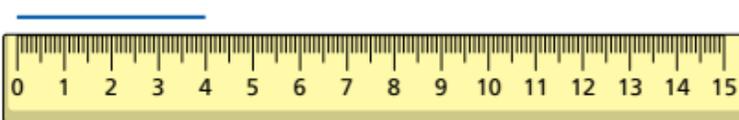


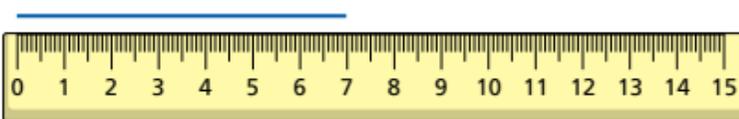
Home Learning - Year 3 Christ Church Week Beginning 22nd February

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Follow the lesson called 'Measure Length' https://whiterosemaths.com/homelearning/year-3/spring-week-7-measurement-length-and-perimeter/ Follow up activity below	Follow the lesson called 'Recap - measure length (m)' https://whiterosemaths.com/homelearning/year-3/spring-week-7-measurement-length-and-perimeter/ Follow up activity below	Follow the lesson called 'Equivalent length - m & cm' https://whiterosemaths.com/homelearning/year-3/spring-week-7-measurement-length-and-perimeter/ Follow up activity below	Follow the lesson called 'Equivalent length - mm & cm' https://whiterosemaths.com/homelearning/year-3/spring-week-7-measurement-length-and-perimeter/ Follow up activity below	Follow the lesson called 'Recap - compare lengths' https://whiterosemaths.com/homelearning/year-3/spring-week-7-measurement-length-and-perimeter/ Follow up activity below
Maths challenges	If you'd like to explore some more challenging measuring problems, have a look at https://nrich.maths.org/9125 - start with some of the easier ones then work your way up to the challenging ones! It may be helpful to get some help from your family if you get stuck, but there are also hints and other people's answers included with each problem!				
X tables	Remember: 2x, 5x, 10x - Bronze 3x, 4x, 8x - Silver 6x, 7x, 9x, 11x, 12x - Gold https://www.timestables.co.uk/ https://trockstars.com/				
English	Watch Y3 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/ Today is the start of a new term and the start of a new topic! All of today's activities are included within the video so make sure you watch and pause the video when you need time to complete an activity.	Watch Y3 SPAG Lesson on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/ Today we're joining Mrs Ross for our SPAG lesson. Watch the video then use the materials below to help you!	Watch Y3 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/ Today we're going to be thinking about careful word use in poems. We'll be reflecting on the seasons as an inspiration for some poetry, watch the video and use the pictures below to inspire you!	Watch Y3 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/ Sometimes poems come in strange structures, shapes and sizes. We'll be exploring some of these formats today and writing some short and snappy poems. The pictures may help you to get started!	Watch Y3 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/ Poems are often used as a way of expressing things that people are thinking or feeling. Today we'll be thinking about the best way to capture those feelings. There are some pictures below to help you get started!
Reading	Make sure you have at least 20 minutes of reading to yourself every day. Find yourself a quiet and comfy spot and enjoy reading your book. You can have a look at some of the suggested reading books for Year 3 here or explore some materials written by authors here .				
Other Subjects	<p style="text-align: center;"><u>Geography</u></p> <p style="text-align: center;">How do rivers shape the land?</p> <p>In this lesson, we will be learning about how rivers shape the land. We will be learning about the four types of erosion, the four types of transportation and learning about what deposition is. https://classroom.thenationalacademy/lessons/how-do-rivers-shape-the-land-69j64r</p>	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;">What is a synthetic material?</p> <p>In this lesson we will learn about synthetic materials and their uses. https://classroom.thenationalacademy/lessons/what-is-a-synthetic-material-74wk8c</p>	<p style="text-align: center;"><u>RE</u></p> <p style="text-align: center;">Who is the most important person in the Easter Story?</p> <p>1. Why did Judas Betray Jesus? Read the learning brief, Bible text and watch the clip below. Draw the graph about Judas's emotions. Then answer this question: What do you think was the main reason why Judas betrayed Jesus? https://request.org.uk/wp-content/uploads/2016/03/Last_Supper.mp4</p>	<p style="text-align: center;"><u>Spanish</u></p> <p>Watch the videos about Don Quijote and do the worksheet. Do the challenges if you're feeling brave!!</p>	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">How do we know about Prehistoric Britain?</p> <p>In this lesson, we will be going back in time millions of years to learn all about the earliest humans! As well as exploring the different species of human and how they migrated out of Africa, we will learn all about the clues that help us know more about the distant past. https://classroom.thenationalacademy/lessons/how-do-we-know-about-prehistoric-britain-61jp4c</p>

Measure length

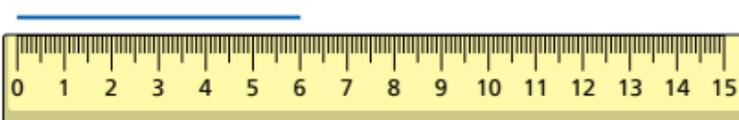
1 What is the length of each line?

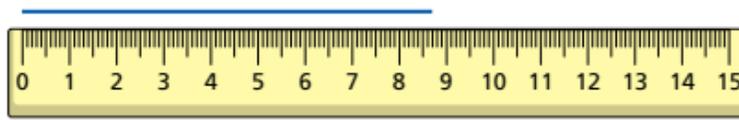
a)  cm

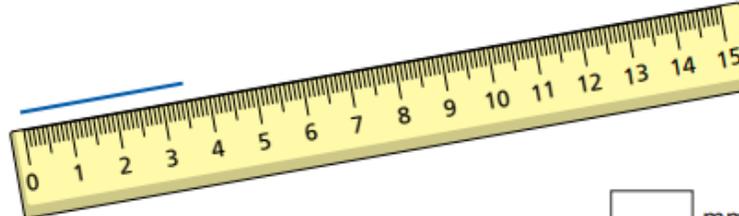
b)  cm

c)  cm

2 Write the length of each line to the nearest millimetre.

a)  mm

b)  mm

c)  mm

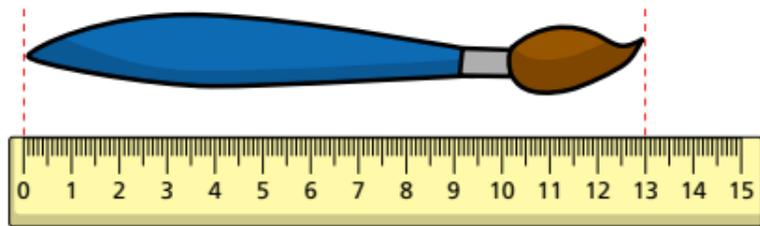
3 Use a ruler to draw lines of these lengths.

