



Cotswold
Primary School

Cotswold Primary School

Home learning

Year 2
Summer 2

Coastline



These activities are for you to do at home with an adult. You can do all of them or choose the ones that you find most interesting.

Activities

1. The coastline is where land meets an ocean or sea. Print out a blank map of the United Kingdom, then complete the tasks listed.
 - Colour and label the countries of the United Kingdom on the map.
 - Draw around or highlight the United Kingdom's coastline on the map.
 - Label the seas and the ocean that meet the United Kingdom's coastline.
 - Label the names of a few coastal places on the map.
2. Coastlines have many physical and human features. Write sentences to describe physical and human features, with examples. Then, complete a table with the following headings: picture and name of coastal feature, type of feature (human or physical) and description.
3. Visit the website **BBC Bitesize – Coastlines – erosion** and watch the video to learn about the physical process of erosion, which changes the coastline over time. Create an information poster to show what you have learned about erosion and how it changes the coastline. Include a title, facts and one or more pictures with captions.
4. If you can, take a coastal walk. Spot physical and human features on the route, look for coastal erosion and take photographs. Write a diary extract about the day. Include a description of the features you saw, what you smelled and what you heard. Alternatively, visit the website **National Trust – Best coastal walks and paths in the UK**, and watch the video featuring Lizzie Daly. Write a description of the features on her coastal walk.



5. Write a list of things that children and adults should do to stay safe at the coast. Examples include, taking notice of warning signs, and children being with an adult when near water. Once complete, use your list and what you have learned to design a poster to help people stay safe when visiting the coast. Include a title, bright colours, pictures and important information.
6. The Royal National Lifeboat Institution, also called the RNLI, is a volunteer-run charity that carries out sea rescues and save lives. Find out about the types of boats that the RNLI use, where their stations are located, what happens at the stations, and what their volunteers do. Write interesting facts and draw pictures with captions to record your findings.
7. Use a range of sources to find out about Grace Darling and Captain James Cook. We remember them for different reasons. Complete the tasks and answer the questions about these two significant historical people.
 - Draw a portrait of Grace Darling and Captain James Cook and add a caption.
 - When did they live?
 - What did they do?
 - How did they help people?
 - Why do we remember them today?
8. A map is a picture of a place, usually drawn from above. Symbols are used on maps to show landmarks, places and features. The key explains what these symbols mean. Use the **OS Maps** website to find places on the coast. Choose one coastal location and draw a simple map of the place with a key, using the online map to help. Include some physical and human features on your map.



9. Choose a story with a coastal setting to read. Examples include *Winnie and Wilbur at the Seaside* by Valerie Thomas, *The Lighthouse Keeper's Lunch* by Rhonda Armitage or *The Mousehole Cat* by Antonia Barber. On a separate sheet, draw a story map or mountain to retell the key events from the story. Write a caption for each picture that you draw. Include and label the following events on your page: beginning, build up, problem, how the problem is solved, ending.
10. Finish your home learning by writing some sentences or explaining to an adult what you have learned about human and physical features at the coast, erosion, how to stay safe at the coast and the RNLI.

Useful websites

BBC Bitesize – What are human and physical features?
 DKfindout! – Coasts and Coastline Facts – Coastal Features
 BBC Bitesize – Coastlines – coastal erosion – KS2 Geography
 DKfindout! – Wave Power Facts
 National Trust – Great ways to walk the coast
 CBBC Newsround – Guide: Staying safe at the seaside
 CBBC Newsround – What do the RNLI do?
 RNLI – Royal National Lifeboat Institution – Saving Lives at Sea
 DKfindout! – Captain James Cook Facts
 BBC Teach – History KS1/KS2: Grace Darling
 OS Maps: Online mapping

Good reads

| Title | Author | ISBN |
|--|----------------|---------------|
| Children's Map of the United Kingdom and Ireland | Collins Kids | 9780008242183 |
| Let's Explore Britain: Coasts | James Nixon | 9781474759038 |
| Where on Earth? Coastlines | Susie Brooks | 9780750290692 |
| Here to Help: Lifeboat Crew Member | Rachel Blount | 9781445140230 |
| i-SPY at the seaside | i-SPY | 9780008386528 |
| Collins Big Cat Progress: Grace Darling | Anita Ganeri | 9780007498499 |
| Usborne Famous Lives: Captain Cook | Rebecca Levene | 9780746064252 |



Coastline

Name





These activities are for you to do at home with an adult. You can do all of them or choose the ones that you find most interesting.

Activities

1. The coastline is where land meets an ocean or sea. Complete the tasks listed.
 - Colour each circle in the key in a different colour, then use the key to colour the countries of the United Kingdom on the map.
 - Draw around or highlight the United Kingdom's coastline on the map.
 - Label the seas and the ocean that meet the United Kingdom's coastline.
 - Label the names of a few coastal places on the map.

