

## Home Learning: Year 3 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 3	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	<a href="https://uk.ixl.com/maths/year-3/fractions-of-a-whole-modelling-word-problems">https://uk.ixl.com/maths/year-3/fractions-of-a-whole-modelling-word-problems</a>	<a href="https://uk.ixl.com/maths/year-3/division-facts-for-3-4-8-true-or-false">https://uk.ixl.com/maths/year-3/division-facts-for-3-4-8-true-or-false</a>	<a href="https://uk.ixl.com/maths/year-3/division-facts-up-to-10-find-the-missing-number">https://uk.ixl.com/maths/year-3/division-facts-up-to-10-find-the-missing-number</a>	<a href="https://uk.ixl.com/maths/year-3/compare-fractions-using-models">https://uk.ixl.com/maths/year-3/compare-fractions-using-models</a>	<a href="https://uk.ixl.com/maths/year-3/fractions-of-a-group">https://uk.ixl.com/maths/year-3/fractions-of-a-group</a>
<b>Four Days of Reasoning (Monday-Thursday)</b>	Summer Term Week 9(Wk commencing 22 <sup>nd</sup> /6) <a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a> <b>Worksheets (and answers) for each lesson can be found below.</b>	Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. If you feel your child needs greater challenge click onto this link <a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a> If your child struggles with maths, they could work on the learning set for year groups lower down the school.			
<b>Friday</b>	On Friday you can revise any part of the week's learning that you found difficult. You can simply repeat one of the lessons if you like. You can also practise times tables.				

## Home Learning: Year 3 English

Y3	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b>	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/">https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/</a> for some on-line stories and some good book recommendations.				
<b>Writing</b>	<p><b>LO: Add detail into paragraphs</b> Look at the story below (<b>top of Resource 1A</b>) It is VERY boring. How could it be improved.? Use Resource 1A to help you. Watch this <a href="#">video</a> on the detail grid (<b>it would help to have an adult watch this with you</b>) Now use this knowledge to improve the boring story. Write an improved version by adding at least two details to each sentence. <b>Remember</b> – When you add details to a sentence, it makes a paragraph. You show this by leaving a line before you start the next group of sentences.</p>	<p><b>LO: Plan a diary</b> Read the pages below. Using Resource 2A, add notes around the picture of the man looking out the window.  Add what thoughts he might be having. What feelings and thoughts do you want to express?  If you can, Add at least 3 thoughts or feelings into the topic sentence boxes on the plan. If you are struggling for ideas, use the ideas given in the resource below. Use your learning from yesterday to add details to each of these sentences.</p>	<p><b>LO: Write a diary</b> Pretending that you are the old man, use your notes from yesterday to write a diary entry of how you are feeling based on the picture of the old man looking out of the window (<b>see example 3 below</b>).  Begin your diary with some sort of opening sentence. This might simply say that you are having a bad day.  Once you have finished, use <b>CUPS</b> to check and edit your work. C – Capital letters U – Use of words P – Punctuation S – Spelling  *Use of words = have you chosen the best adjectives, verbs and adverbs?</p>	<p><b>LO: Predict events in a narrative</b> Have a think about what ideas might have ‘planted’ in the man’s head and why. What do you think the man is going to do next?  Chose 3 things that the man will do next and put them in an order.  Thinking about your learning this week write a paragraph for two of these actions including lots of detail. If it helps, make or print off another planning grid (see day one).  Get creative and illustrate your paragraphs if you want to.  <b>Remember to upload your writing to ClassDojo.</b></p>	<p><b>Spelling Test</b> Ask someone to test you on the spellings you have been learning.  How did you do? Ask the adult to help you mark your spellings. If you made any mistakes, practise writing these spellings out three or four times like you would at school.</p>

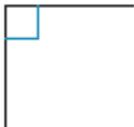
## Home Learning: Year 3 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Art/Spanish
<p><b>LO: begin to learn about weather reports</b></p> <p>Write a weather report</p> <ul style="list-style-type: none"> <li>• What do the weather symbols below mean?</li> <li>• Watch today's weather forecast <a href="#">here</a>. What does a weather report include?</li> <li>• Write your own weather forecast for London today. You could film it.</li> </ul>	<p><b>LO: To understand the life cycle of a flowering plant</b></p> <ul style="list-style-type: none"> <li>• How are seeds dispersed? If you cannot remember watch this <a href="#">video</a>.</li> <li>• Watch this <a href="#">video</a>.</li> </ul> <p>Put the life stages of a flowering plant in order: germination, pollination, flower, seed, growth</p> <ul style="list-style-type: none"> <li>• Watch this <a href="#">video</a> which shows how to draw the first two stages of the life cycle. Then draw your own diagram.</li> </ul>	<p><b>LO: Research Stonehenge</b></p> <p>Check this <a href="#">site</a> and find out key facts about Stonehenge.</p> <ul style="list-style-type: none"> <li>• Create a visitor's guide to Stonehenge to persuade someone in your house to visit it</li> </ul>	<p><b>LO: What do the Miracles of Jesus teach us?</b></p> <p>Read the Bible story below and watch the video about the Miracle of the Feeding of the 5,000.</p> <p><a href="https://www.youtube.com/watch?v=uupg0V-17NU">https://www.youtube.com/watch?v=uupg0V-17NU</a></p> <p>Then answer the questions in your books.</p>	<p><b>Spanish</b> We're going to learn about musical instruments!</p> <p><a href="https://www.youtube.com/watch?v=xwDBnI2WFPk&amp;t=104s">https://www.youtube.com/watch?v=xwDBnI2WFPk&amp;t=104s</a></p> <p>Draw the instruments from this list!</p> <p>guitarra violín piano violoncelo arpa maracas trompeta saxofón Trompa flauta tambor batería</p> <p><b>DT Sculptural Birds</b></p> <p>You will need: Corrugated cardboard/ Foamboard Paper Mark making materials- your choice Wire, Scissors Glue/Sellotape</p> <p>Sculptural Birds - One of the positive aspects of the lockdown is that we have seen a return of many birds into our gardens and open spaces. Here's how to make your own (see instruction sheet below).</p> <ul style="list-style-type: none"> <li>• Cut an egg/oval shape from a piece of firm cardboard corrugated works well – look for packaging materials</li> <li>• Next, you need to make and attach wire legs –you may need to play around with this for a while so that your bird stands up.</li> <li>• Using as many mark-making materials as you like to draw a series of feathers onto plain paper – make sure you vary the size, shapes and colours. When you have finished, either tear around or cut out your feathers ready to collage onto your bird and make it come to life!</li> </ul>
<b>Everything is Interesting – Are you ready for a challenge?</b>				

## Right angles in shapes

- 1 There is at least one right angle in each picture. Mark the right angles on the pictures.

The first one has been done for you.

a) 	d) 
b) 	e) 
c) 	f) 

Compare answers with a partner.

- 2 A rectangle has four right angles. Mark the right angles on the rectangle.



- 3 Alex and Jack are identifying right angles.



Both of the angles are right angles.

Alex



I disagree. The first one is a right angle but the second one is a left angle because it is on the left of the line.

Jack

Who do you agree with? \_\_\_\_\_

Talk about it with a partner.

