their leaves in the Autumn.
Evergreen	Evergreen trees have leaves that stay on all year round. They are forever green!
Woodland habitat	A woodland habitat is an area that has a lot of trees. The trees make the ground below shady. There a lots of plants and animals that live in a woodland, for example ferns, bluebells, badgers and hedgehogs.

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Vocabulary	Meaning
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 than 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 behavior 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.

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Vocabulary	Meaning
Gestation	Gestation is the time that a mammal carries her offspring inside her body before giving birth.
Reproduce	All living things reproduce. This means they create offspring that has a likeness of itself.
Foetus	A foetus is the stage that an animal goes through inside the mother before it is born as a baby.
Fertilisation	Fertilisation occurs when the male and female sex cells fuse together. In animals, fertilisation is when a female's egg and male's sperm join together. The genes from the father and the mother join to make a new life. In plants, new life can form through pollination. Fertilisation occurs when pollen grains are transferred from the male part of a plant to a female part of another plant.
Life expectancy	Life expectancy is how long something will live for.
Adolescence	Adolescence is the time between childhood and adulthood.
Sexual	Sexual reproduction is the process of two parents (male and female) creating new life. The offspring that are produced will have similarities to the mother and father, but will not be identical.
Asexual	Asexual reproduction only requires one parent and does not require fertilisation. The offspring are identical to the parent meaning they are clones.
Evolution	Evolution is the process of living things changing and adapting over time to help them survive their environments.
Adaptation	Adaptation is when a living thing changes to be able to live better in its habitat. This process happens over many generations through very small changes.
Inheritance	Inheritance is the process where parents pass on their genetic traits to their offspring which can be seen in the similarities offspring have with their parents.

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PINE MARTENS BOUNCE BACK

Vocabulary	Meaning
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.
Offspring	Offspring are the babies or young which are produced by the reproduction process of their parent (asexual) or parents (sexual).
Genes	Genes are a part of all living things' cells which contain information about traits that have been inherited from their parents.
Variation	Variation is how individuals of the same species are different from each other. This is caused by environmental and genetic factors.
Characteristics	A characteristic is something that could be physical (eye colour, leaf shape) or behavioural (bird nesting behaviours) that has been passed on from the parents. When a living thing reproduces and has offspring, the parent or parents pass on their characteristics. This is called inheritance.
Organism	Organisms are any living thing. This includes animals, plants and even bacteria!

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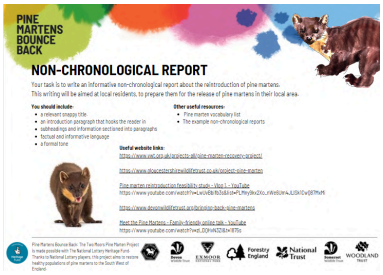
PINE MARTENS BOUNCE BACK

UKS2 ENGLISH (WRITING) :NON-CHRONOLOGICAL REPORT REINTRODUCING PINE MARTENS

Content:

- Teacher guidance
- Writing prompt sheet
- Example non-chronological texts (comprehension texts)
- Vocabulary list
- Pine marten PowerPoint (optional)
- Two week teaching sequence (optional)



Teacher notes:

This resource is a writing stimulus for upper key stage two pupils, to support them in creating a non-chronological text for a purpose. Students can create their writing in any form that they like (poster, booklet, leaflet). It will be important for students to have research and planning sessions prior to writing. After they have written a draft version of their non-chronological text, they could publish and share it.

Curriculum links:

Years 5 and 6 programme of study

Writing – composition

Statutory requirements pupils should be taught to:

- plan their writing by:

- identifying the audience it's for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

- draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

- evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

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PINE MARTENS BOUNCE BACK

SEND Considerations/adjustments:

A student could type their work or use a 'Talk tin' to help them remember their sentences. A whole report could be recorded instead of having to write down their ideas.

Suggested teaching activity:

Activity objective: To use further organisational and presentational devices to structure text and to guide the reader.

This activity will take at least three sessions to complete. There will need to be time to plan, draft and edit their writing.

1. Give students the two example texts to read. Ask the students to pick out the features that make this text a non-chronological report.

2. Allow students time to research the reintroduction of pine martens and gather ideas to use in their writing.

3. Next, students need to create a plan coming up with their heading and subheadings. They then need to organise their notes into the right sections.

4. Once pupils have planned their writing, they can have a go at writing their first draft.

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!