Key

- ☐ England
- ☐ Northern Ireland
- ☐ Scotland
- ☐ Wales



2. Coastlines have many physical and human features. Complete the sentences using the useful words, then complete the table, adding other physical and human features that you would find at the coast.



_____ are naturally formed. Humans have not made them. Examples include rivers, forests and beaches. Rain, wind and the sea can change physical features over time.

_____ are features that humans have made. Examples include shops, roads and piers.

Useful words

- Human features
- Physical features



| Picture and name of coastal feature | Type of feature Tick one box | Description |
|--|---|-------------|
| beach  | human <input type="checkbox"/> physical <input type="checkbox"/> | |
| pier  | human <input type="checkbox"/> physical <input type="checkbox"/> | |
| | human <input type="checkbox"/> physical <input type="checkbox"/> | |
| | human <input type="checkbox"/> physical <input type="checkbox"/> | |



| Picture and name of coastal feature | Type of feature Tick one box | Description |
|--|---|--------------------|
| | human <input type="checkbox"/> physical <input type="checkbox"/> | |
| | human <input type="checkbox"/> physical <input type="checkbox"/> | |
| | human <input type="checkbox"/> physical <input type="checkbox"/> | |



3. Visit the website **BBC Bitesize – Coastlines – erosion** and watch the video to learn about the physical process of erosion, which changes the coastline over time. Create an information poster to show what you have learned about erosion and how it changes the coastline. Include a title, facts and one or more pictures with captions.
4. If you can, take a coastal walk. Spot physical and human features on the route, look for coastal erosion and take photographs. Write a diary extract about the day. Include a description of the features you saw, what you smelled and what you heard. Alternatively, visit the website **National Trust – Best coastal walks and paths in the UK**, and watch the video featuring Lizzie Daly. Write a description of the features on her coastal walk.



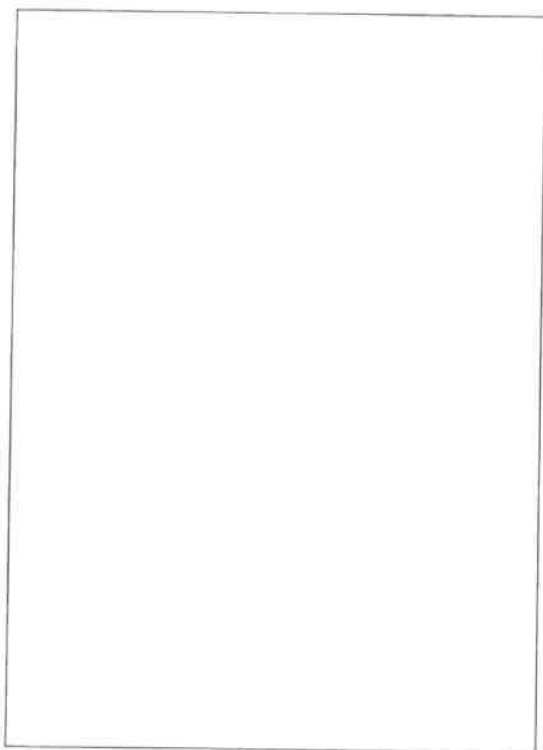
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- This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

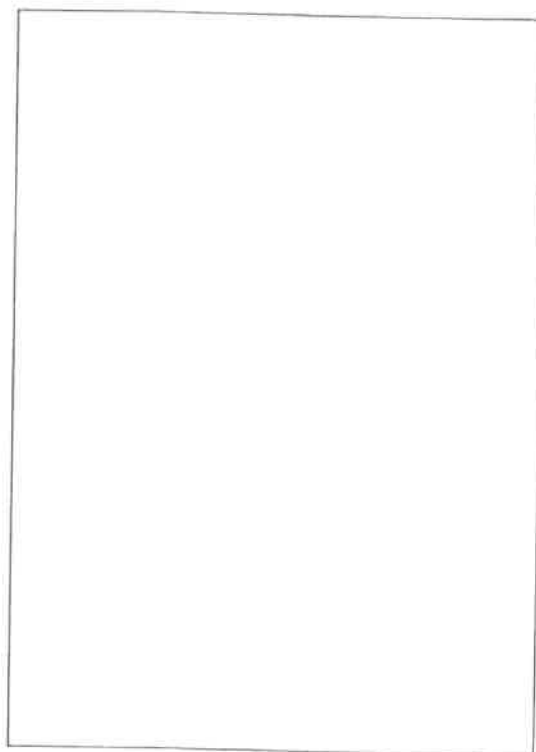
This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



7. Use a range of sources to find out about Grace Darling and Captain James Cook. We remember them for different reasons. Complete the tasks and answer the questions about these two significant historical people.

Draw a portrait of Grace Darling and Captain James Cook and add a caption.







| Questions | Grace Darling | Captain James Cook |
|--------------------------------|----------------------|---------------------------|
| When did they live? | | |
| What did they do? | | |
| How did they help people? | | |
| Why do we remember them today? | | |



8. A map is a picture of a place, usually drawn from above. Symbols are used on maps to show landmarks, places and features. The key explains what these symbols mean. Use the **OS Maps** website to find places on the coast. Choose one coastal location and draw a simple map of the place with a key, using the online map to help. Include some physical and human features on your map.