a) 5 cm 

b) 75 mm 

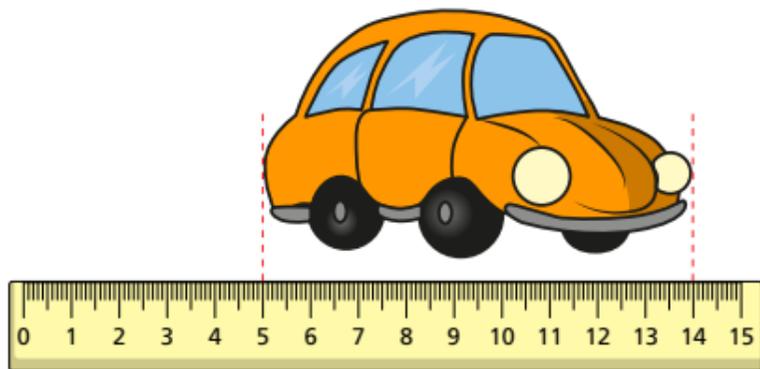
c) 42 mm 

4 How long is the paintbrush?



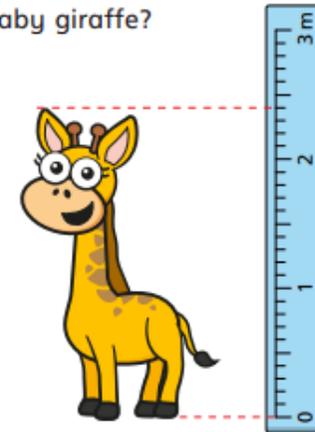
The paintbrush is cm long.

5 How long is the toy car?



The toy car is cm long.

6 How tall is the baby giraffe?



The baby giraffe is m and cm tall.

7 Tick the most sensible estimate for the height of a classroom door.

20 cm

2 m

20 m

8 Find items in the classroom that are the following lengths.

Write your answers in the table.

Less than 10 cm long	Between 10 cm and 1 m long	More than 1 m tall

Compare with a partner.

Measure length (m)

1 Look around your classroom.

Choose 10 objects.

- Estimate which objects are longer than 1 metre and which are shorter than 1 metre.
- Draw each object in the correct part of the table.

Longer than 1 metre	Shorter than 1 metre

c) Use a metre ruler to measure your objects.

Did you put them in the correct column?

d) Which object is closest to 1 metre long?



2



Dexter

I am 1 metre and 8 centimetres tall.



Ron

You can write this as 1 m and 8 cm.

Do you agree with Ron? _____

Talk about it with a partner.

Complete the sentences.

a) Dexter is 1 ____ and 8 ____ tall.

b) Dani is 1 metre and 21 centimetres tall.

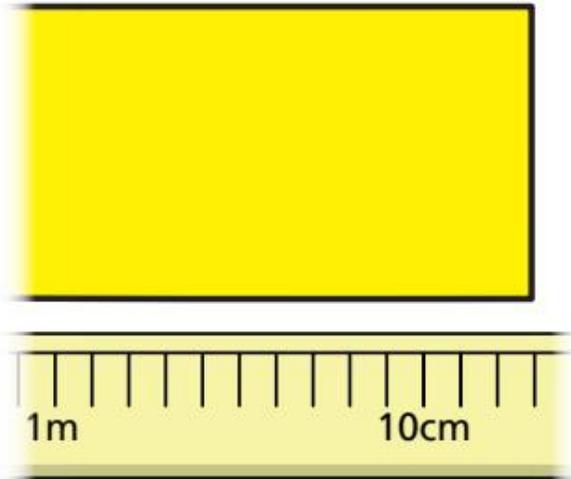
Dani is m and cm tall.

c) Scott is 1 metre and 11 centimetres tall.

Scott is and tall.

- 3 Class 2 are measuring poster paper for an art lesson.

Nijah puts the paper next to a 2-metre stick.



How long is the poster paper?

m and cm

- 4 Measure the longest side of your classroom and complete the sentence.

My classroom is and long.



5



Daddy Bear is 2 metres tall.

Baby Bear is half as tall as Daddy Bear.

- a) How tall is Baby Bear?

m

- b) Mummy Bear is taller than Baby Bear, but shorter than Daddy Bear.

How tall could Mummy Bear be?

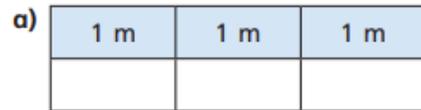
Mummy Bear could be and

tall.

Compare answers with a partner.

Equivalent lengths – m and cm

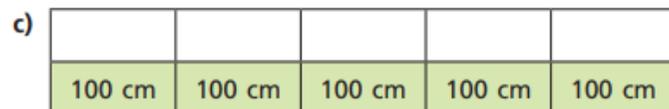
- 1 There are 100 centimetres (cm) in 1 metre (m).
Use the bar models to complete the sentences.



There are cm in 3 m.



There are cm in 6 m.

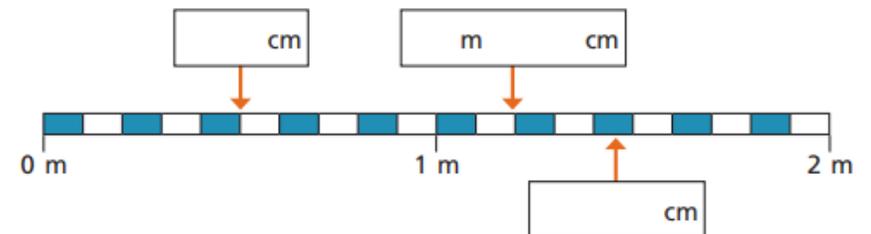


There are 500 cm in m.

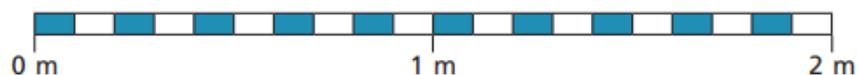
- 2 Complete the table to show equivalent lengths and continue the pattern.

cm	m and cm
310 cm	3 m and 10 cm
320 cm	m and cm
330 cm	m and cm
cm	3 m and 40 cm
cm	3 m and 50 cm
cm	m and cm
cm	m and cm

- 3 Write the missing measurements.

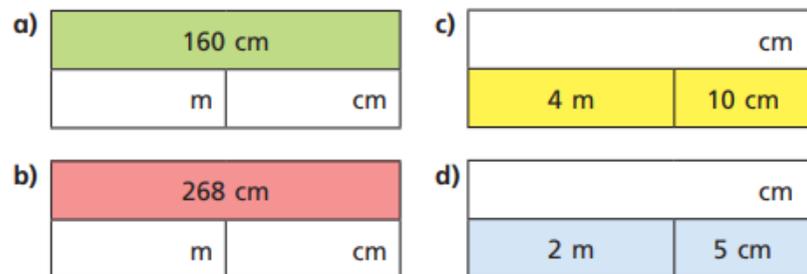


- 4 Draw an arrow to show the position of each measurement.