You may also like:

How to make a Nature Journal | Devon Wildlife Trust
https://www.letterstotheearth.com/

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PINE MARTENS BOUNCE BACK

NON-CHRONOLOGICAL REPORT

Your task is to write an informative non-chronological report about the reintroduction of pine martens.
This writing will be aimed at local residents, to prepare them for the release of pine martens in their local area.

You should include:

- A relevant snappy title
- An introduction paragraph that hooks the reader in
- Subheadings and information sectioned into paragraphs
- Factual and informative language
- A formal tone

Other useful resources:

- Pine marten vocabulary list
- The example non-chronological reports

Useful website links:

https://www.vwt.org.uk/projects-all/pine-marten-recovery-project/

https://www.gloucestershirewildlifetrust.co.uk/project-pine-marten

Pine marten reintroduction feasibility study - Vlog 1. - YouTube

https://www.devonwildlifetrust.org/bringing-back-pine-martens

Meet the Pine Martens - Family-friendly online talk - YouTube

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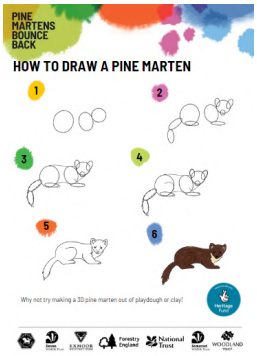
PINE MARTENS BOUNCE BACK

HOW TO DRAW A PINE MARTEN



Content:

- Teacher guidance
- How to draw a pine marten PowerPoint
- Images of pine marten page
- PDF instructions

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 or followed from the PDF as printed instructions. Once your class have had a go at drawing the pine marten in pencil, they could use other materials including clay to make a 3D version.

Curriculum links:

Art

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 images of pine martens and discuss the different shapes they could use to draw the pine marten. Students will need to have their sketchbooks or a piece of paper, sharpened pencils and a rubber ready to start their drawing. The PDF instructions could be placed on desks to allow students to go through the instructions at their own speed.

2. If using the PowerPoint, slowly click through pausing on each slide for students to draw each step.

3. Once they have finished drawing their pine marten in pencil, refer back to the photographs to make sure their drawing looks realistic. Once they are happy with it, they can use colour or outline in pen.

You may also like:

Natural materials - forest art lesson plan | Forestry England

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PINE MARTENS BOUNCE BACK

HOW TO DRAW A PINE MARTEN

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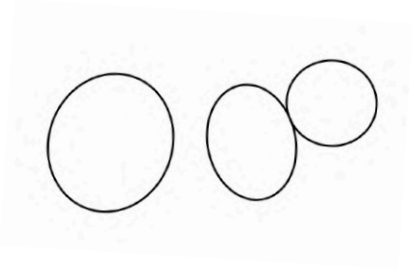

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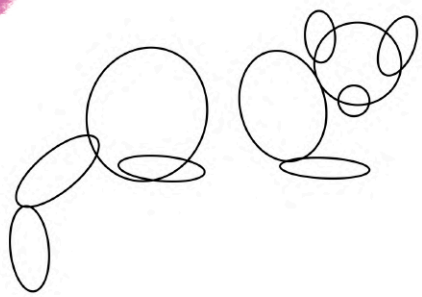

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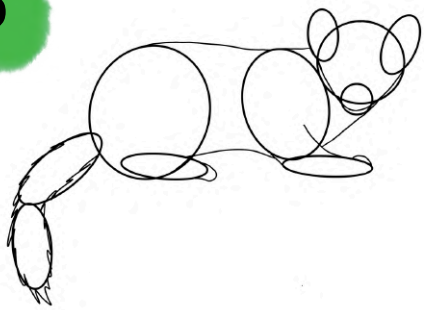

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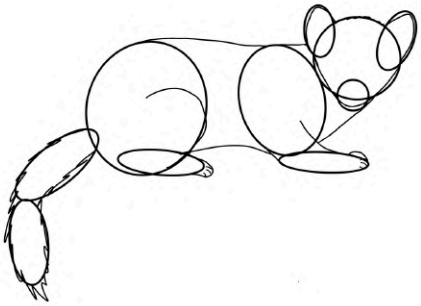

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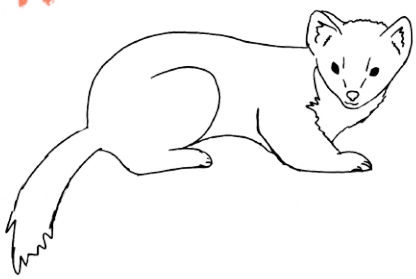

6

Why not try making a 3D pine marten out of playdough or clay!