Map of _____

| |
|------------|
| |
| <p>Key</p> |



9. Choose a story with a coastal setting to read. Examples include *Winnie and Wilbur at the Seaside* by Valerie Thomas, *The Lighthouse Keeper's Lunch* by Rhonda Armitage or *The Mousehole Cat* by Antonia Barber. On a separate sheet, draw a story map or mountain to retell the key events from the story. Write a caption for each picture that you draw. Include and label the following events on your page: beginning, build up, problem, how the problem is solved, ending.
10. Finish your home learning by writing some sentences or explaining to an adult what you have learned about the human and physical features at the coast, erosion, how to stay safe at the coast and the RNLI.



Useful websites

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DKfindout! – Coasts and Coastline Facts – Coastal Features

BBC Bitesize – Coastlines – coastal erosion – KS2 Geography

DKfindout! – Wave Power Facts

National Trust – Great ways to walk the coast

CBBC Newsround – Guide: Staying safe at the seaside

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RNLI – Royal National Lifeboat Institution – Saving Lives at Sea

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BBC Teach – History KS1/KS2: Grace Darling

OS Maps: Online mapping

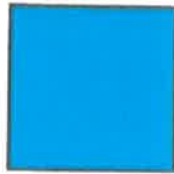
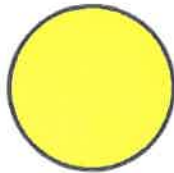
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Describe position (1)

I Here are some shapes.



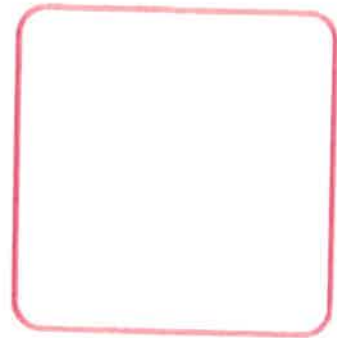
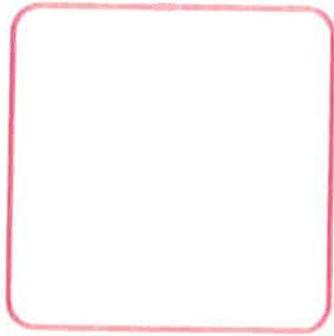
Use the words to complete the sentences.

left

right

- a) The circle is to the _____ of the square.
- b) The pentagon is to the _____ of the triangle.
- c) The triangle is to the _____ of the circle.
- d) The square is to the _____ of the pentagon.

2 Here is a cone.



a) Draw a circle to the left of the cone.

b) Draw a triangle to the right of the cone.

3 Give your partner directions to move around the classroom.



Use the word bank.

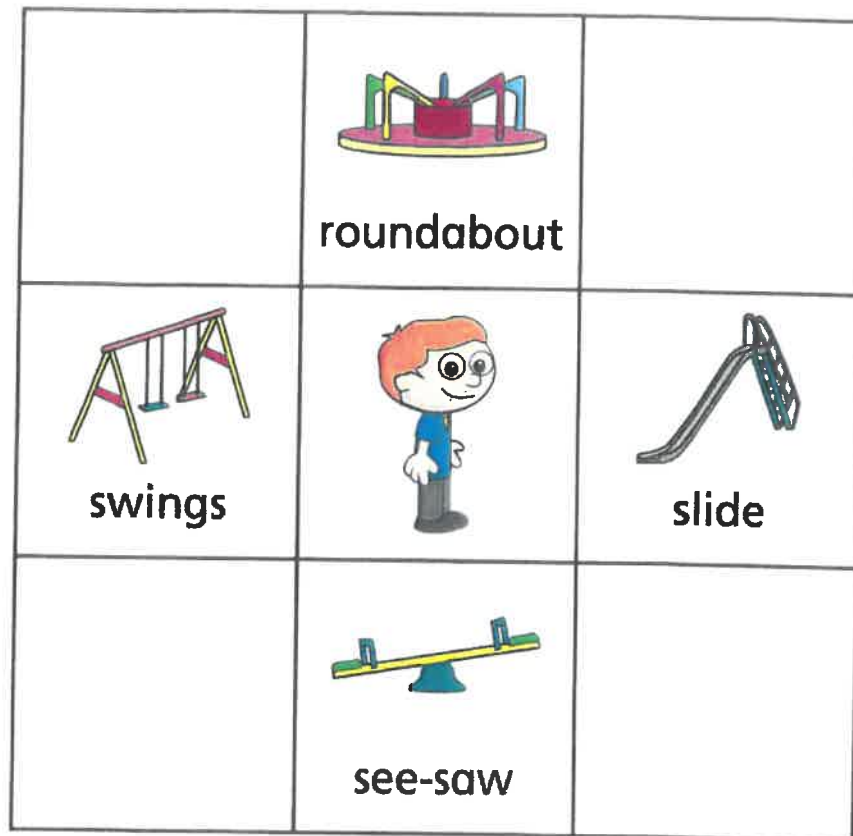
forwards

backwards

left

right

4 Ron is playing at the park.



Use the words to complete the sentences.