A	B	C	D
20 cm	0 m 75 cm	130 cm	1 m 65 cm

- 5 Complete the bar models.



- 6 Complete the sentences.

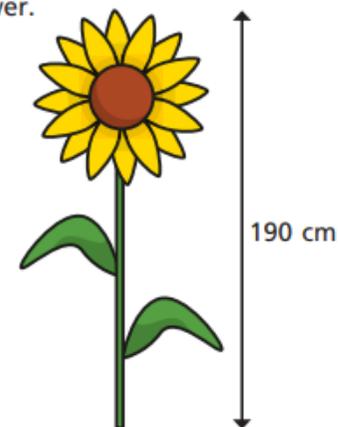
- a) 240 cm = m and cm
- b) 319 cm = m and cm

c) 508 cm = m and cm

d) 2 m and 15 cm = cm

e) 8 m and 3 cm = cm

- 7 Here is Huan's sunflower.



Dani's sunflower is 2 m and 30 cm.

Tom's sunflower is exactly halfway between Huan's and Dani's.

How tall is Tom's sunflower?

Write your answer in metres and centimetres.

m and cm

Equivalent lengths – mm and cm

- 1 There are 10 millimetres (mm) in 1 centimetre (cm).
Use the bar models to complete the sentences.

1 cm
10 mm

a)

1 cm	1 cm	1 cm

There are mm in 3 cm.

b)

1 cm						

There are mm in 7 cm.

c)

10 mm	10 mm	10 mm	10 mm

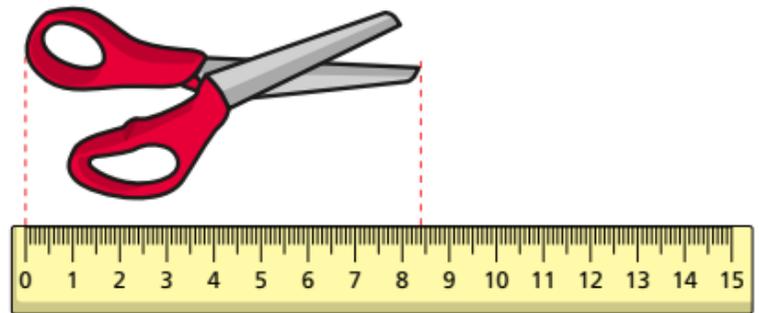
There are 40 mm in cm.

- 2 Match the equivalent lengths.

1 cm 3 mm	3 cm 1 mm	30 mm	33 mm	30 cm
-----------	-----------	-------	-------	-------

300 mm	13 mm	31 mm	3 cm 0 mm	3 cm 3 mm
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- 3 How long are the scissors?



The scissors are cm and mm long.

The scissors are mm long.

4 Find three items in your classroom.

Measure them and complete the table.

One has been done for you.

Item	Length in cm and mm	Length in mm
toy car	9 cm 6 mm	96 mm

5 Filip and Kim are building towers using cubes.

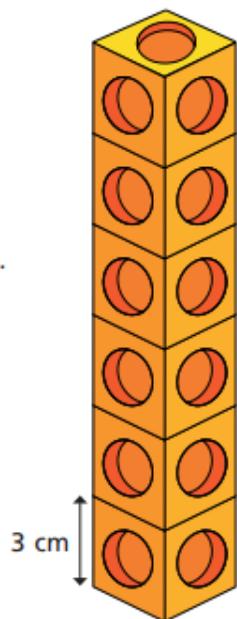
Each cube is 3 cm high.

a) Filip uses 6 cubes.

How tall is Filip's tower?

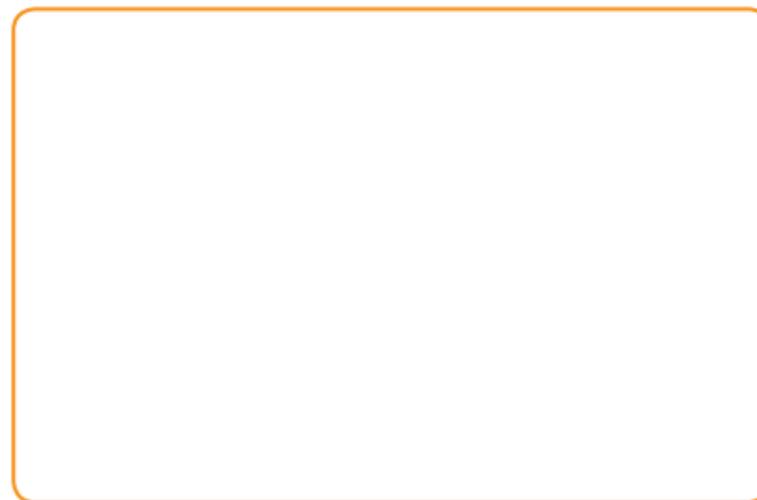
Give your answer in millimetres.

Filip's tower is mm tall.



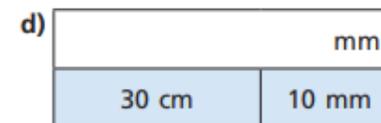
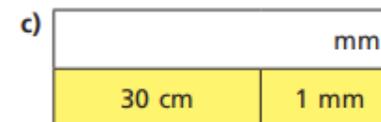
b) Kim's tower is 300 mm tall.

How many cubes does she use?

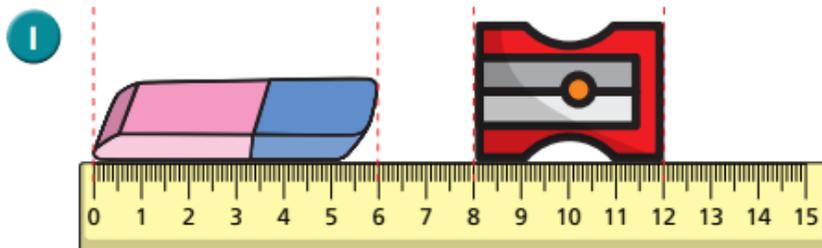


Kim uses cubes.

6 Complete the bar models.



Compare lengths



Choose a word to complete the sentences.

shorter

longer

The rubber is _____ than the sharpener.

The sharpener is _____ than the rubber.

2 Write $<$, $>$ or $=$ to compare the statements.

a) 9 cm 23 cm

b) fifty metres 50 m

c) one metre 1 cm

3 Write digits in the boxes to make the statements correct.

a) cm $<$ 41 cm

b) 14 m $<$ m

c) 14 cm $>$ cm

d) 12 m $<$ m $<$ 20 m

Is there more than one answer for each?