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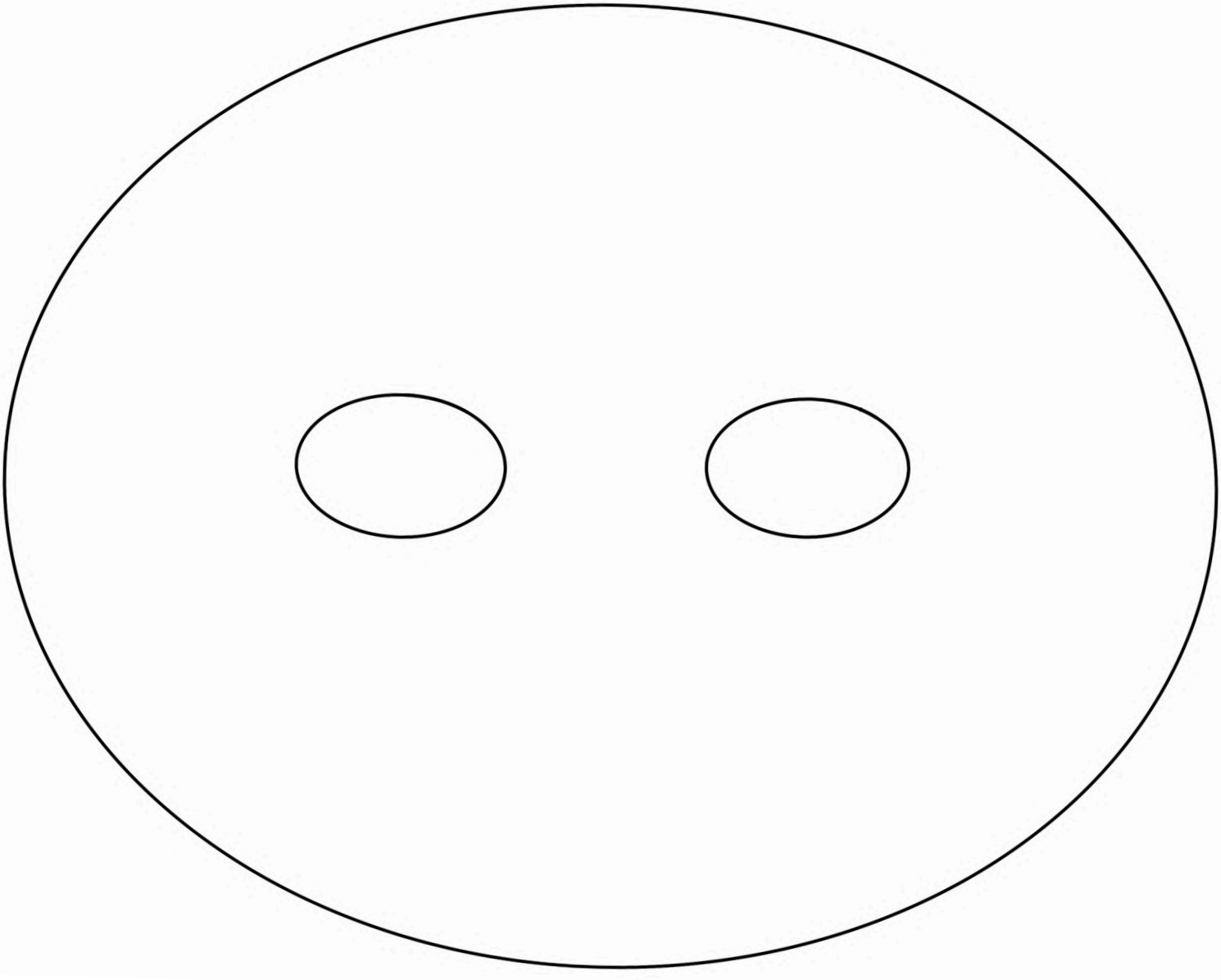
PINE MARTENS BOUNCE BACK

DESIGN A WOODLAND THEMED FACE MASK

Use this template to design your own woodland animal face mask. The ovals are there for the holes for the eyes. Look at images of your animal and draw the outline of your animals face. Then think about the shape of the ears and facial features. Try and make it symmetrical.

Once you have your design, think about what material you will use and how you are going to attach any additional parts.