- 4 Dexter is facing north. He turns a quarter turn.



This is the same as one right angle.



Do you agree with Dexter? \_\_\_\_\_

Talk about it with a partner.

5 Complete the sentences.

A quarter turn is equal to  right angle.

A half turn is equal to  right angles.

A three-quarter turn is equal to  right angles.

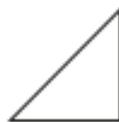
A full turn is equal to  right angles.

6 Draw the right angles on each shape.

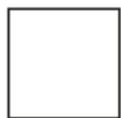
a)



c)



b)

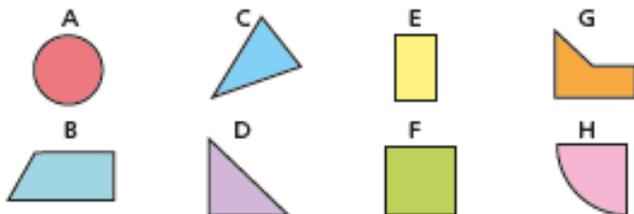


d)



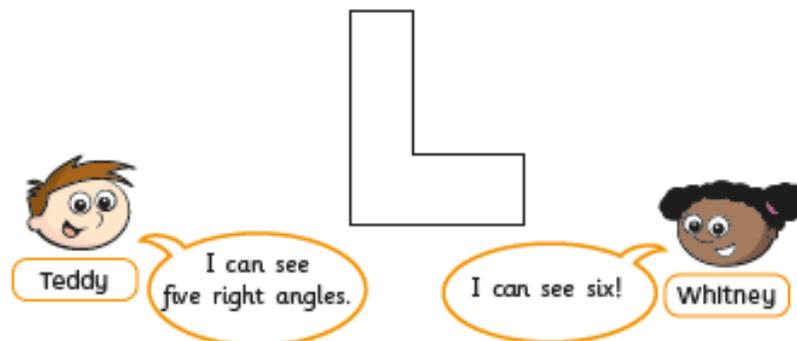
7 Look at the number of right angles in each shape.

Sort the shapes into the table.



0 right angles	1 right angle	2 right angles	3 right angles	4 right angles

8 Teddy and Whitney are identifying right angles.

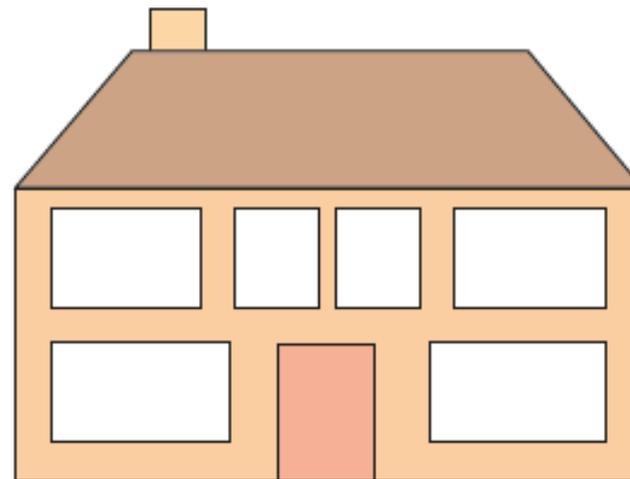


Who do you agree with? \_\_\_\_\_

Draw on the shape to show your thinking.

9 How many right angles can you find in the picture?

Mark them on the picture.



Create your own problem like this for a partner.



## Compare angles



1 Here are some angles.

a) Circle the angle that is greater than a right angle.



b) Circle the angle that is less than 90 degrees.



2 Draw three different angles that are less than a right angle.

Compare answers with a partner.

Complete the sentence.

These are all examples of \_\_\_\_\_ angles.



3 Draw two different obtuse angles.

Compare answers with a partner.

Complete the sentence.

Obtuse angles are greater than  degrees  
but less than  degrees.

4 Is the angle between the hands of the clock acute or obtuse?

a)



\_\_\_\_\_

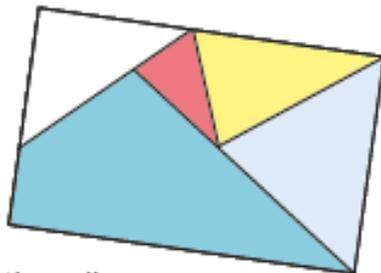
b)



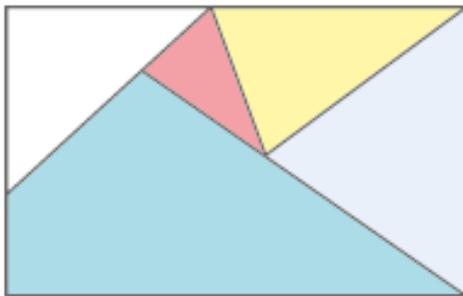
\_\_\_\_\_



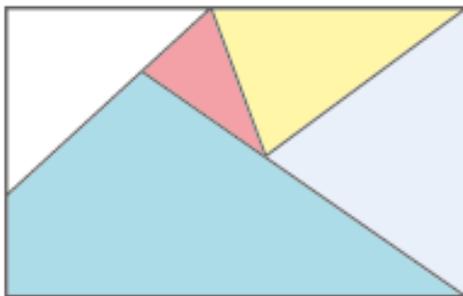
- 5 Here is a piece of wallpaper.



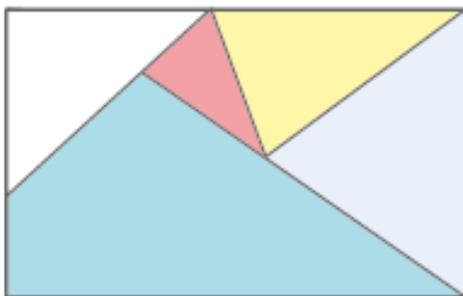
- a) Mark two right angles on the wallpaper.



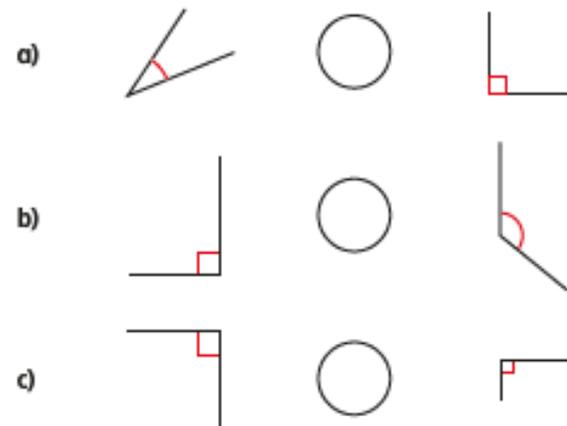
- b) Mark four acute angles on the wallpaper.