forwards

backwards

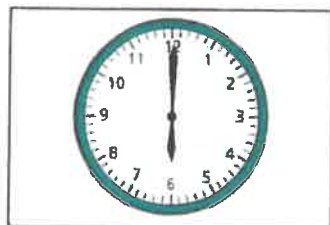
left

right

- a) If Ron walks _____ he will get to the slide.
- b) If Ron walks to his _____ he will get to the see-saw.
- c) If Ron walks _____ he will get to the swings.

Time to the hour

I Match the clocks to the times.



8 o'clock



6 o'clock



4 o'clock



1 o'clock

2 Complete the pattern.



1 o'clock



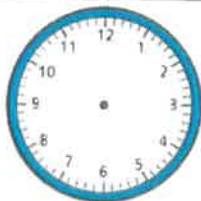
_____ o'clock



3 o'clock



4 o'clock



_____ o'clock

What time comes next?



3 Tick the time that matches the clock.



3 o'clock

12 o'clock

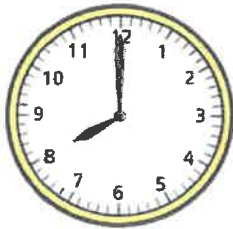


3 o'clock

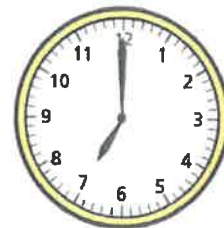
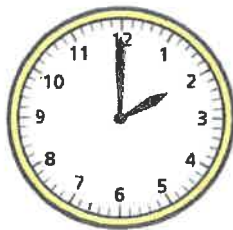
12 o'clock

4 Tick the time that is more likely.

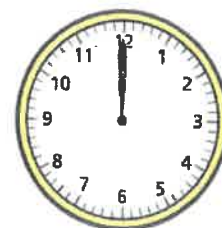
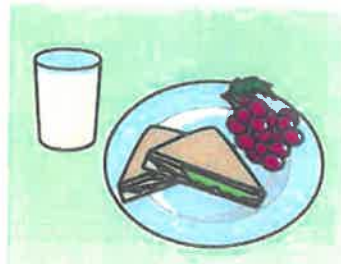
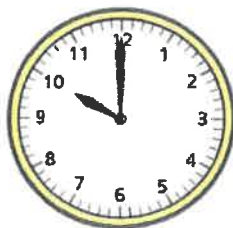
a) Mo goes to school.



b) Mo goes to bed.



c) Mo has lunch.



Time to the half hour

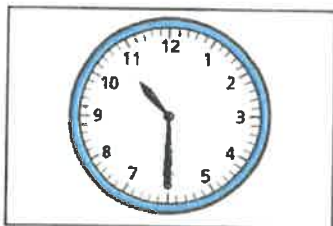
I Match the clocks to the times.



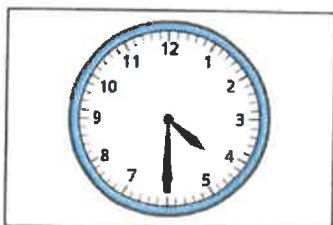
half past 7



half past 10

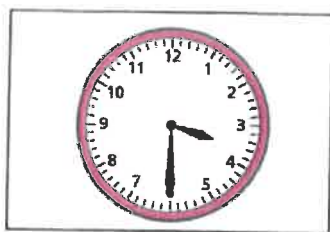


half past 1

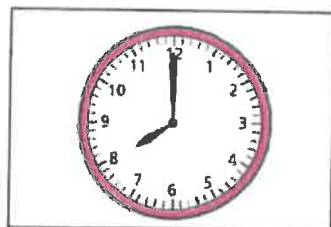


half past 4

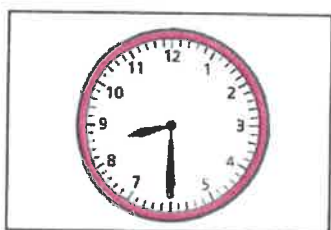
2 Match the clocks to the times.