4 Would you measure each one using centimetres or metres?

Tick your answer.

centimetres metres

a) the height of a baby

b) the length of a pencil

c) the height of a school

d) the height of your teacher

What else would you measure in metres?

5 Write $<$, $>$ or $=$ to compare the statements.

a) $39 \text{ cm} + 9 \text{ cm}$ 47 cm

b) $22 \text{ m} - 6 \text{ m}$ $0 \text{ m} + 15 \text{ m}$

c) $4 \text{ cm} + 13 \text{ cm}$ $20 \text{ m} - 3 \text{ m}$

6

$5 \text{ m} = 5 \text{ cm}$

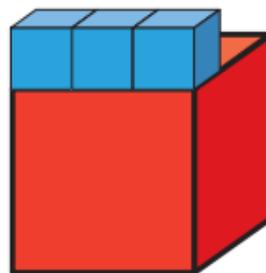
a) Why is the statement wrong?

Talk about it with a partner

b) Write $<$ or $>$ to correct the mistake.

5 m 5 cm

7 One large cube is three times as long as one small cube.



One small cube is 5 cm long.

a) How long are 2 small cubes?

 cm

b) How long are 10 small cubes?

 cm

c) How long is 1 large cube?

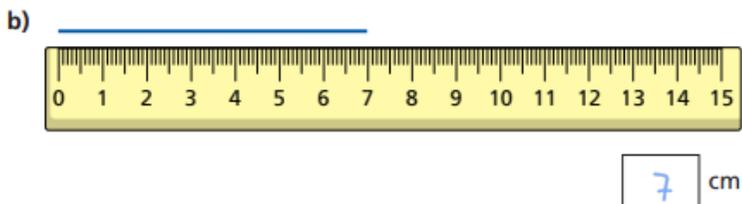
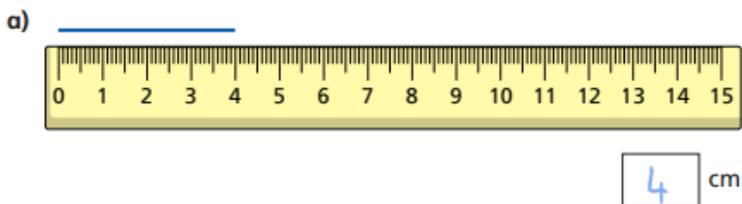
 cm

d) How long are 2 large cubes?

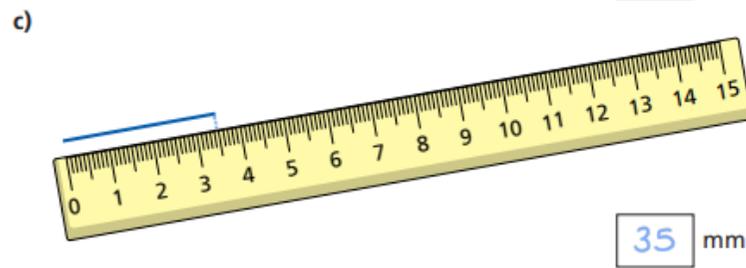
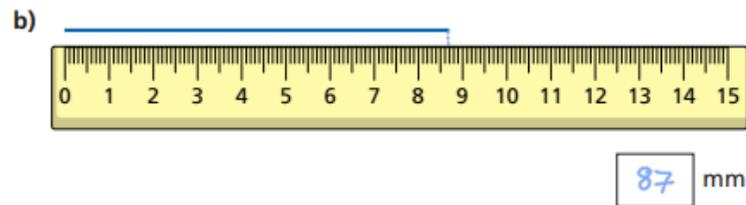
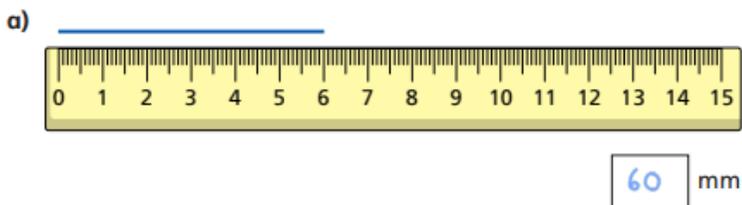
 cm

Measure length

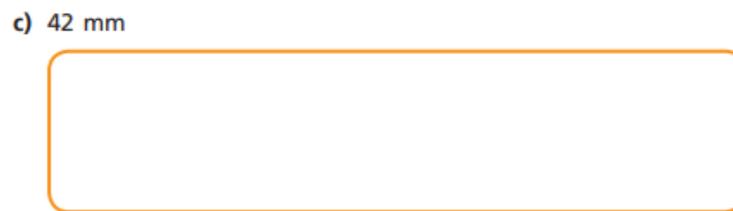
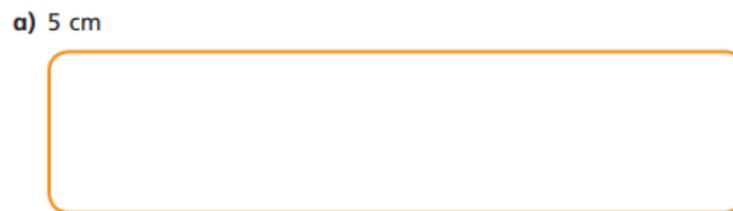
1 What is the length of each line?



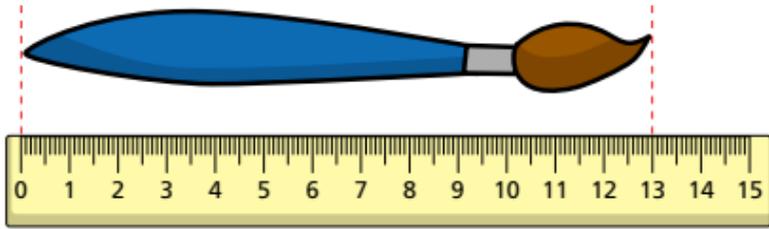
2 Write the length of each line to the nearest millimetre.



3 Use a ruler to draw lines of these lengths.

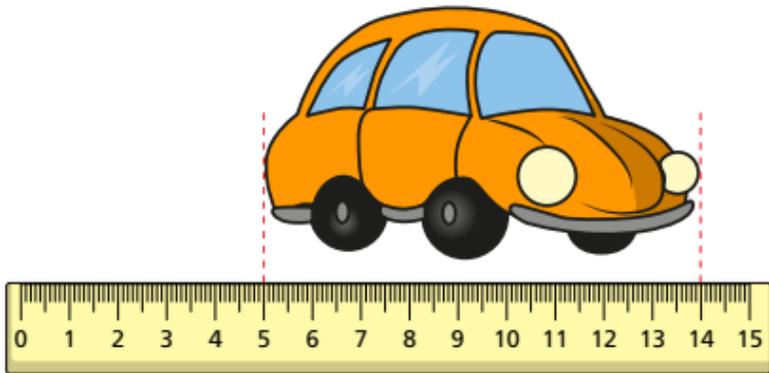


4 How long is the paintbrush?



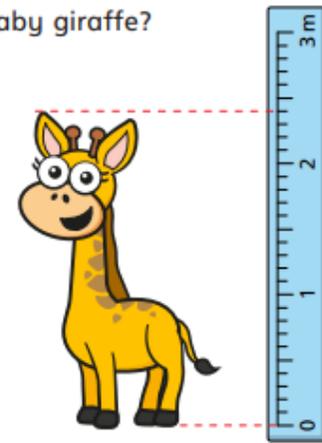
The paintbrush is cm long.