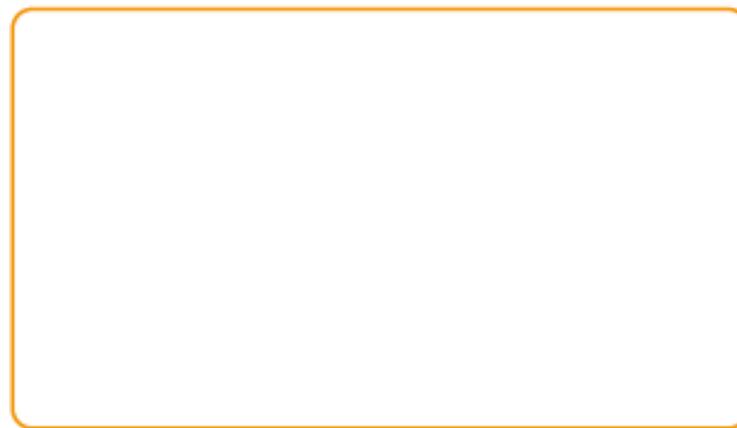
- c) Mark two obtuse angles on the wallpaper.



- 6 Write  $<$ ,  $>$  or  $=$  to compare the sizes of the angles.



- 7 Draw a shape that has one right angle, two acute angles and one obtuse angle.



Compare answers with a partner.

What is the same and what is different about your shapes?



## Horizontal and vertical

- 1 Circle the line that is horizontal.



- 2 Circle the line that is vertical.

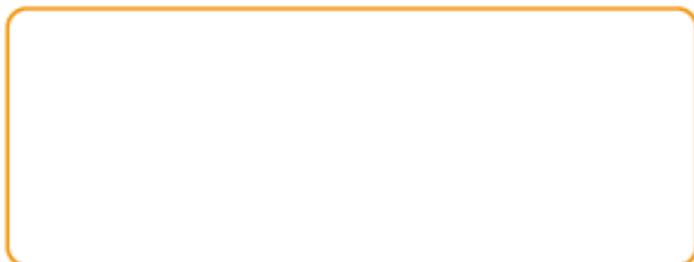


- 3 Use a ruler to draw the lines.

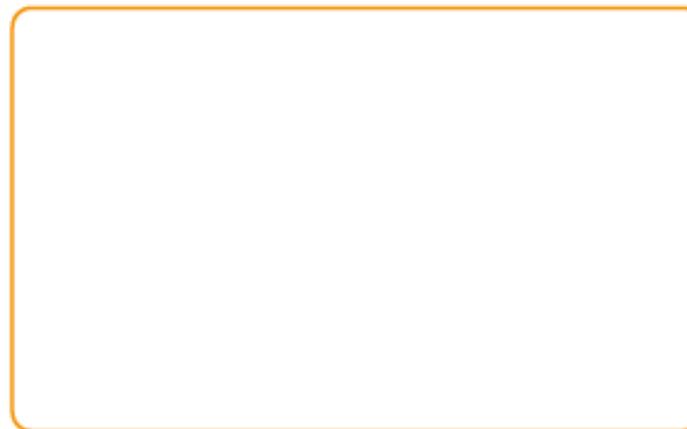
- a) Draw a horizontal line 5 cm long.



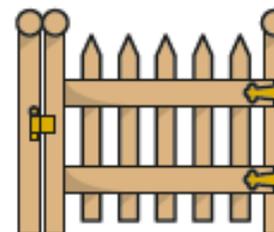
- b) Draw a line that is not horizontal or vertical.



- c) Draw a vertical line 5 cm long.



- 4 Tick two horizontal lines on the gate.



- 5 Tick three vertical lines on the chair.



6 Here are some flags.

a) Circle the flags that have horizontal stripes.



b) Circle the flags that have vertical stripes.

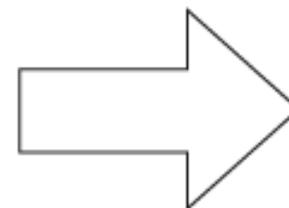
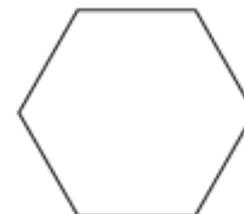


c) Is the statement true or false?

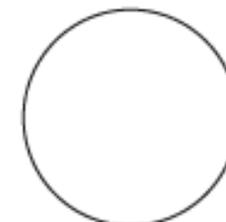
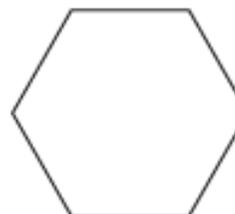
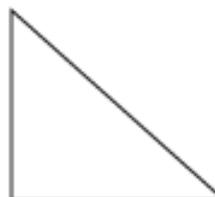
This flag has vertical and horizontal stripes.



7 Tick the shapes that have a vertical line of symmetry.  
Draw on the shapes to show the line of symmetry.



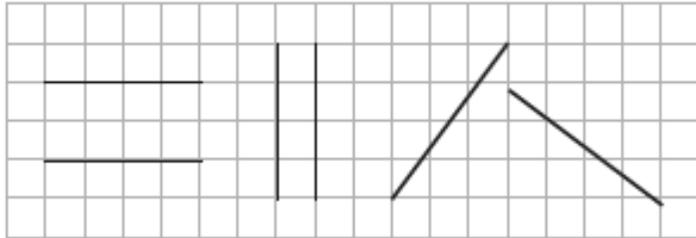
8 Tick the shapes that have a horizontal line of symmetry.  
Draw on the shapes to show the line of symmetry.



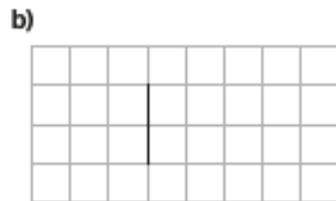
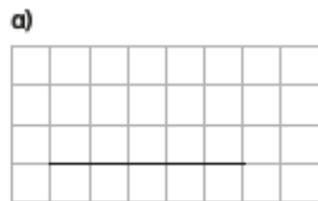
## Parallel and perpendicular



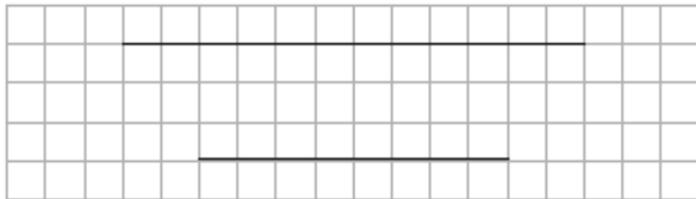
1 Tick the pairs of lines that are not parallel.



2 Here are two lines.  
Draw a line that is parallel to each.



3 Amir says that the lines are not parallel because they are different lengths.



Is Amir correct? \_\_\_\_\_

Why?



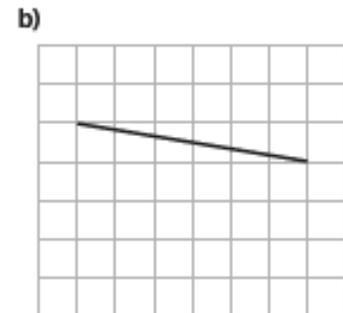
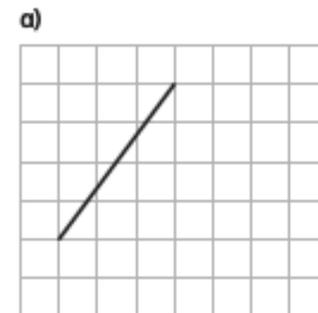
4 a) Here is a line. Draw a line that is not parallel to it.



b) Here is a line. Draw a line that is parallel to it.



