

## Years 3 Homework Grid Tools and Tribes - Summer Term 2024

This grid shows the homework that is connected to the topic for the whole term. They may also be additional maths and/or spelling, as well as an expectation that the children read regularly at home.

For the topic related homework it is expected that the children complete one activity each fortnight.

Each activity must be from a different row and from a different column.

For example in the first fortnight they may choose to do the Stone Age art activity; the next fortnight they wish to do the Stonehenge maths activity; the third fortnight it may be Romans ICT activity etc.



## Tools and Tribes Homework Grid

	Hands on	Maths	Art	Speaking & listening	Written	ICT
<p><b>Stone Age</b></p> 	<p>Can you carve a hand axe out of a bar of soap?</p> <p>Short guide on YouTube:</p> <p><a href="https://www.youtube.com/watch?v=2MF7n5iHC1Q">https://www.youtube.com/watch?v=2MF7n5iHC1Q</a></p>	<p>Ug is the champion mammoth hunter. On Week 1 he catches 1. Each week he catches double the number he caught in the week before. Pog tries to beat Ug. He catches 15 mammoths every week. By the end of Week 10, who will have caught the most mammoths? When will Ug overtake Pog's score? How many mammoths would Pog need to catch every week to beat Pog after 1 year? How will you record your answers?</p>	<p>Create your own cave painting to tell a story without words. It could be to say "I have had a successful hunt today and killed a deer" or "I have found a new cave that we could shelter in to keep dry," or you could make up one of your own.</p>	<p>Can you create a new Stone Age language to communicate with other people? It could be a sign language or a spoken language. What are the most important phrases that you will need to teach to people?</p>	<p>Can you write a story about a Stone Age tribe on a hunting trip? What creature are they trying to hunt? How will they do it? What difficulties will they face?</p>	<p>Explore this website to find out more about Skara Brae.</p> <p><a href="http://www.bbc.co.uk/scotland/learning/primary/skarabrae/flash/index.shtml">http://www.bbc.co.uk/scotland/learning/primary/skarabrae/flash/index.shtml</a></p>
<p><b>Bronze Age</b></p> 	<p>Houses in the Bronze Age were usually built in a round shape using natural materials. Could you design and make your own Roundhouse?</p>	<p>Knucklebones is a very old game that was originally played using ankle bones from animals. You can play it using some small pebbles or by making your own 'knucklebones' out of clay. Hold your 'knucklebones' in one hand, toss them up into the air and see how many you can catch on the back of your hand.</p>	<p>During the Bronze Age, people started to specialise in crafts such as making woven baskets. Try and do some weaving; could you make a basket?</p>	<p>Pretend that you are a child from this period. Find out what an average day would have been like for you. When you come to school your classmates will want to interview you so that they can find out all about life at this time.</p>	<p>A few years ago a very exciting Bronze Age discovery was made near Peterborough. Find out about it and make a poster to show what they found and what they think happened there.</p>	<p>Watch this short animation about the Bronze Age.</p> <p><a href="http://www.bbc.co.uk/programmes/p01zfx8k">http://www.bbc.co.uk/programmes/p01zfx8k</a></p> <p>Create a short quiz about the Bronze Age to bring to class.</p>

## Iron Age



Can you design and make an Iron Age brooch, twisted torc or an armlet? Iron Age craftsmen used symmetrical designs as well as animal shapes.

Iron Age farmers kept cattle, sheep and pigs. Geese and hens were also introduced during this period.

If a farmer kept cows, sheep and geese, how many of each animal could he have if there were 60 legs altogether? How many different ways could you make 60 legs? How can you record your findings?

Iron Age craftsmen used symmetrical designs and patterns. Can you make your own symmetrical pattern? You could search online to get some ideas to inspire you.

Pretend that you are a child from this period. Find out what an average day would have been like for you. When you come to school your classmates will want to interview you so that they can find out all about life at this time.

In 5 lines, can you write a riddle about an Iron Age artefact? Remember a riddle is a puzzle poem where the subject has to be guessed.

Create a slideshow using PowerPoint to show a day in the life of an Iron Age child.

## Romans



Roman houses came in many shapes and sizes. The wealthiest Romans had large villas built. Find out what Roman Villas in Britain would have looked like and then design and build your own model of one.

Ancient Romans used a special method of showing numbers. They are based on a combination of the letters

<b>I</b>	<b>V</b>	<b>X</b>	<b>L</b>
<b>1</b>	<b>5</b>	<b>10</b>	<b>50</b>

<b>C</b>	<b>D</b>	<b>M</b>
<b>100</b>	<b>500</b>	<b>1000</b>

There are certain rules that you have to follow. Can you discover what these are then try to work out all the Roman Numerals up to 100? Can you go any higher? Can you write addition and subtraction problems using Roman Numerals for your friends?