8 o'clock



half past 8



half past 3

3 Tick the time that matches the clock.



6 o'clock

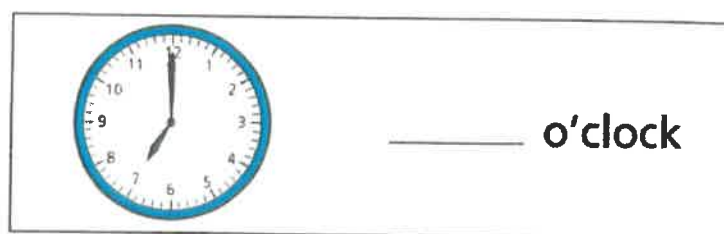
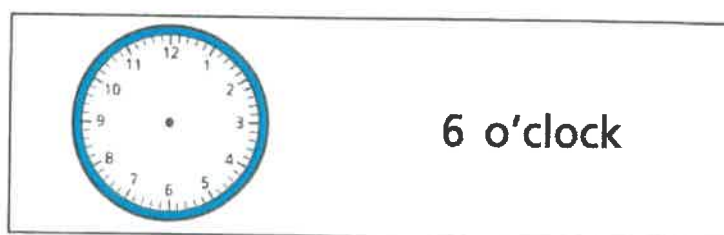
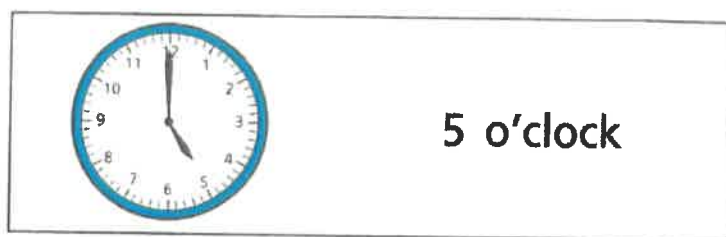
half past 6



6 o'clock

half past 12

4 Complete the pattern.



What time comes next?



Writing time

I Match the activity to the time it takes.



eating a sandwich

seconds



a day at school

minutes



eating a grape

hours

2 Choose a word to complete the sentences.

seconds

minutes

hours


a) The film lasted for 2 _____.

b) Break time is 20 _____.

c) Jo can do 5 star jumps in 20 _____.

3 Ask a partner to use a timer.

a) How many smiley faces can you draw in 10 seconds?



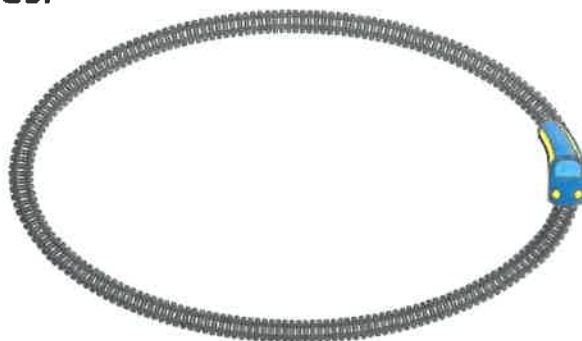
b) What number can you count to in 20 seconds?



c) How many star jumps can you do in 1 minute?



- 4 The toy train goes round the track twice in 3 minutes.



Kim

The train will go round the track more times in 1 hour because hours are longer than minutes.



Ron

The train will go round the track fewer times in 1 hour because 1 is less than 3

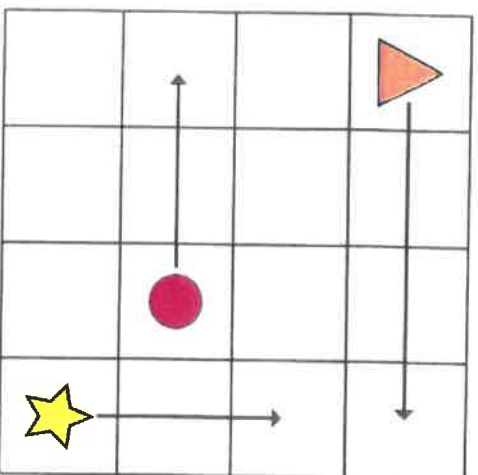
Who do you agree with? _____

Talk about your answers.



Describing movement

- 1 The arrows show where the shapes are moving to on the grid.



Use the word bank to help you complete the sentences.

up

left

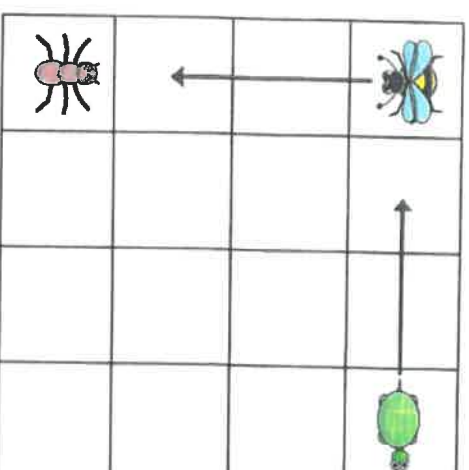
right

The triangle is moving squares _____.

The star is moving squares _____.

The circle is moving squares _____.

- 2 The arrows show where the animals are moving to on the grid.



- a) Use the word bank to help you complete the sentences.

backwards

forwards

The bee is moving squares _____.




The tortoise is moving squares _____.

- b) Draw an arrow to show the ant moving 3 squares to the right.

- c) Does it matter which way the animals are facing?

3

Annie, Teddy and Amir are moving on a grid.

| | | | |
|--|--|--------|--------|
|  Teddy | | cinema | school |
|  Annie | | | |
|  Amir | | park | shop |

- a) Draw an arrow to show Amir moving 2 squares forwards.