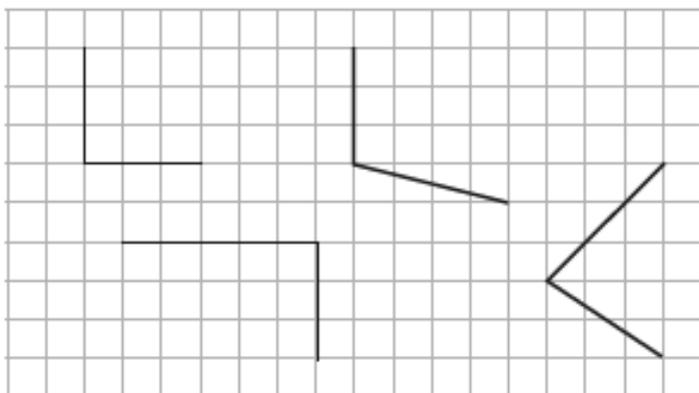
5 Here are two lines.  
Draw a line that is parallel to each.



Talk to a partner about how you did it.



6 Tick the perpendicular lines.

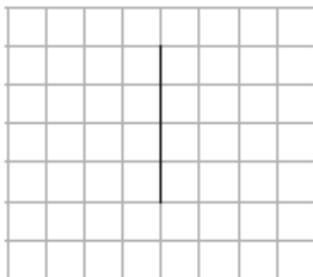


7 Here are two lines. Draw a line that is perpendicular to each.

a)



b)



8 Alex has drawn some lines on grids.

a)



The lines are not perpendicular because they don't meet.

Do you agree with Alex? \_\_\_\_\_

b)

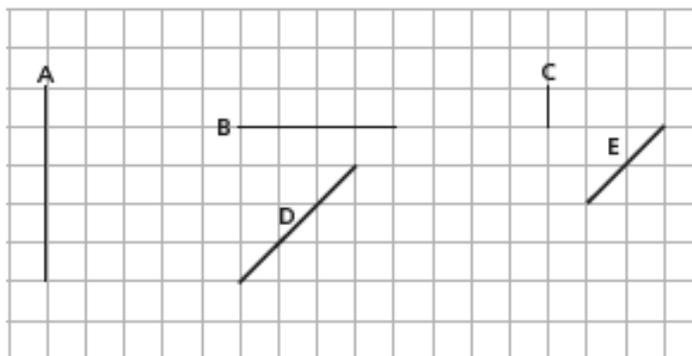


The lines are parallel because they don't meet.

Do you agree with Alex? \_\_\_\_\_

Talk about your answers with a partner.

9 Five lines are drawn on the grid.



a) Which two pairs of lines are parallel?

\_\_\_\_\_

b) Which two pairs of lines are perpendicular?

\_\_\_\_\_



# English Day One

## Resource 1A: Narrative

I went to the front door.

I walked through the garden.

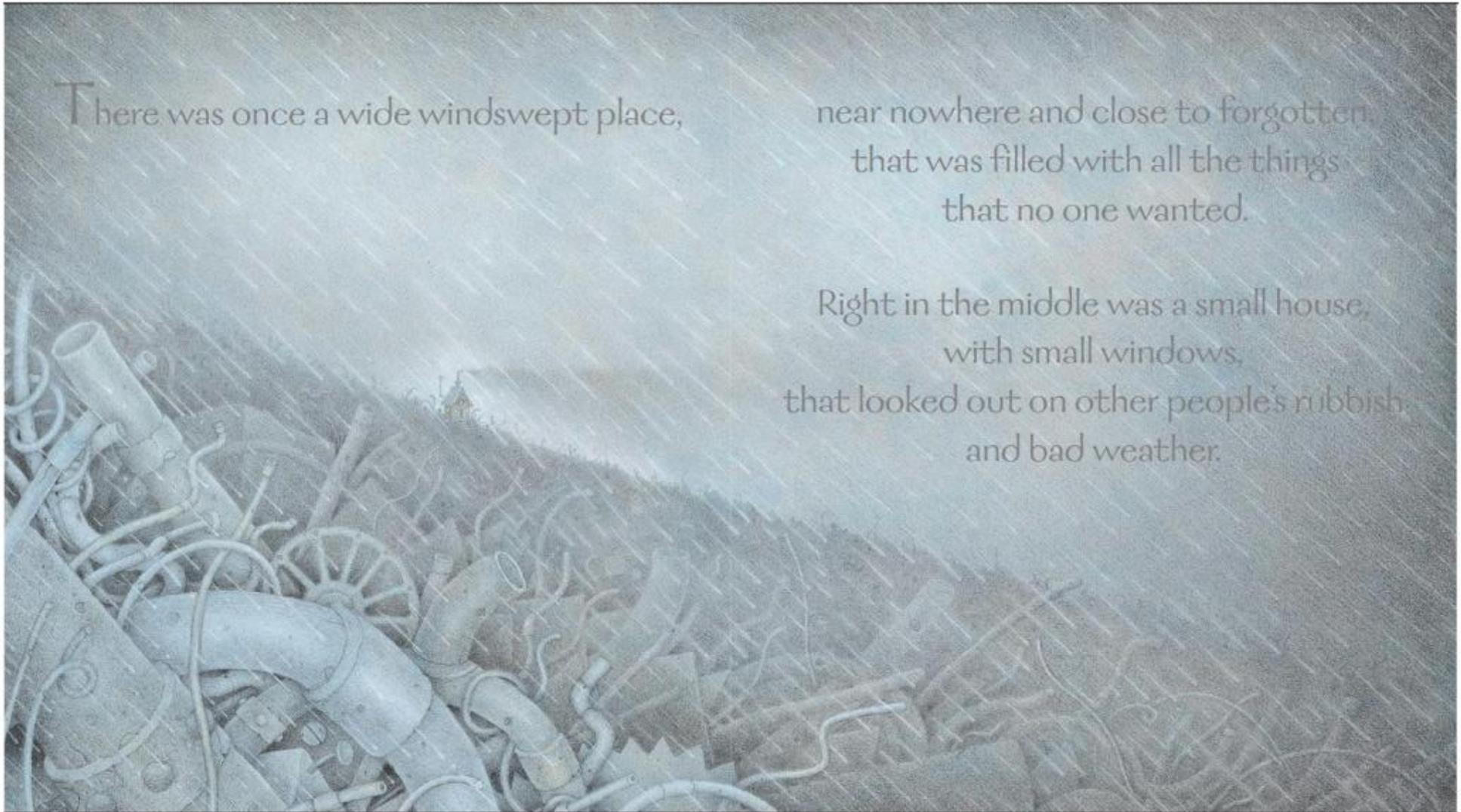
I stopped at the fence.

