

<u>Year 3 - Term 2 - Homework Medley</u>

Choose your homework from the menu below:

The Peri-ometer suggests the difficulty or challenge the homework may offer.

You are expected to complete at least one task each week.

You should attempt at least one 'EXTRA HOT' task!



Design Technology.	Design Technology	Writing.
Make Ancient Egyptian bread .	Make some Egyptian honey cake.	Design and create a 3D model that represents Ancient Egypt.
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(Worth 5 house points)	(Worth 5 house points)	(Worth 5 house points)
Writing Write a book review for your favourite story. Why do you like it? What is it about? Who would enjoy reading this book?	Design Technology Find out what a shaduf is, and create aworking model of one. Top Tip: Sticks, blue tack and yoghurt pots are perfect building materials for this activity.	Research and Writing What can you find out about Egypt today? Where is it? What is the climate like? How is it similar / different to England? You could present this how you like.
(Worth 3 house points)	(Worth 3 house points)	(Worth 3 house points)
Art and Design Draw a picture of a new Egyptian God or Goddess. Write 2-3 sentences about your God or Goddess.	Design Technology Visit your local park and look at what you could use to build a pyramid. Explain how you would use these to make it.	Writing Write a story or comic strip about Tutankhamen.
(Worth 2 house points)	(Worth 2 house points)	(Worth 2 house points)
Research and Design Create a word search or crossword about ancient Egypt (Worth 1 house point)	Research and writing Find out three fascinating facts about Ancient Egypt. Then use these facts to write three	Art and Design Design your own game based on Ancient Egypt.

	multiple choice quiz questions (Worth 1 house point)	(Worth 1 house point)
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Homework is set every Friday and is expected to be returned by the following Wednesday. Along with this Homework Medley your Read Write Inc teacher will be setting weekly spelling focuses. You will also be expected to learn your timetables or complete specific maths task. .