Where does Amir end up? _____

- b) Draw arrows to show Annie moving 3 squares forwards and 2 squares left.

Where does she end up? _____

- c) Teddy needs to get to the shop.
How could he get there?

2

4

Whitney and Tommy are describing movement.

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
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The ant is moving 2 squares up.

Whitney

The ant is moving 2 squares backwards.

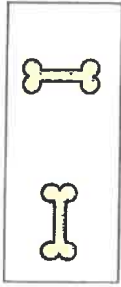


Tommy

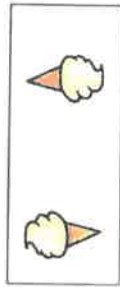
Who do you agree with? _____
Talk about it with a partner.

Describing turns

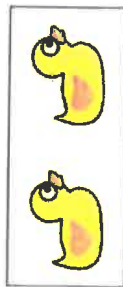
1 Match the picture to the turn.



full turn



half turn



quarter turn

2 First, the arrow is pointing up. Then, it turns half a turn.

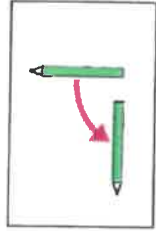


a) Draw to show what the arrow looks like now.

b) Complete the sentence.

Now, the arrow is pointing _____.

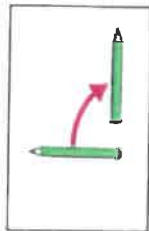
3 Match the picture to the turn.



quarter turn clockwise



quarter turn anticlockwise



three-quarter turn clockwise



three-quarter turn anticlockwise

4 Draw to show what the triangle will look like after each turn.

a) A quarter turn clockwise.



b) A three-quarter turn anticlockwise.



What do you notice?

- 5 Choose words from the word bank to complete the sentences.

quarter

half

three-quarter

clockwise

anticlockwise

a)

before



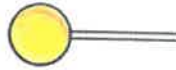
after



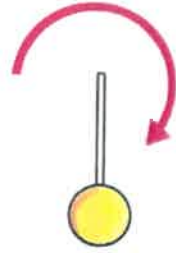
The ladybird has turned a _____
turn _____.

b)

before



after



The lollipop has turned a _____
turn _____.

c)

before



after



The apple has turned a _____
turn _____.

- 6 A square has been turned.

before



after



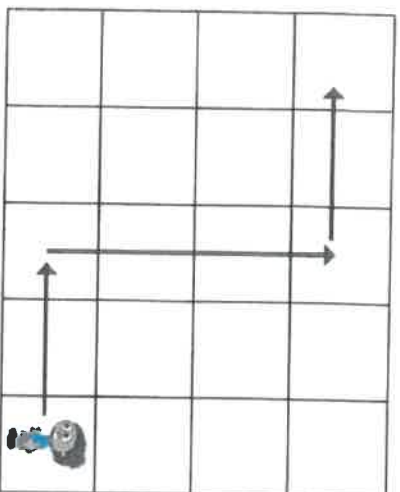
Complete the sentence.

The square has turned a _____
turn _____.

Is there more than one answer?

Describing movement and turns

1 Whitney is moving around a grid.



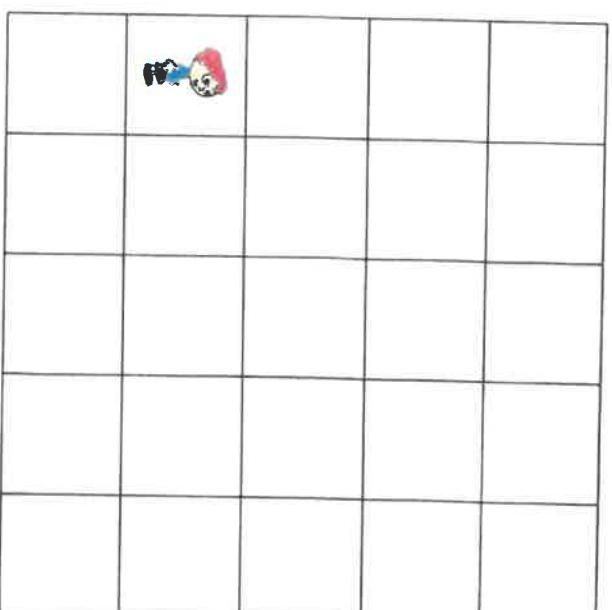
Complete the sentences to describe Whitney's movement.

First, she walks squares forwards.

Then she turns and walks squares forwards.

Then she turns and walks squares forwards.