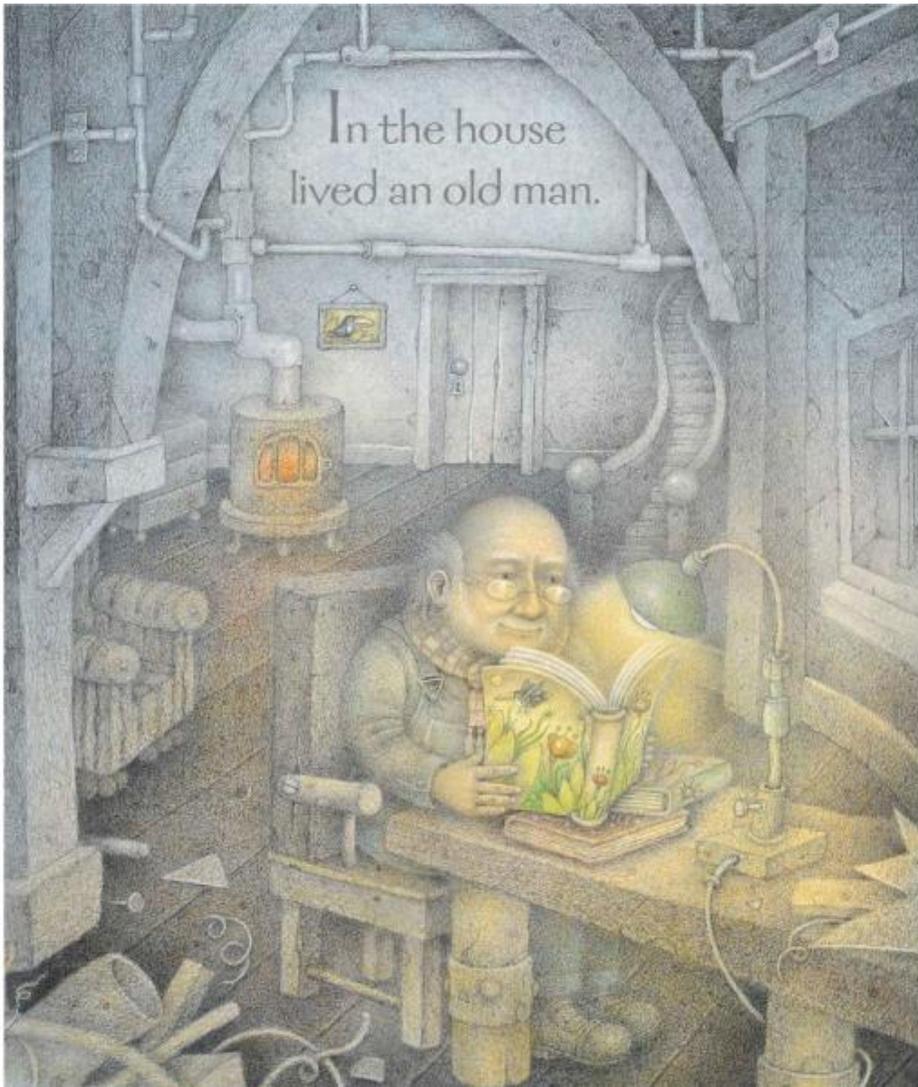
<b>Topic Sentence</b>	After I heard the crash, I <del>went</del> ran as quick as I could to the front door.
<b>Detail</b>	The huge wooden door and its cold metal doorknob stood in my way. (description of door)
<b>Detail</b>	I had to find out what had landed in my garden (explain why)
<b>Detail</b>	My hand was shaky as I was nervous about what I would see (feeling/thinking)

<b>Topic Sentence</b>	I walked through the garden.
<b>Detail</b>	
<b>Detail</b>	
<b>Detail</b>	

<b>Topic Sentence</b>	I stopped at the fence.
<b>Detail</b>	
<b>Detail</b>	
<b>Detail</b>	

## English Day 2





In the house  
lived an old man.

Every day he tried to tidy away the rubbish,

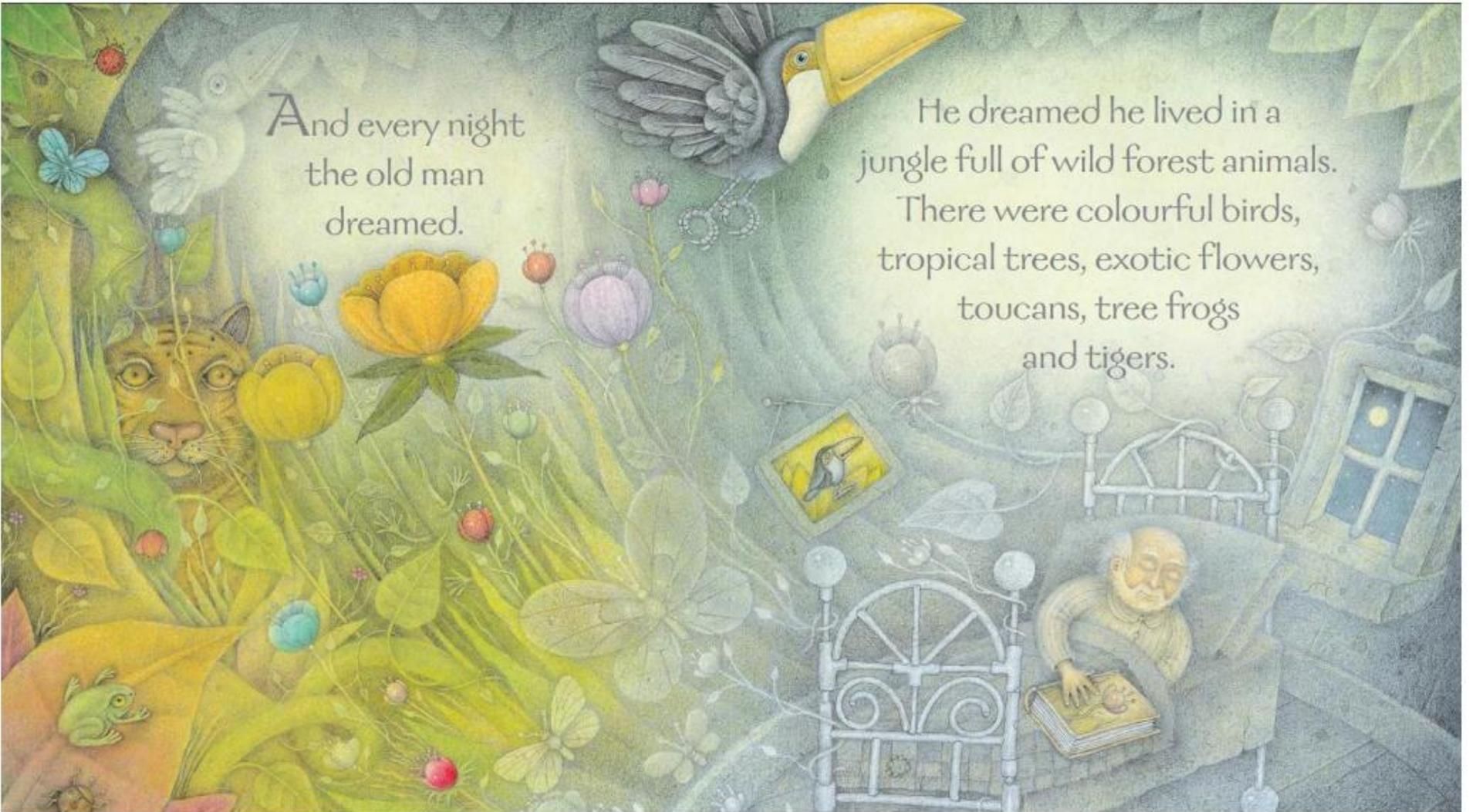


sifting and sorting,



burning and burying.





