National Curriculum Objectives:

Reading: English Year 3 & Year 4: Retrieve and record information from fiction and non-fiction.

SPAG: English Year 3 & Year 4: Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Other: Geography KS2: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geography KS1: Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Level of this pack:

Old National Curriculum (England): 3c
New National Curriculum Level (England): Year 2 Mastery/Year 3 Secure/Year 4 Emerging
Book Band: Emerald/Lime
PM Benchmark Level: 25 & 26
Reading Recovery Level: 25 & 26
Reading Age: 8 1/2 – 9

More Coastal Resources.

Did you like this resource? Don’t forget to review it here.
Coastal Features

The United Kingdom is a series of islands that are surrounded by sea. Where the land meets the sea is called the coast. No one living in the UK is more than 80 miles away from the seashore at any time. The UK has just over 11,000 miles of coastline, many of it has been chosen as ‘Areas of Outstanding Natural Beauty’ (AONB), which means it is a precious area and is protected from damage. The coast is a haven for wildlife, including birds, mammals, minibeasts, fish and plants.

Some of the features that occur on the coastline are caves, arches, stacks, beaches and estuaries.

Wildlife
The UK coastline is home to many different species of animals and plants. Birds are a common sight at the coast, feeding on fish from the sea and nesting high up on the cliffs away from humans and other predators. In fact, 80% of the world’s gannets breed on the UK coastline! In many places around the UK, you can spot different species of birds including different gulls, puffins and herrings.

From the shoreline you can also spot different mammals, such as seals and porpoise. On rare occasions, dolphins can be spotted too! You may see seals on the rocky shores as well as out at sea. There are lots of different minibeasts located along the shorelines of the UK. When visiting the beaches, you can spot them whilst rock pooling, which is a popular thing to do when at the seaside.

Features of a Coastline
Beaches are formed when materials are moved from one place to another by the sea. The sand, mud and rock (materials) travel by the sea and is dumped in a new area. When this happens over and over again, a beach is formed.

An estuary is one of the most inhabited coastal features for plants and animals. An estuary is where a river, or more than one river, meets the sea at the coastline. Estuaries are tidal and the level of water can rise and fall because of the sea tides.
Stacks and caves are made by the force and power of the sea. Erosion means that the sea wears away the rock, making strange shapes. The land at the coast is made from lots of different types of rock, some are harder to erode than others.

A stack is made when rock is worn away leaving a strip of harder rock in the middle. It looks strange because it is often seen just off the coastline in the sea.

Caves are formed in the same way as coastal stacks. The strong sea erodes away the softer rock leaving a hole underneath. The hole gets bigger and bigger over time making a cave.

Arches form in the rock at the coast just like caves; the difference is that the water erodes all the way through the rock to form a channel. As the tide rises and falls and the water travels through the opening at the bottom, the arch will get bigger and bigger.

Tourism
Tourism is the name given when lots of people visit an area to enjoy the scenery and towns or villages. Tourism is important in coastal areas, because it brings in money and provides jobs for the local people. When tourists visit a coastal area they often want to enjoy the beaches, sometimes swimming or surfing in the sea. They will spend money in cafes and buy gifts for friends and family. Most facilities on the UK coastline are open all year round, however, the most popular time for tourists to visit are during the school holidays and on weekends in the summer months.

Conservation
The main problem for the UK coastline is litter and rubbish. When rubbish is dumped or gets washed into the sea, it travels with the tides and washes up on beaches. There are many charities that organise regular ‘beach cleans’ on beaches that are affected. The best way to avoid unclean beaches altogether, is to make sure that rubbish is disposed of correctly. Children and adults need to be educated on what can happen when animals and plants get trapped in the rubbish that travels in our seas, so they understand why it is so important not to drop litter.
Coastal Features – Follow-Up Work

1. Is the text fiction or non-fiction? How do you know? (T1/1b)

2. What is meant by the term erosion? (C1/2a)

3. What features of the coast are caused by erosion? (C6/2b)

4. What are your views on coastal conservation? (C4)

5. What mammals can be seen on the coast? (C6/2b)

6. What is the main threat to our UK coasts? (C6/2b)

7. What non-fiction features are used in the text? (C7)
8. How do the pictures help the reader to understand the content of the text? (C7)

9. Summarise what the text is about. (S2/2c)

10. Use a dictionary to find the meaning of the word ‘conservation’. (L3)

11. The text says ‘Children and adults need to be educated on what can happen when animals and plants get trapped in the rubbish that travels in our seas’. Where could you find out what happens to the animals and plants? (P4)
Write down the meaning of each of the highlighted words from the text. Use a dictionary or thesaurus to help you.