2 Alex is moving around a grid.

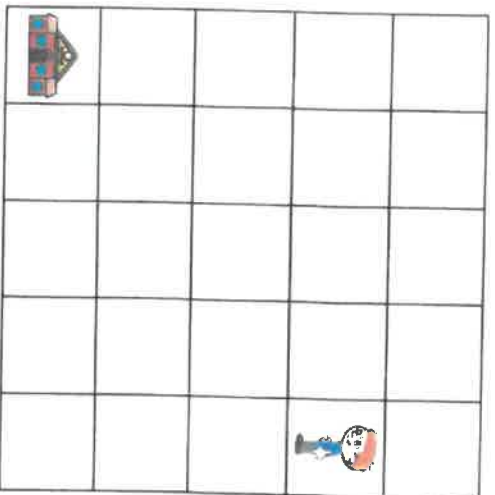


Draw arrows to show her movement.

- First, she walks 2 squares forwards.
- Then, she turns left and walks 3 squares forwards.
- Then she turns right and walks 2 squares forwards.

Could Alex have got there another way?

- 3 Ron is on his way to school.



- a) Draw arrows to show the path Ron could take to school.
b) Describe the path to a partner.
Did you choose the same path for Ron?

- 4 Teddy and Amir are both facing the same way.



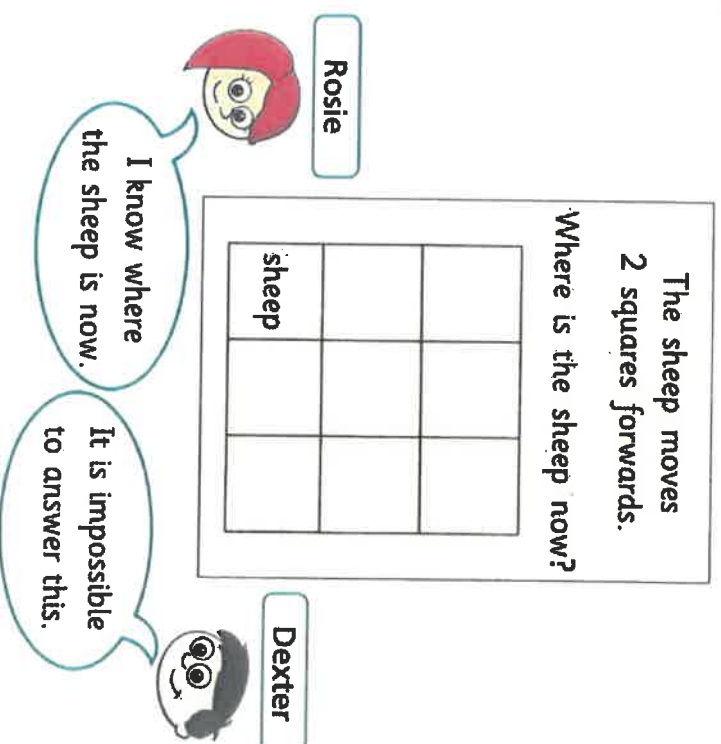
- a) Teddy turns left.
Draw an arrow to show the way he is facing now.



- b) Amir turns a quarter turn anticlockwise.
Draw an arrow to show the way he is facing now.
What do you notice?



- 5 Rosie and Dexter are answering a question.



- Who do you agree with? _____
Talk about it with a partner.

Problem solving with position

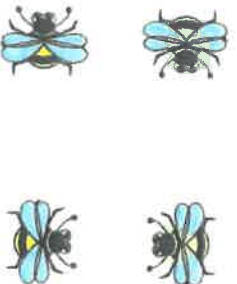
1 Here is a bee.



The bee makes a half turn.

Which direction is the bee now facing?

Tick your answer.



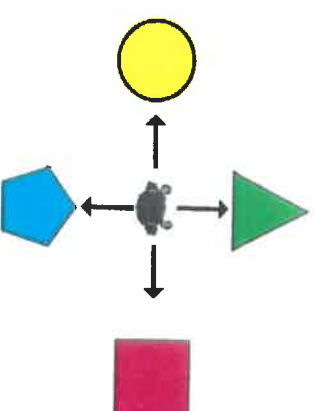
2 Colour the balloons.

- The red balloon is to the left of the green balloon.
- The balloon in the middle is green.
- The other balloon is blue.



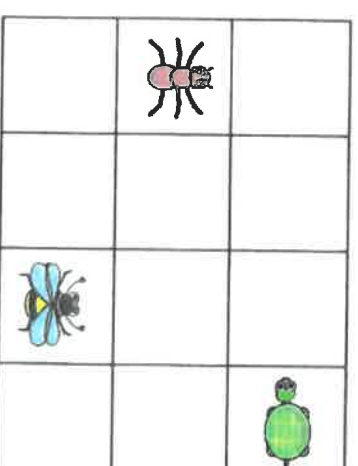
3 Whitney is facing the triangle.

She makes a half turn.



Tick the shape that Whitney is now facing.