And every night  
the old man  
dreamed.

He dreamed he lived in a  
jungle full of wild forest animals.  
There were colourful birds,  
tropical trees, exotic flowers,  
toucans, tree frogs  
and tigers.



But when he awoke,  
his world outside was  
still the same.

## English Day Two

### Example 2: Narrative



**Resource 2A: Planning Sheet**

<b>fact or description</b>	<b>thinking or feeling</b>
<b>explain why</b>	<b>Detail Grid</b>

<b>Topic Sentence</b>	
<b>Detail</b>	
<b>Detail</b>	
<b>Detail</b>	

<b>Topic Sentence</b>	
<b>Detail</b>	
<b>Detail</b>	
<b>Detail</b>	

<b>Topic Sentence</b>	
<b>Detail</b>	
<b>Detail</b>	
<b>Detail</b>	

### Example 2A: Planning Sheet

<b>fact or description</b>	<b>thinking or feeling</b>
<b>explain why</b>	<b>Detail Grid</b>

<b>Topic Sentence</b>	So bored
<b>Detail</b>	So bored that walking up down room like soldier marching
<b>Detail</b>	Think tear out hair if can't see green trees luscious plants
<b>Detail</b>	Want to be able to climb trees splash rivers.

<b>Topic Sentence</b>	Would be nice have garden own
<b>Detail</b>	Be filled with bright colourful flowers tall shady trees
<b>Detail</b>	Sit under the willow branches – nap in the shade – smell the flowers
<b>Detail</b>	This would make life better

<b>Topic Sentence</b>	If had own way, live in jungle
<b>Detail</b>	Think I'd love the noises and smells
<b>Detail</b>	Would not be so bored – looking same grey colours
<b>Detail</b>	Have to do something to make life interesting.

## English Day Three

### Example 3: Introduction

Dear Diary.

I am well and truly fed up. I can't stay in this cold grey home anymore.

**Then turn your notes in to full sentences.**

So bored
So bored that walking up down room like soldier marching
Think tear out hair if can't see green trees luscious plants
Want to be able to climb trees splash rivers.

**I am so totally and utterly bored. I am so bored that I have been walking up and down my living room over and over like a soldier marching in a battle. I think that if I cannot get outside soon to see the luscious green trees of the forest, I'm going to tear my hair out. I really want to be able to climb trees, splash in rivers and listen to the birds.**

## Words to learn for test on Friday 26<sup>th</sup> May

Green words - everyone must learn to spell these words

Blue words - most people will learn to spell these words too

Red words - some people will also learn these words

	The sound /g/ written as gu and gue and the sound /k/ written as que	1st Attempt	2nd Attempt	3rd Attempt
1	guide			
2	guard			
3	plaque			
4	cheque			
5	mosque			
6	antique			
7	unique			
8	plague			
9	league			
10	tongue			
11	synagogue			
12	catalogue			
13	dialogue			
14	technique			
15	opaque			
<b>Do you know the meaning of these words?</b>				
	opaque			
	unique			

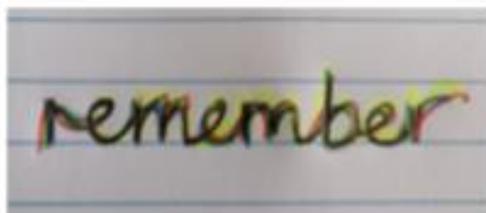
## Spelling Strategies

### Pyramid Writing

b  
be  
bec  
beca  
becau  
becaus  
because

### Rainbow writing

Write the word over and over again using different colours.

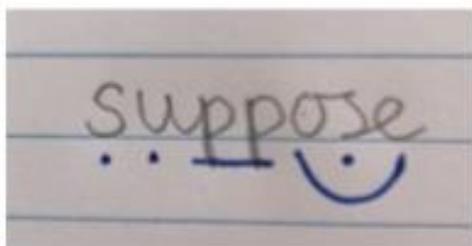


remember

### Create a mnemonic



### Sound Buttons



suppose

\*\*Note, this may not work for words you cannot 'sound out'

### Underline the tricky part

separate

library

naughty

### Look, Say, Cover, Write, Check

**Look** at the word

**Say** it out loud

**Cover** it up

**Write** it

**Check** whether it is spelt correctly

# Geography - Support

 Clear night	 Sunny day	 Partly cloudy (night)
 Sunny intervals	 Mist	 Fog
 Cloudy	 Overcast	 Light rain shower (night)



21°C

 Light snow shower (night)	 Light snow shower (day)	 Light snow
 Heavy snow shower (night)	 Heavy snow shower (day)	 Heavy snow
 Thunder shower (night)	 Thunder shower (day)	 Thunder

 Heavy rain shower (night)	 Heavy rain shower (day)	 Heavy rain
 Sleet shower (night)	 Sleet shower (day)	 Sleet
 Hail shower (night)	 Hail shower (day)	 Hail

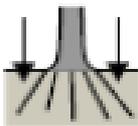
# Plants Word Bank



stamen



stigma



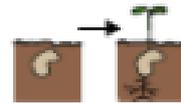
roots



leaves



stem



germination



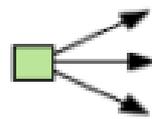
shoot



absorbed



photosynthesis



dispersal

## Design Technology – Sculptural birds

Old cardboard or foam board packing materials would work well for this. Think about the size of the bird. If it's too small it will be difficult to cut out and stick all the feathers onto it, however, if it's too big it will take you a long time to cover it all! A bird about the size of hand would be a good size to work towards.

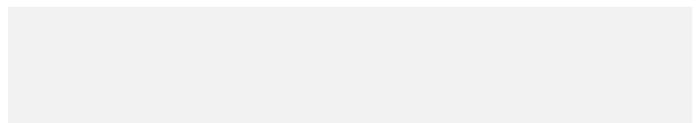
For the legs, you could use pipe cleaners. Lengths of wire, wire wrap around tags or even an uncurled paper clip. Take care if you are using any type of wire as the ends maybe sharp. Ask an adult to bend the ends in if this is the case. If you can't find any wire, you could try using small twigs, used matchsticks (ask an adult to help with these) or other small pieces of wood.

To attach the legs, you can try pushing them into the cardboard or alternately, use Sellotape or glue.

Use as many or as few colours for the feathers as you'd like – look at pictures online or in books to help you colour the feathers accurately. You could try mixing up the materials you use – wax crayons with colouring pencils perhaps, or chalk with felt tips. Try to make your drawing create the texture of feathers through the way in which you colour them.



When you are ready to collage your drawings onto your bird, experiment with sticking them on to create a 3D form and shape.



# Maths Answers



## Right angles in shapes

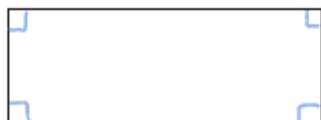
1 There is at least one right angle in each picture. Mark the right angles on the pictures.

The first one has been done for you.

a)	d)
b)	e)
c)	f)

Compare answers with a partner.

2 A rectangle has four right angles. Mark the right angles on the rectangle.



3 Alex and Jack are identifying right angles.



Both of the angles are right angles.