The floors of Roman buildings were often decorated with mosaics (tiny coloured stones.) Many mosaics were pictures of historical events or everyday Roman life and each mosaic would have used thousands of small pieces to make a pattern. Can you design and create your own mosaic?

The people who lived under Roman rule in many parts of Britain were called the Celts. Celtic Britain was ruled by different kings and queens. Boudicca was a Celtic queen. She was not happy with how things were in Britain so she made a powerful speech to raise an army to battle the Romans. Learn and recite Boudicca's speech.

Imagine you were a newspaper reporter watching the battle between Boudicca, her army and the Romans. Make up a front page for the next day. Include headlines and pictures.

Watch the Roman Invasion part of the Story of Britain animation.

Tell the story of the invasion from a Celtic child's point of view.

## Stonehenge



Build a model of Stonehenge in as creative a way as you can - you could try to create a 'Cakehenge'.

You have to think very carefully about this game. What equipment and people will you need, where will you collect the stones from, what journey will you make and how will you actually build Stonehenge so that it remains standing for thousands of years?

Play the 'Stonehenge Game' on the English Heritage website:

Imagine you are flying over Stonehenge. Can you create a Bird's Eye View painting of this prehistoric monument? Remember all the work we did on aerial art in our previous topic.

Can you explain how you would construct Stonehenge? We will need to know:

- how you would move the large stones
- how you would keep them upright
- how you would keep the top

Imagine you have visited Stonehenge. Write a postcard home about your trip. Where in the UK was it? What did you see? How did

Use the internet to find out about stone circles: what they are, why they were built, who built them and where they are in the UK.

		<a href="http://www.english-heritage.org.uk/visit/places/stonehenge/schools/education-game/">http://www.english-heritage.org.uk/visit/places/stonehenge/schools/education-game/</a>		stone in place	you feel? Use this website for ideas: <a href="http://www.bbc.co.uk/guides/zg8q2hv">http://www.bbc.co.uk/guides/zg8q2hv</a>																																					
<b>Local Area</b>  H - Hollingbury DD - Devil's Dyke LR - Lancing Ring CiR - Cissbury ChR - Chanctonbury	Build a model of a hill fort.	Look at the table below. It shows the distances, by road, in miles between the local iron age forts (this is not accurate!) <table border="1"> <thead> <tr> <th></th> <th>H</th> <th>DD</th> <th>LR</th> <th>CiR</th> <th>ChR</th> </tr> </thead> <tbody> <tr> <th>H</th> <td></td> <td>2</td> <td>8</td> <td>15</td> <td>14</td> </tr> <tr> <th>DD</th> <td>2</td> <td></td> <td>6</td> <td>9</td> <td>11</td> </tr> <tr> <th>LR</th> <td>8</td> <td>6</td> <td></td> <td>10</td> <td>12</td> </tr> <tr> <th>CiR</th> <td>15</td> <td>9</td> <td>10</td> <td></td> <td>19</td> </tr> <tr> <th>ChR</th> <td>14</td> <td>11</td> <td>12</td> <td>19</td> <td></td> </tr> </tbody> </table> <p>If you wanted to visit every fort, how far would you have to travel? Which route would you take? What would be the shortest or the longest routes?</p>		H	DD	LR	CiR	ChR	H		2	8	15	14	DD	2		6	9	11	LR	8	6		10	12	CiR	15	9	10		19	ChR	14	11	12	19		There are a number of Iron Age hill forts near Brighton. Hollingbury Camp, Devil's Dyke, Lancing Ring, Chanctonbury Ring and Cissbury Ring. Why don't you visit one and sketch the view?	Visit a local hill fort; describe what it would have been like to be there in Prehistoric Britain.	Can you make a local tour guide leaflet for one of the nearby Iron Age hill forts? Think about the information that people will need and want to know. How will you present it so that people will want to read it?	Use the internet to research local Iron Age forts. Can you find any others? What interesting facts will you be able to share with the class? Your challenge is to find at least 8 interesting facts (but you can find more!)
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## Boudicca's Speech

**“We the British are used to woman commanders in war; I am descended from mighty men! I was whipped by the Romans when they tried to take our lands, but I am not fighting for my kingdom and wealth now. I am fighting as an ordinary person for my lost freedom, my bruised body, and my outraged daughters... Consider how many of you are fighting and why! We must win this battle or die. This is what I, a woman, plan to do! Let the men live in slavery if they want. I will not.”**