5 How long is the toy car?



The toy car is cm long.

6 How tall is the baby giraffe?



The baby giraffe is m and cm tall.

7 Tick the most sensible estimate for the height of a classroom door.

20 cm

2 m

20 m

8 Find items in the classroom that are the following lengths.

Write your answers in the table.

Less than 10 cm long	Between 10 cm and 1 m long	More than 1 m tall

Compare with a partner.

Measure length (m)

1 Look around your classroom.

Choose 10 objects.

- a) Estimate which objects are longer than 1 metre and which are shorter than 1 metre.
- b) Draw each object in the correct part of the table.

Longer than 1 metre	Shorter than 1 metre

- c) Use a metre ruler to measure your objects.
Did you put them in the correct column?
- d) Which object is closest to 1 metre long?



2



Dexter

I am 1 metre and 8 centimetres tall.



Ron

You can write this as 1 m and 8 cm.

Do you agree with Ron? Yes

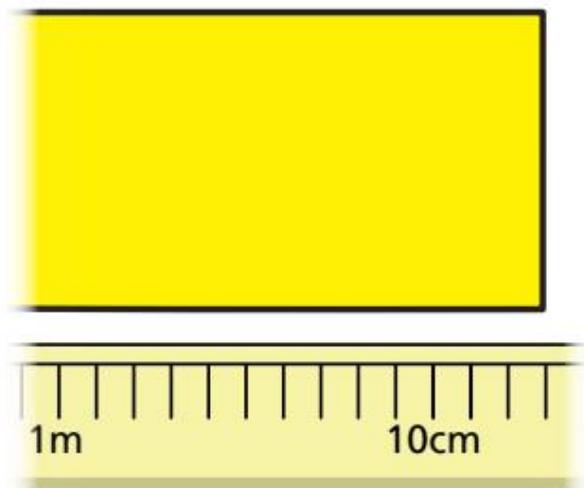
Talk about it with a partner.

Complete the sentences.

- a) Dexter is 1 m and 8 cm tall.
- b) Dani is 1 metre and 21 centimetres tall.
Dani is m and cm tall.
- c) Scott is 1 metre and 11 centimetres tall.
Scott is m and cm tall.

- 3 Class 2 are measuring poster paper for an art lesson.

Nijah puts the paper next to a 2-metre stick.



How long is the poster paper?

1 m and 13 cm

- 4 Measure the longest side of your classroom and complete the sentence.

My classroom is and long.



5



Daddy Bear is 2 metres tall.

Baby Bear is half as tall as Daddy Bear.

- a) How tall is Baby Bear?

m

- b) Mummy Bear is taller than Baby Bear, but shorter than Daddy Bear.

How tall could Mummy Bear be?

e.g. Mummy Bear could be and

tall.

Compare answers with a partner.

Equivalent lengths – m and cm

- 1 There are 100 centimetres (cm) in 1 metre (m).
Use the bar models to complete the sentences.

1 m
100 cm

a)

1 m	1 m	1 m
100 cm	100 cm	100 cm

There are cm in 3 m.

b)

1 m	1 m	1 m	1 m	1 m	1 m
100 cm					

There are cm in 6 m.

c)

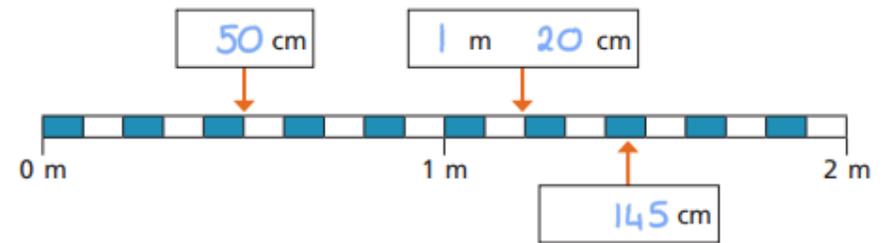
1 m	1 m	1 m	1 m	1 m
100 cm				

There are 500 cm in m.

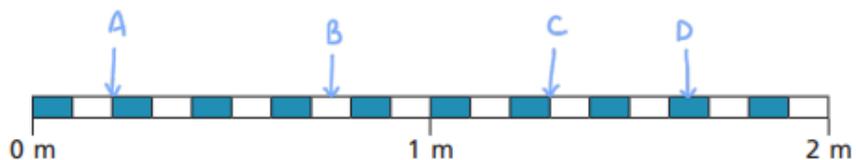
- 2 Complete the table to show equivalent lengths and continue the pattern.

cm	m and cm
310 cm	3 m and 10 cm
320 cm	3 m and 20 cm
330 cm	3 m and 30 cm
340 cm	3 m and 40 cm
350 cm	3 m and 50 cm
360 cm	3 m and 60 cm
370 cm	3 m and 70 cm

- 3 Write the missing measurements.



4 Draw an arrow to show the position of each measurement.



A	B	C	D
20 cm	0 m 75 cm	130 cm	1 m 65 cm

5 Complete the bar models.

a)	<table border="1"><tr><td colspan="2">160 cm</td></tr><tr><td>1 m</td><td>60 cm</td></tr></table>	160 cm		1 m	60 cm	c)	<table border="1"><tr><td colspan="2">410 cm</td></tr><tr><td>4 m</td><td>10 cm</td></tr></table>	410 cm		4 m	10 cm
160 cm											
1 m	60 cm										
410 cm											
4 m	10 cm										
b)	<table border="1"><tr><td colspan="2">268 cm</td></tr><tr><td>2 m</td><td>68 cm</td></tr></table>	268 cm		2 m	68 cm	d)	<table border="1"><tr><td colspan="2">205 cm</td></tr><tr><td>2 m</td><td>5 cm</td></tr></table>	205 cm		2 m	5 cm
268 cm											
2 m	68 cm										
205 cm											
2 m	5 cm										

6 Complete the sentences.

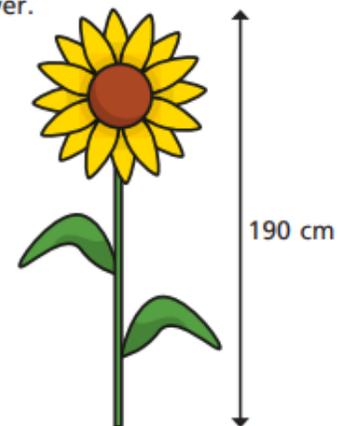
- a) 240 cm = m and cm
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d) 2 m and 15 cm = cm

e) 8 m and 3 cm = cm

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Dani's sunflower is 2 m and 30 cm.