Alex



I disagree. The first one is a right angle but the second one is a left angle because it is on the left of the line.

Jack

Who do you agree with?

Alex

Talk about it with a partner.

4 Dexter is facing north. He turns a quarter turn.



This is the same as one right angle.



Do you agree with Dexter? Yes

Talk about it with a partner.



5 Complete the sentences.

A quarter turn is equal to  right angle.

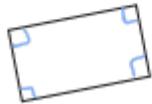
A half turn is equal to  right angles.

A three-quarter turn is equal to  right angles.

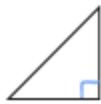
A full turn is equal to  right angles.

6 Draw the right angles on each shape.

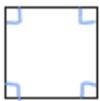
a)



c)



b)

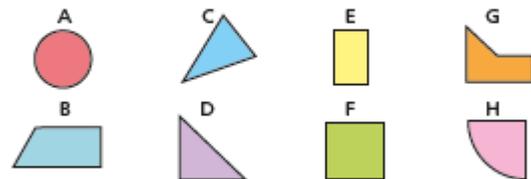


d)



7 Look at the number of right angles in each shape.

Sort the shapes into the table.



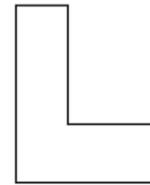
0 right angles	1 right angle	2 right angles	3 right angles	4 right angles
A C	D H	B	G	E F

8 Teddy and Whitney are identifying right angles.



Teddy

I can see five right angles.



Whitney

I can see six!

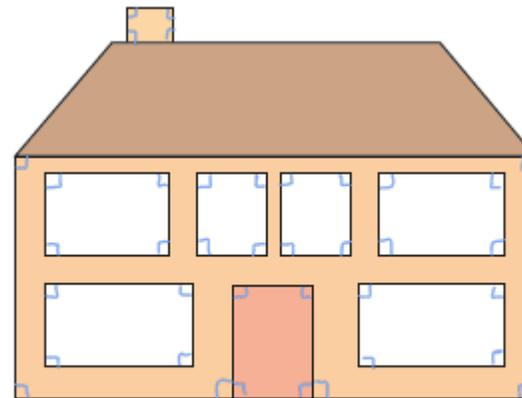
Who do you agree with?

Whitney

Draw on the shape to show your thinking.

9 How many right angles can you find in the picture?

Mark them on the picture.



Create your own problem like this for a partner.

## Compare angles

1 Here are some angles.

a) Circle the angle that is greater than a right angle.



b) Circle the angle that is less than 90 degrees.



2 Draw three different angles that are less than a right angle.

Various answers.

Compare answers with a partner.

Complete the sentence.

These are all examples of acute angles.

3 Draw two different obtuse angles.

Various answers.

Compare answers with a partner.

Complete the sentence.

Obtuse angles are greater than  degrees

but less than  degrees.

4 Is the angle between the hands of the clock acute or obtuse?

a)



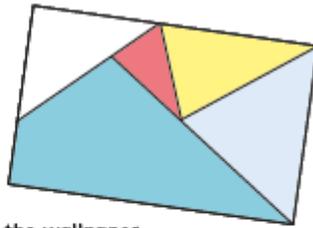
acute

b)



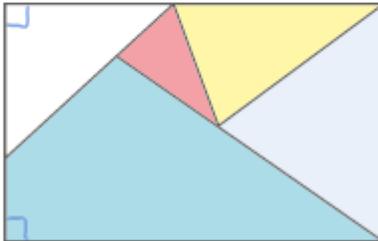
obtuse

5 Here is a piece of wallpaper.



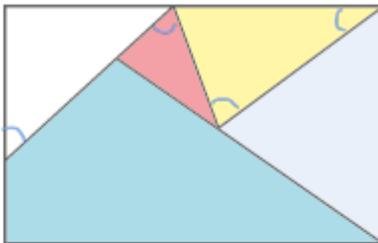
a) Mark two right angles on the wallpaper.

e.g.



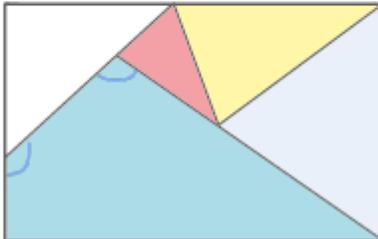
b) Mark four acute angles on the wallpaper.

e.g.



c) Mark two obtuse angles on the wallpaper.

e.g.



6 Write  $<$ ,  $>$  or  $=$  to compare the sizes of the angles.



a) 

b) 

c) 

7 Draw a shape that has one right angle, two acute angles and one obtuse angle.



e.g.



Compare answers with a partner.



What is the same and what is different about your shapes?



## Horizontal and vertical

- 1 Circle the line that is horizontal.



- 2 Circle the line that is vertical.

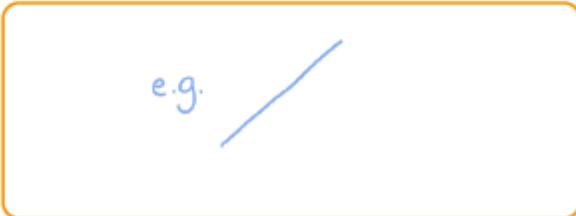


- 3 Use a ruler to draw the lines.

- a) Draw a horizontal line 5 cm long.



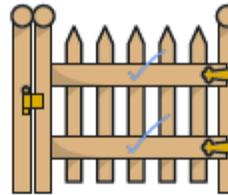
- b) Draw a line that is not horizontal or vertical.



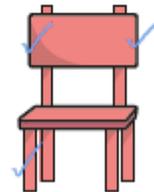
- c) Draw a vertical line 5 cm long.



- 4 Tick two horizontal lines on the gate.

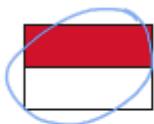


- 5 Tick three vertical lines on the chair.

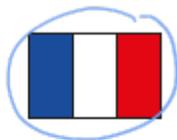


6 Here are some flags.

a) Circle the flags that have horizontal stripes.



b) Circle the flags that have vertical stripes.



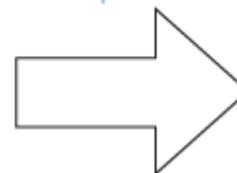
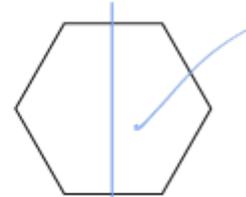
c) Is the statement true or false?

This flag has vertical and horizontal stripes.

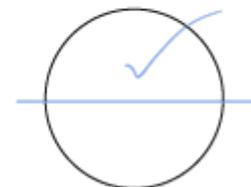
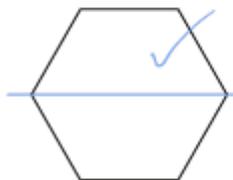
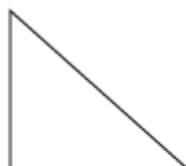


false

7 Tick the shapes that have a vertical line of symmetry.  
Draw on the shapes to show the line of symmetry.

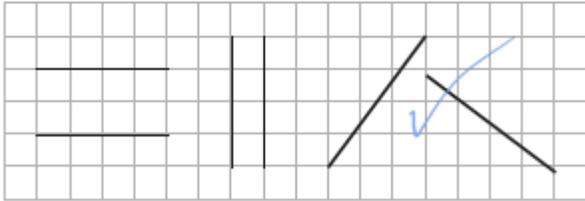


8 Tick the shapes that have a horizontal line of symmetry.  
Draw on the shapes to show the line of symmetry.



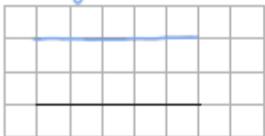
## Parallel and perpendicular

- 1 Tick the pairs of lines that are not parallel.