4 Here are some animals on a grid.



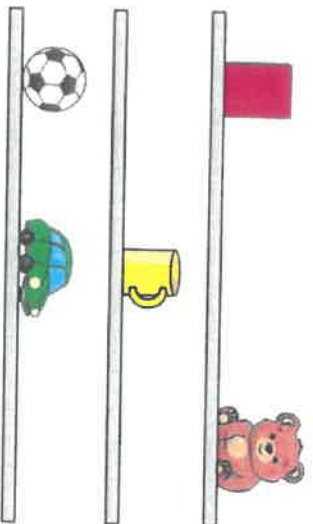
a) The bee moves 2 squares forward and 1 square left.

Draw the bee in its new position.

b) How can the tortoise move to the ant?
Is there more than one way?



5 Here are some shelves.



a) Tick the object that is on the top shelf.

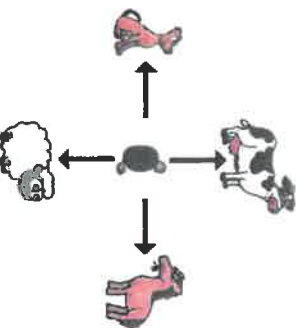


b) Tick the object that is above the car.



6 There are four animals in a field.

Mo is facing the horse.



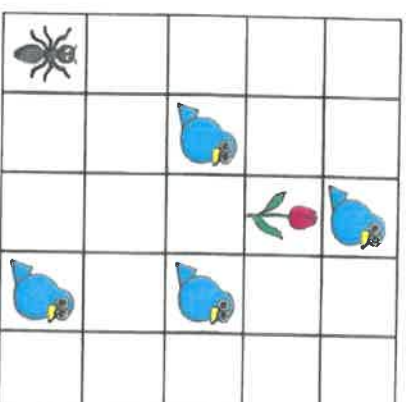
Mo makes a quarter turn.

a) Circle the animals he could be facing now.

b) Explain why there is more than one answer.

7 In a game, the ant must not land on the same square as a bird.

What path can the ant take to get to the flower?



a) Use the word bank to complete the sentences.

left

forwards

right

Move 3 squares _____

Make a quarter turn _____

Move 2 squares _____

b) Describe another path for the ant to get to the flower.

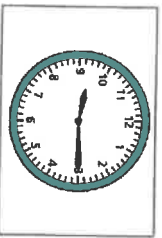
Did you get the same answer as your partner?

Quarter past and quarter to

1 Match the clocks to the times.



quarter
past 1



quarter
past 12



quarter
past 9



quarter
past 5

Complete the sentence.

At quarter past, the minute hand points to

2 Match the clocks to the times.



quarter to 10



quarter to 1



quarter to 7



quarter to 3

Complete the sentence.

At quarter to, the minute hand points to

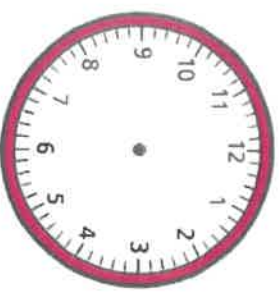
3 Write the time shown on each clock.

Use the word bank to help you.

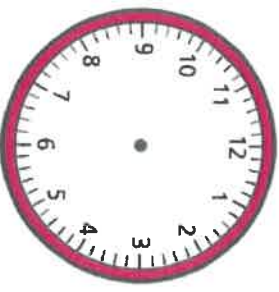
quarter to quarter past



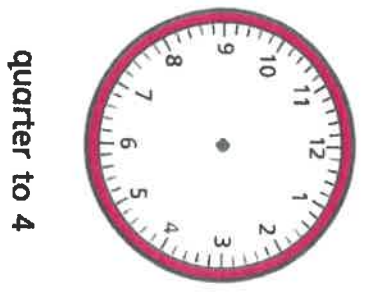
4 Draw hands to show the time on each clock.



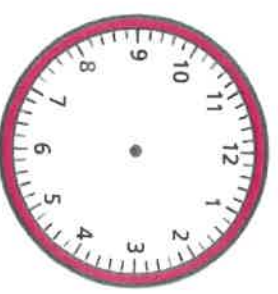
quarter past 11



quarter past 3



quarter to 4



quarter to 1

5 The clocks have no numerals.



a)









You can still work out what time they show.

Why does Dora think this?




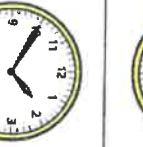
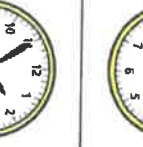
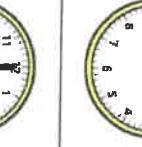
b) Write what time each clock shows.

Telling time to 5 minutes

1 Complete the table.

| | |
|---|-----------------------------|
|  | 5 past 1 |
|  | <input type="text"/> past 1 |
|  | |
|  | |
|  | |
|  | |

2 Complete the table.

| | |
|---|---------------------------|
|  | 25 to 2 |
|  | <input type="text"/> to 2 |
|  | |
|  | |
|  | |
|  | |

3 Write the time shown on each clock.



4 Write the time shown on each clock.



5 Jack and Mo read the time on the clock.



It is quarter to 5

Jack



It is 15 minutes to 5

Mo



Who is correct? _____

How do you know?

6 Draw on the clock to show 25 minutes past 3