Tom's sunflower is exactly halfway between Huan's and Dani's.

How tall is Tom's sunflower?

Write your answer in metres and centimetres.

m and cm

Equivalent lengths – mm and cm

- 1 There are 10 millimetres (mm) in 1 centimetre (cm).
Use the bar models to complete the sentences.

1 cm
10 mm

a)

1 cm	1 cm	1 cm
10 mm	10 mm	10 mm

There are mm in 3 cm.

b)

1 cm						
10 mm						

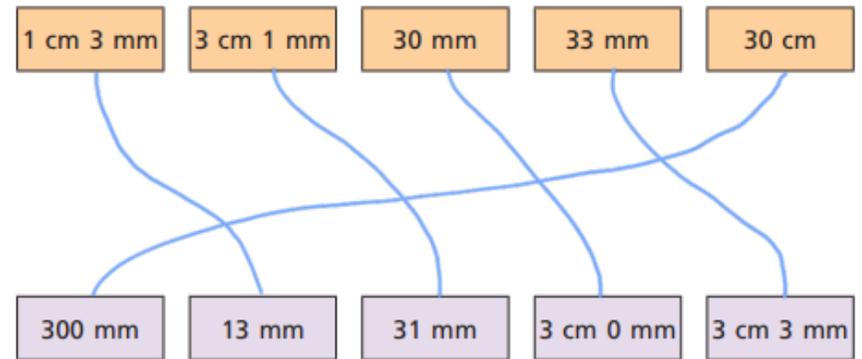
There are mm in 7 cm.

c)

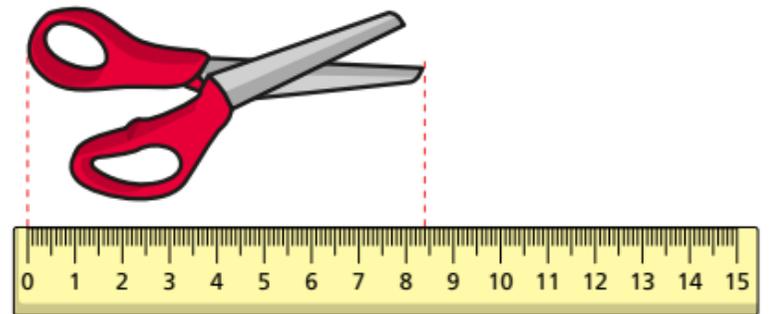
1 cm	1 cm	1 cm	1 cm
10 mm	10 mm	10 mm	10 mm

There are 40 mm in cm.

- 2 Match the equivalent lengths.



- 3 How long are the scissors?



The scissors are cm and mm long.

The scissors are mm long.

- 4 Find three items in your classroom.

Measure them and complete the table.

One has been done for you.

Item	Length in cm and mm	Length in mm
toy car	9 cm 6 mm	96 mm

- 5 Filip and Kim are building towers using cubes.

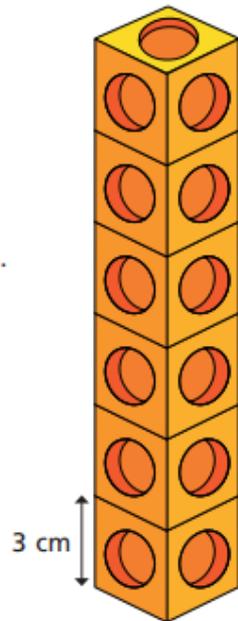
Each cube is 3 cm high.

- a) Filip uses 6 cubes.

How tall is Filip's tower?

Give your answer in millimetres.

Filip's tower is mm tall.

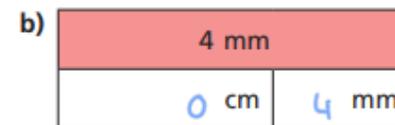
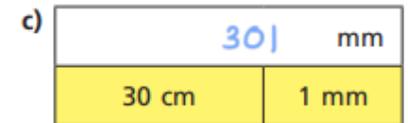
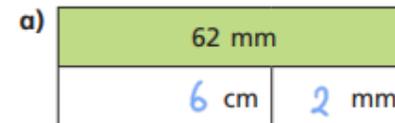


- b) Kim's tower is 300 mm tall.

How many cubes does she use?

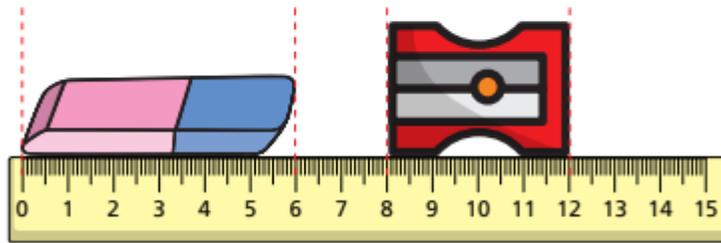
Kim uses cubes.

- 6 Complete the bar models.



Compare lengths

1 Write $<$, $>$ or $=$ to compare the statements.



Complete the sentences.

shorter

longer

The rubber is longer than the sharpener.

The sharpener is shorter than the rubber.

2 Write $<$, $>$ or $=$ to compare the statements.

a) 9 cm $<$ 23 cm

b) fifty metres $=$ 50 m

c) one metre $>$ 1 cm

3 Write digits in the boxes to make the statements correct. e.g.

a) cm $<$ 41 cm

b) 14 m $<$ m

c) 14 cm $>$ cm

d) 12 m $<$ m $<$ 20 m

Is there more than one answer for each?

4 Would you measure each one using centimetres or metres?

Tick your answer.

	centimetres	metres
a) the height of a baby	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) the length of a pencil	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) the height of a school	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) the height of your teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>

What else would you measure in metres?

5 Write $<$, $>$ or $=$ to compare the statements.

a) $39 \text{ cm} + 9 \text{ cm}$ $>$ 47 cm

b) $22 \text{ m} - 6 \text{ m}$ $>$ $0 \text{ m} + 15 \text{ m}$

c) $4 \text{ cm} + 13 \text{ cm}$ $<$ $20 \text{ m} - 3 \text{ m}$

6

$5 \text{ m} = 5 \text{ cm}$

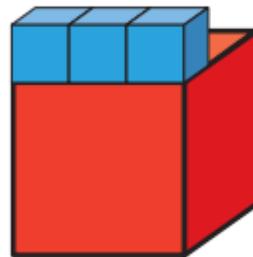
a) Why is the statement wrong?