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PINE MARTENS BOUNCE BACK

HOW TO MAKE YOUR OWN WOODLAND ANIMAL FINGER PUPPET

You will need:

- scissors
- tracing **or** baking paper
- glue/glue gun **or** double sided sticky tape **or** needle and thread
- thin card, felt or material
- black pen
- finger puppet template

Instructions:

1. First, you will need to choose which woodland animal you are going to create.
2. Next, design your puppet. Remember you will need to think about what the puppet will look like from the front and the back. Decide what material you will use and which colours you will need. Use the template to design your finger puppet. Think about the face shape and shape of the ears.
3. Now use the tracing paper or baking paper to trace your template.
4. Use the template on the material or thin card and cut out each part of your template.
5. Next, attach each part using glue, double sided sticky tape or a needle and thread.
6. Finally, add any detail using pen.
7. Time to test it out!

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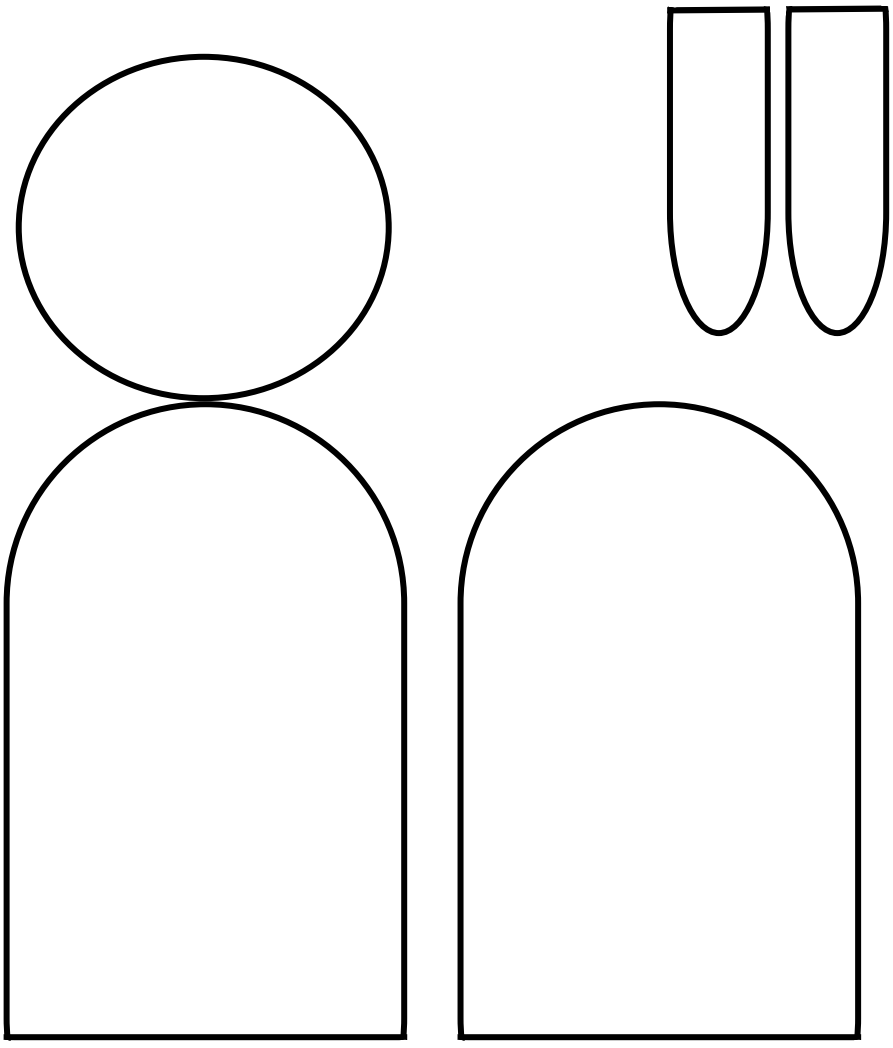
FINGER PUPPET TEMPLATE



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PINE MARTENS BOUNCE BACK

HOW TO MAKE YOUR OWN WOODLAND ANIMAL SOCK PUPPET

You will need:

- a sock
- scissors
- glue gun or strong glue
- felt or other material
- black pen or pins

Here is an example of a sock puppet pine marten!
What animal will you create?

Instructions:

1. First, you will need to choose which woodland animal you are going to create.
2. Next, design your puppet. Remember you will need to think about what the puppet will look like from the front and the back. Think about how you will use material, buttons or ribbon to add detail to your design. Drawing both side of your puppet will help you plan your template.
3. Now draw and cut out the different parts that will be attached to your sock puppet (ears eyes, patterns). This will be your template. You might need to do this more than once to get the correct size to match your sock.
4. Draw around your final template template onto the correct colour material and either sew or glue these onto your sock.
5. Attach any other details onto your sock puppet and finish decorating the front and the back according to your design.
6. Time to test it out!

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