<table>
<thead>
<tr>
<th>features</th>
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<tbody>
<tr>
<td>surrounded</td>
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<td>outstanding</td>
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<td>occur</td>
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<td>estuaries</td>
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<td>scenery</td>
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<td>conservation</td>
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<td>avoid</td>
<td></td>
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<tr>
<td>disposed</td>
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</tbody>
</table>
Find the words from the box in the word search below.

outstanding  species
occur  popular
 tourism  surrounded
avoid  scenery
Coastal Features – SPAG

Tick one box in each row to show which punctuation mark should be used.

<table>
<thead>
<tr>
<th>In fact, 80% of the world’s gannets breed on the UK coast</th>
<th>full stop</th>
<th>exclamation mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds are a common sight at the coast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The UK has just over 11,000 miles of coastline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rewrite these sentences in the present perfect tense.

Some of the features that occurred on the coastline include caves and arches.

The caves formed in the same way as coastal stacks.

What type of sentences are these?

- The UK is surrounded by sea.
- How can we help to conserve our coast?
- Pick up the litter.
- What a lovely day at the coast it was!

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Coastal Features – Oral Teacher Questions

1. Is the text fiction or non-fiction? How do you know? (T1/1b) The text is non-fiction, because it is an information text. It is not a made up story. It uses facts such as ‘80% of the world's gannets breed on the UK coastline’.

2. What is meant by the term erosion? (C1/2a) When land is worn away over a long period of time.

3. What features of the coast are caused by erosion? (C6/2b) Arches, stacks and caves.


5. What mammals can be seen on the coast? (C6/2b) Seals, porpoises and occasionally dolphins.

6. What is the main threat to our UK coasts? (C6/2b) Rubbish and litter.

7. What non-fiction features are used in the text? (C7) Facts, figures, subheadings, technical vocabulary, pictures and captions.

8. How do the pictures help the reader to understand the content of the text? (C7) They help the reader to understand what the text is about. In non-fiction texts, they show what the writer is explaining, for example what erosion looks like.

9. Summarise what the text is about. (S2/2c) The coastline of the UK; some animals you may find there; some of the coastal features and how they are created.

10. Use a dictionary to find the meaning of the word ‘conservation’. (L3) To conserve or preserve something for the future.

11. The text says ‘Children and adults need to be educated on what can happen when animals and plants get trapped in the rubbish that travels in our seas’. Where could you find out what happens to the animals and plants? (P4) Books, the internet, information centres by the coastal towns.
Write down the meaning of each of the highlighted words from the text. Use a dictionary or thesaurus to help you.

<table>
<thead>
<tr>
<th>Word</th>
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<tbody>
<tr>
<td>features</td>
<td>a trait of something</td>
</tr>
<tr>
<td>surrounded</td>
<td>encircle, be all around</td>
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<tr>
<td>outstanding</td>
<td>exceptionally good</td>
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<tr>
<td>occur</td>
<td>to happen or take place</td>
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<tr>
<td>estuaries</td>
<td>the tidal mouth where a river or stream meets the sea</td>
</tr>
<tr>
<td>species</td>
<td>a kind or sort, a group of animals that have similar features</td>
</tr>
<tr>
<td>popular</td>
<td>liked by a large number or people</td>
</tr>
<tr>
<td>inhabited</td>
<td>live in a certain place</td>
</tr>
<tr>
<td>tourism</td>
<td>the name given to the process of visiting somewhere for pleasure</td>
</tr>
<tr>
<td>scenery</td>
<td>the environment and what it looks like</td>
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<tr>
<td>conservation</td>
<td>to keep or preserve an area for the future</td>
</tr>
<tr>
<td>avoid</td>
<td>keep away from or stop doing something</td>
</tr>
<tr>
<td>disposed</td>
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Coastal Features – Vocab 2