Talk about it with a partner

b) Write $<$ or $>$ to correct the mistake.

5 m $>$ 5 cm

6 One large cube is three times as long as one small cube.



One small cube is 5 cm long.

a) How long are 2 small cubes?

10 cm

b) How long are 10 small cubes?

50 cm

c) How long is 1 large cube?

15 cm

d) How long are 2 large cubes?

30 cm

English – Week 7

For most of our lessons this week all you'll need is a pencil and paper, but for some, you might need some inspiration which is provided below! There are also a number of websites that will be useful to help you hone your poetry skills and practise performing. These will all be mentioned in different lessons so you don't have to visit them all at once!

Rhyming dictionary <https://www.poetry4kids.com/rhymes/> Also worth exploring the collections of poems on this website if you're interested!

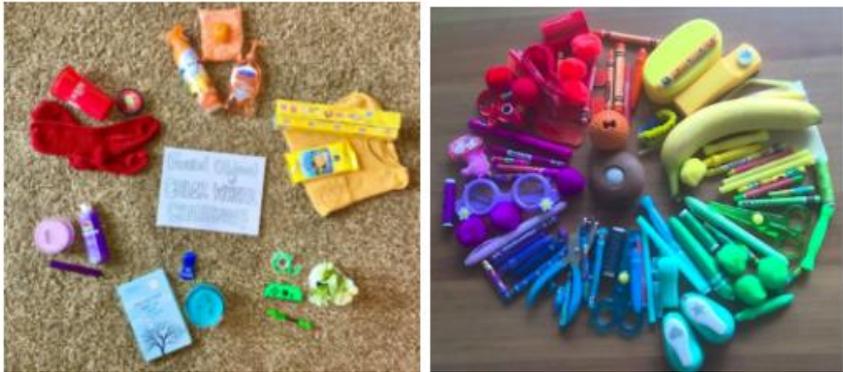
What is a thesaurus? <https://www.bbc.co.uk/bitesize/topics/zcc2gdm/articles/zsn3msg>

Joseph Coelho gives advice on performing poetry <https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm>

Lesson 2 – Summer!



Lesson 3 – colours, shapes, structures



Lesson 4 – Spring feelings



Y3: SPAG Lesson 6 (Spelling)

Words to learn for test in a fortnight

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

	Focus: National Curriculum Y3/4 Word List words	1st Attempt	2nd Attempt	3rd Attempt
1	build			
2	arrive			
3	believe			
4	question			
5	answer			
6	suppose			
7	therefore			
8	promise			
9	address			
10	notice			
11	medicine			
12	breath			
13	breathe			
14	potatoes			
15	knowledge			

Story of Don Quijote in English

https://www.youtube.com/watch?v=JzKMlzxxfc&ab_channel=SmileandLearn-English

Musical Man of la Mancha

https://www.youtube.com/watch?v=iH9nDlBr3b4&ab_channel=%EA%B1%B4%EA%B0%95%EC%9D%B8%28HealthyBoy%29

Answer this questions with Verdadero (true) or Falso (false)

Don Quijote loved reading Samurai stories _____

Sancho Panza is promised an island in return for being his servant _____

Don Quijote injured himself when he was fighting the windmills _____

Don Quijote confused the sheep with ogres _____

Don Quijote thinks he's winning all his battles _____

Sancho Panza tries to tell Don Quijote the truth about what people think _____



Answer these questions about Don Quijote (You can answer in English if you can't do it in Spanish!)

What problem did Don Quijote have?

What did Don Quijote see instead of windmills?

Do you think Sancho should tell him that he is wrong or take him to hospital?

Challenge 1: Copy the following list of vocabulary and translate it to English or draw a picture : Molino, oveja, gigante, espada, lanza, escudo caballero, locura (loco), libro.

Challenge 2: How do you imagine the characters? Draw them!

Challenge 3: Describe a character from the story, explain who they are (or more than one!)



Core Concept: Salvation

Big Question - Who is the most important person in the Easter story?



The Last Supper

In this topic I will be learning about:

- The meaning of the core concept: Salvation
- The role Judas, Peter, the women and Mary Magdalene play in the Easter story.
- What it means to betray, deny, reject those who are different.
- To understand who might be viewed as the most important person in the Gospel accounts of Holy week and why.

Religious vocabulary:

Salvation: To be rescued/saved by God. Relationship between God and humankind is restored.

Disciple: A follower of Jesus

Betrayal: to be let down/break of trust between people

Denial: Not owning up to the truth

Forgiveness: To 'let go' of those things that hurt us.

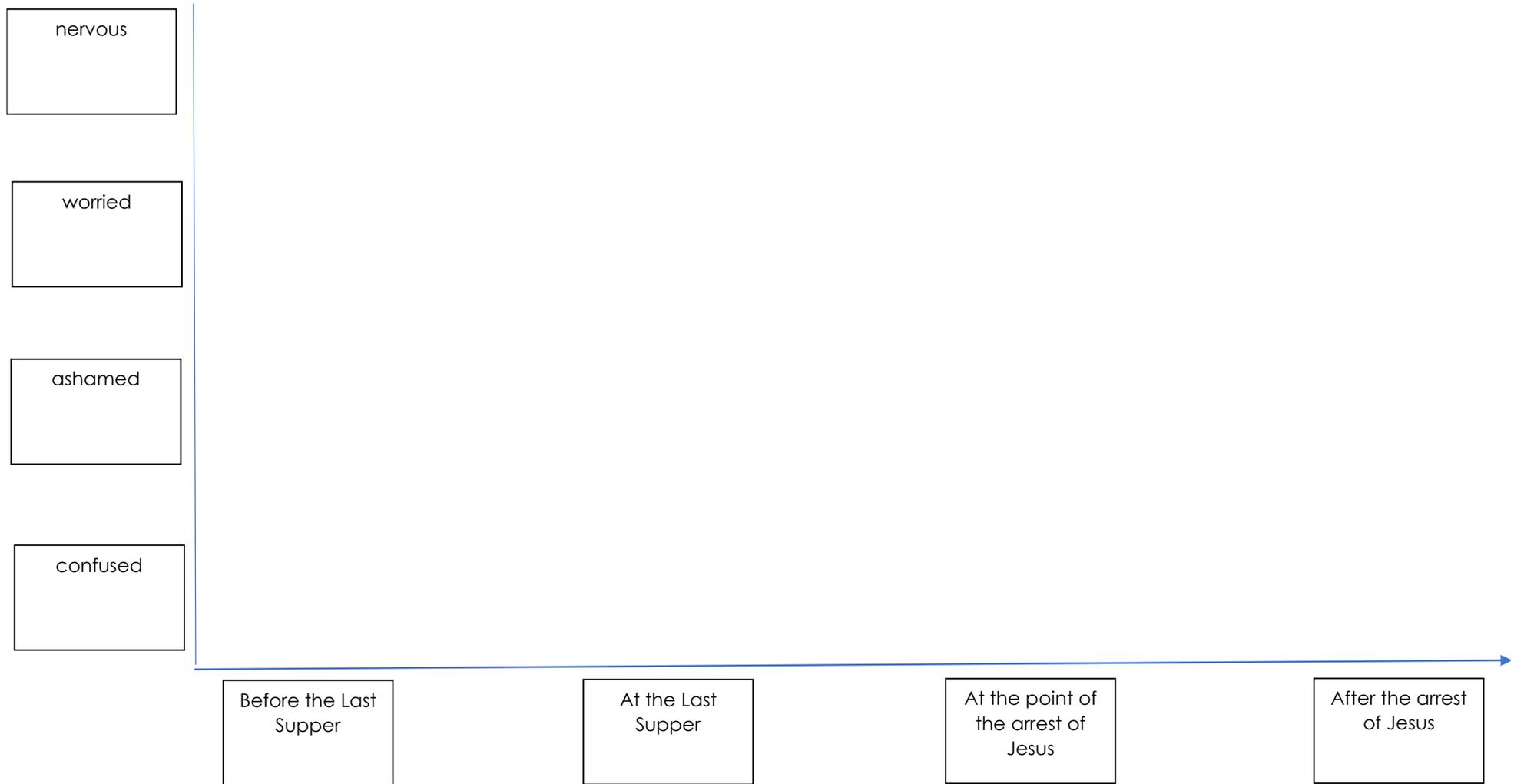
Redemption: Being set free by Jesus' death.