- 2 Here are two lines.  
Draw a line that is parallel to each.

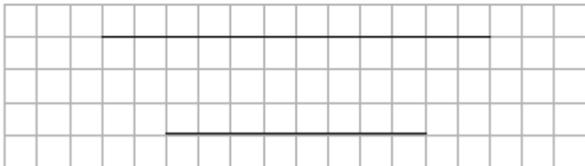
a) e.g.



b) e.g.



- 3 Amir says that the lines are not parallel because they are different lengths.

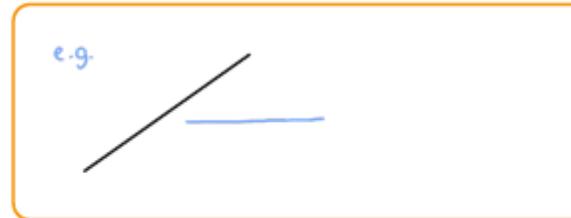


Is Amir correct? No

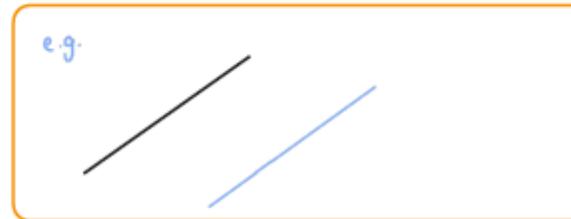
Why?



- 4 a) Here is a line. Draw a line that is not parallel to it.

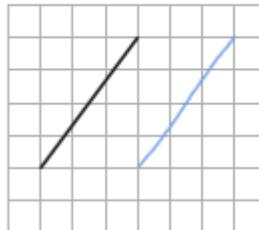


- b) Here is a line. Draw a line that is parallel to it.

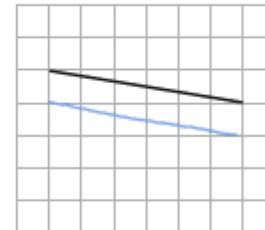


- 5 Here are two lines.  
Draw a line that is parallel to each.

a)



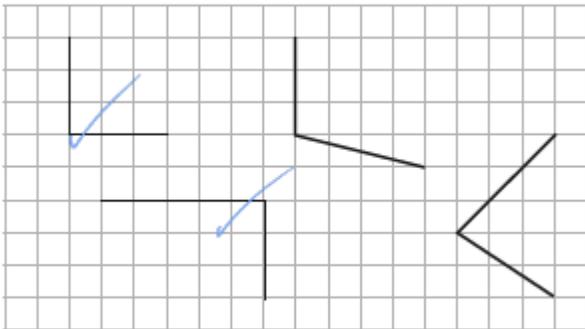
b)



Talk to a partner about how you did it.



6 Tick the perpendicular lines.

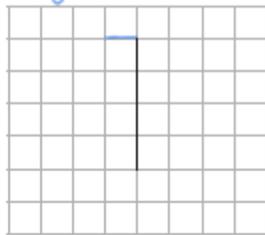


7 Here are two lines. Draw a line that is perpendicular to each.

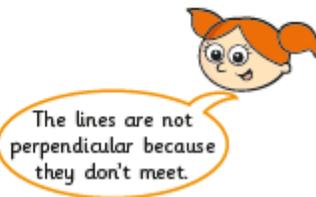
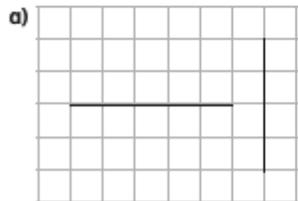
a) e.g.



b) e.g.



8 Alex has drawn some lines on grids.



Do you agree with Alex? No

b)

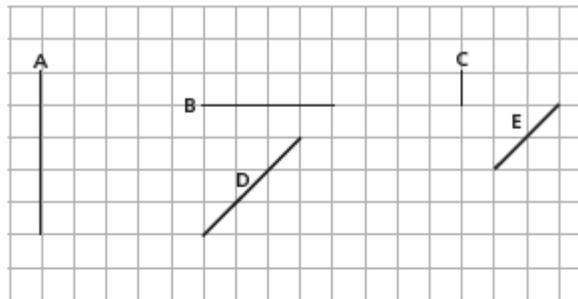


The lines are parallel because they don't meet.

Do you agree with Alex? No

Talk about your answers with a partner.

9 Five lines are drawn on the grid.



a) Which two pairs of lines are parallel?

A and C & D and E

b) Which two pairs of lines are perpendicular?

A and B & B and C

**RE: Read the Miracle of the Feeding of the 5,000 and then answer the questions below.**

## **Jesus Feeds the Five Thousand** (John 6:1-15)

**6** Some time after this, Jesus crossed to the far shore of the Sea of Galilee (that is, the Sea of Tiberias), <sup>2</sup>and a great crowd of people followed him because they saw the signs he had performed by healing the sick. <sup>3</sup>Then Jesus went up on a mountainside and sat down with his disciples. <sup>4</sup>The Jewish Passover Festival was near.

<sup>5</sup>When Jesus looked up and saw a great crowd coming toward him, he said to Philip, "Where shall we buy bread for these people to eat?" <sup>6</sup>He asked this only to test him, for he already had in mind what he was going to do.

<sup>7</sup>Philip answered him, "It would take more than half a year's wages<sup>[a]</sup> to buy enough bread for each one to have a bite!"

<sup>8</sup>Another of his disciples, Andrew, Simon Peter's brother, spoke up, <sup>9</sup>"Here is a boy with five small barley loaves and two small fish, but how far will they go among so many?"

<sup>10</sup>Jesus said, "Have the people sit down." There was plenty of grass in that place, and they sat down (about five thousand men were there). <sup>11</sup>Jesus then took the loaves, gave thanks, and distributed to those who were seated as much as they wanted. He did the same with the fish.

<sup>12</sup>When they had all had enough to eat, he said to his disciples, "Gather the pieces that are left over. Let nothing be wasted." <sup>13</sup>So they gathered them and filled twelve baskets with the pieces of the five barley loaves left over by those who had eaten.

<sup>14</sup>After the people saw the sign Jesus performed, they began to say, "Surely this is the Prophet who is to come into the world." <sup>15</sup>Jesus, knowing that they intended to come and make him king by force, withdrew again to a mountain by himself.

LO: What do the Miracles of Jesus teach us?



The Miracle of the Feeding of the 5,000 is the only miracle that appears in all the four gospels of Matthew, Mark, Luke and John.

- ✝ What does this miracle tell us about Jesus?
- ✝ What did the disciples feel before and after the miracle?
- ✝ How do you think the young boy felt who gave his fish and loaves?
- ✝ What do you think Christians can learn from this miracle about how they should live?