Find the words from the box in the word search below.

outstanding  species  
occur  popular 
tourism  surrounded
avoid  scenery

outstanding  species
occur  popular

outstanding
species
occur
popular

outstanding  species  
occur  popular 
tourism  surrounded
avoid  scenery

outstanding  species  
occur  popular 
tourism  surrounded
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tourism  surrounded
avoid  scenery

outstanding  species  
occur  popular 
tourism  surrounded
avoid  scenery

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Rewrite these sentences in the present perfect tense.

Some of the features that occurred on the coastline include caves and arches.

Some of the features that have occurred on the coastline include caves and arches.

The caves formed in the same way as coastal stacks.

The caves have formed in the same way as coastal stacks.

What type of sentences are these?

The UK is surrounded by sea. statement

How can we help to conserve our coast? question

Pick up the litter. command

What a lovely day at the coast it was! exclamation
Classroom Secrets Codes for New Curriculum Reading Expectations

**Comprehension**

**Year 1/2**
- C1/1a Discussing word meanings, linking new meanings to known vocabulary
- C2 Answer simple, information retrieval questions about texts*
- C3 Drawing on what they already know from background information and vocabulary provided by the teacher
- C4 Discussing and expressing views about a wide range of texts
- C5/1c Discussing the sequence of events in texts and how items of information are related

**Year 3/4**
- C1/2a Explaining the meaning of words in context
- C4 Discussing and expressing views about a wide range of texts
- C6/2b Retrieve and record information from fiction and non-fiction
- C7 Identifying how language, structure and presentation contribute to meaning

**Year 5/6**
- C1/2a Exploring the meaning of words in context
- C4 Discussing and expressing views about a wide range of texts
- C6/2b Retrieve, record and present information from fiction and non-fiction
- C7 Identifying how language, structure and presentation contribute to meaning
- C8/2h Making comparisons within and across texts
- C9 Distinguish between statements of fact and opinion

**Predictions and Making Inferences**

**Year 1/2**
- P1 Link the text to their own experiences
- P2/1e Predicting what might happen on the basis of what has been read so far
- P3/1d Making inferences on the basis of what is being said and done
- P4 Answering and asking questions

**Year 3/4**
- P2/2e Predicting what might happen from details stated and implied
- P4 Asking questions to improve their understanding
- P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

**Year 5/6**
- P2/2e Predicting what might happen from details stated and implied
- P4 Asking questions to improve their understanding
- P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

**Language for Effect**

**Year 1/2**
- L1 Recognising and joining in with predictable phrases
- L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear

**Year 3/4**
- L3 Using dictionaries to check the meaning of words they have read
- L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

**Year 5/6**
- L2 Learning a wider range of poetry by heart
- L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
- L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
- L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Revised December 2016
Summarising

Year 1/2  S1  Discussing the significance of the title and events
Year 3/4  S2/2c  Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6  S2/2c  Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2  T1/1b  Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
   T2/1b  Considering the particular characteristics of the above texts
Year 3/4  T3  Reading texts that are structured in different ways and reading for a range of purposes
   T4  Identifying themes and conventions in a wide range of texts
   T5  Recognising some different forms of poetry
Year 5/6  T2  Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
   T4  Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2  R1  Listening to and discussing a wide range of fiction and non-fiction texts
   R2  Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
   R3  Discussing their favourite words and phrases
Year 3/4  R1  Listening to and discussing a wide range of fiction and non-fiction texts
   R2  Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
   R3  Discussing words and phrases that capture the reader's interest and imagination
Year 5/6  R2  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
   R3  Discussing words and phrases that capture the reader's interest and imagination
   R4  Recommending texts that they have read to their peers, giving reasons for their choices

Revised December 2016