Crucifixion: A method of executing criminals.

Resurrection: The rising from the dead of Jesus Christ.

Lesson 1: What do you think was the main reason why Judas betrayed Jesus?

Lesson 1: What word would you link with each event to describe Judas' emotions? Create a scatter graph of Judas' emotions.



What do you think was the main reason why Judas betrayed Jesus?

RE: Matthew 26: 14—56

Judas Agrees to Betray Jesus

14 Then one of the Twelve—the one called Judas Iscariot—went to the chief priests 15 and asked, “What are you willing to give me if I deliver him over to you?” So they counted out for him thirty pieces of silver. 16 From then on Judas watched for an opportunity to hand him over.

The Last Supper

17 On the first day of the Festival of Unleavened Bread, the disciples came to Jesus and asked, “Where do you want us to make preparations for you to eat the Passover?”

18 He replied, “Go into the city to a certain man and tell him, ‘The Teacher says: My appointed time is near. I am going to celebrate the Passover with my disciples at your house.’” 19 So the disciples did as Jesus had directed them and prepared the Passover.

20 When evening came, Jesus was reclining at the table with the Twelve. 21 And while they were eating, he said, “Truly I tell you, one of you will betray me.”

22 They were very sad and began to say to him one after the other, “Surely you don’t mean me, Lord?”

23 Jesus replied, “The one who has dipped his hand into the bowl with me will betray me. 24 The Son of Man will go just as it is written about him. But woe to that man who betrays the Son of Man! It would be better for him if he had not been born.”

25 Then Judas, the one who would betray him, said, “Surely you don’t mean me, Rabbi?” Jesus answered, “You have said so.”

26 While they were eating, Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, “Take and eat; this is my body.”

27 Then he took a cup, and when he had given thanks, he gave it to them, saying, “Drink from it, all of you. 28 This is my blood of the [\[b\]](#) covenant, which is poured out for many for the forgiveness of sins. 29 I tell you, I will not drink from this fruit of the vine from now on until that day when I drink it new with you in my Father’s kingdom.”

30 When they had sung a hymn, they went out to the Mount of Olives.

Jesus Predicts Peter’s Denial

31 Then Jesus told them, “This very night you will all fall away on account of me, for it is written:

“‘I will strike the shepherd,
and the sheep of the flock will be scattered.’ [\[c\]](#)

32 But after I have risen, I will go ahead of you into Galilee.”

33 Peter replied, “Even if all fall away on account of you, I never will.”

34 “Truly I tell you,” Jesus answered, “this very night, before the rooster crows, you will disown me three times.”

35 But Peter declared, “Even if I have to die with you, I will never disown you.” And all the other disciples said the same.

Gethsemane

36 Then Jesus went with his disciples to a place called Gethsemane, and he said to them, “Sit here while I go over there and pray.” 37 He took Peter and the two sons of Zebedee along with him, and he began to be sorrowful and troubled. 38 Then he said to them, “My soul is overwhelmed with sorrow to the point of death. Stay here and keep watch with me.”

39 Going a little farther, he fell with his face to the ground and prayed, "My Father, if it is possible, may this cup be taken from me. Yet not as I will, but as you will."

40 Then he returned to his disciples and found them sleeping. "Couldn't you men keep watch with me for one hour?" he asked Peter. 41 "Watch and pray so that you will not fall into temptation. The spirit is willing, but the flesh is weak."

42 He went away a second time and prayed, "My Father, if it is not possible for this cup to be taken away unless I drink it, may your will be done."

43 When he came back, he again found them sleeping, because their eyes were heavy. 44 So he left them and went away once more and prayed the third time, saying the same thing.

45 Then he returned to the disciples and said to them, "Are you still sleeping and resting? Look, the hour has come, and the Son of Man is delivered into the hands of sinners. 46 Rise! Let us go! Here comes my betrayer!"

Jesus Arrested

47 While he was still speaking, Judas, one of the Twelve, arrived. With him was a large crowd armed with swords and clubs, sent from the chief priests and the elders of the people. 48 Now the betrayer had arranged a signal with them: "The one I kiss is the man; arrest him." 49 Going at once to Jesus, Judas said, "Greetings, Rabbi!" and kissed him.

50 Jesus replied, "Do what you came for, friend."^[d]

Then the men stepped forward, seized Jesus and arrested him. 51 With that, one of Jesus' companions reached for his sword, drew it out and struck the servant of the high priest, cutting off his ear.

52 "Put your sword back in its place," Jesus said to him, "for all who draw the sword will die by the sword. 53 Do you think I cannot call on my Father, and he will at once put at my disposal more than twelve legions of angels? 54 But how then would the Scriptures be fulfilled that say it must happen in this way?"

55 In that hour Jesus said to the crowd, "Am I leading a rebellion, that you have come out with swords and clubs to capture me? Every day I sat in the temple courts teaching, and you did not arrest me. 56 But this has all taken place that the writings of the prophets might be fulfilled." Then all the disciples deserted him and fled.