

**Year 4 Medium Term Plan – Fjord to Fields 2024 Autumn 2 2024**

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| **Term** | Autumn 2 | | |
| **Key text** | Scandinavia , I was there Viking Invasion, how to be a Viking Cressida Cowell | | |
| **Key Vocabulary** | Valhalla, invasion, longship, Scandinavia, Danes, Norway, Sweden, Denmark, Norsemen, prow, outlaw, settlement, fjords, glaciers, Jorvik, longhouse, | | |
| **Overarching objectives** | * Geography – Understand where Scandinavia is located and compare its climate, physical and human geography to that of Britain. Understand and use a widening range of geographical terms. * History – Understand who Vikings were, where they came from and why they invaded Britain. | | |
| Topic curriculum coverage and content | | | |
| **Lesson WALT** | **Subject covered within lesson** | **Curriculum content covered within lesson** | **What will this look like when it is achieved?** |
| Topic hook | **History / geography** | * Understand the difference between history and geography * Understand the difference between human and physical geography. (outdoor learning)   Gather current knowledge base and interests. | R- What is geog / history - sorting   * Have you heard of the Vikings what do you know?What do you want to know ? * Have you ever been to Scandinavia what do you know what do you want to know?   Physical and human geography- out door learning . Photos |
| Lesson 1 WALT understand where the Vikings came from and when they invaded. | **Geography**  **(History)** | * Use and interpret maps, globes, atlases to locate countries. * Identify where countries are within Europe * Locate Viking invasion chronologically. | Children will  R- revisit AD , BC which events fall into which period.   * Put Vikings within a chronological context. Identify where the Vikings came from on a map. Northern Europe/Scandinavia [Who were the Vikings and where did they come from? - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty) * Find and name Norway, Sweden, Denmark and Iceland in an atlas , on a globe and using google maps . |
| Lesson 2 WALT explore physical features within Scandinavia | **Geography / ICT** | * Use and interpret maps, globes, atlases digital / computer mapping to locate countries. * Demonstrate knowledge of features about places around him/her and beyond the UK. ( physical ) | Children will  R -Understand the difference between human and physical geography.   * Have a wider understanding of Scandinavia. * Identify some aspects of physical geography within Scandinavia for example glaciers, fjords, lakes and waterfalls. |
| Lesson 3 WALT understand what climate in Scandinavia is like and compare to ours. | **Geography** | * Demonstrate knowledge of features about places around him/her and beyond the UK. (physical- climate ) * Understand why there are similarities and differences between places. | Children will  R - Name and identify the continents from their shape.   * Make predictions about what the climate in Scandinavia is like based on its location. * Use graphs and charts to explore the climate in Scandinavia * Understand why parts of Scandinavia have no sunlight at certain parts of the year. |
| Lesson 4 WALT explore human features within Scandinavia | **Geography** | * Demonstrate knowledge of features about places around him/her and beyond the UK (Human )   Use and interpret maps, atlases and digital / computer mapping to locate countries and key features | Children will  R- the difference between human and physical geography.   * Have a wider understanding of Scandinavia. * Identify some human geographical features within Scandinavian countries. |
| Lesson 5 WALT consider why Vikings may have moved from Scandinavia. | **History/ Geog** | * To understand that there are different sources of evidence (secondary and primary) and that sources of evidence can contradict each other. * Understand a range of physical features of a location. * Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. * Understand why there are similarities and differences between places. | Children will:  R- recall Beaker people moved across Europe and spread Bronze age technology.   * Learn that Vikings were searching for better land for their farms since Norway was hilly, Denmark had sandy soil ( science) and Sweden had many forests. * Learn that some historians believe that the Vikings moved because of overcrowding. * Learn that some historians believe that the Vikings moved because of inheritance laws with only the eldest son inheriting land. * Learn that some historians believe that the Vikings moved because they wanted to search for treasure to make them rich and there were lots to steal in Britain. |
| Lesson 6 WALT understand what life was like in Viking Britain. | **History** | * Compare and use a variety of resources to find out about aspects of life in the past. | Children will  R – features of Stone age life   * Through looking at pictures of Viking artefacts, learn what Viking houses, clothes and food were like and compare to their life and the Stone age. |
| Lesson 7 WALT understand where Vikings lived within the UK. | **Geography** | * Use and interpret maps and atlases to locate towns and features within the UK . * Analyse evidence and draw conclusions | Children will  R – capital cities of the UK   * Identify some counties within the UK (Leicestershire, Derbyshire, Yorkshire). * Identify some key topographical features of these counties such as height of land and closeness to coast/other bodies of water. * Recognise that some UK town and city names are based on Viking names such as Derby, York, and places that end in ‘thorpe/kirk’. * Use maps and atlases to locate major cities in the UK (York and Derby). |
| Lesson 8 WALT compare and contrast London to Stockholm. | **Geography** | * Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. * Understand why there are similarities and differences between places. | Children will  R- human and physical geography definitions.   * Compare London and Stockholm. * Consider what type of settlements the two places are, the population, the language, significant landmarks/buildings, where they are located and if they are near any specific features. |
| **Discrete teaching** | | | |
| **Lesson WALT** | **Subject covered** | **Curriculum content covered within unit** | **What will this look like when it’s achieved?** |
| Lesson 1 WALT: Identify common appliances that run on electricity  *Grouping and sorting* | Science  **Electricity** | * Identify common appliances that run on electricity- safety   Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | Children will   * Identify items as electrical/ non electrical and sort battery and mains operated items. * They will sort items using Venn diagrams |
| Lesson 2 WALT: be safe around electricity  *Pattern seeking*  *Secondary sources* | * Life skill to be safe around electricity ICT | Children will   * Identify dangers around electricity- bare wires, water ect using secondary sources ICT |
| Lesson 3 WALT: construct a circuit naming its parts.  *Grouping and sorting* | * Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. | Children will  Discuss concept cartoon to draw out understanding and misconceptions already held.   * Build own circuits using battery, buzzers, wires, bulbs etc * Draw the circuits they have made * Use group work to illustrate the effects of breaking/ completing a circuit. |
| Lesson 4 WALT: identify complete and incomplete circuits giving tips to complete them. .  *Pattern seeking* | * Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. | * Children will * Build ‘circuits’ which are complete and not complete identifying what the problem is and how to solve it. * Create top tips to check through if your circuit does not light. |
| Lesson 5 WALT: use symbols to draw electrical circuits.  *Grouping and sorting* | * Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. | * Children will * Learn the symbols for wire, battery , switch , bulb , buzzer. * Apply these and build circuits given a circuit diagram. * Use top tips from last week to check their circuits . |
| Lesson 6 WALT: use switches to control circuits.  *Pattern seeking* | * Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. | * Children will * Create circuits and control with switches in different locations * Draw their circuits using circuit diagrams. * Use tips previously created to check if circuits don’t work. |
| Week 7  WALT: explain where electricity in our homes comes from.  *Secondary sources* | * Children understand electricity is made in a variety of ways by both renewable and non renewable methods. And is moved around on the pylon system | * Children will * Create a model to show a variety of ways to make electricity * Show a control centre to regulate electricity fed by pylons . |
| Lesson 7 WALT: recognise electrical conductors and insulators.  *Pattern seeking*  *Fair test*  *Sorting and grouping* | * Gather, record, classify and present data in a variety of ways to help in answering questions. * Recognise some common conductors and insulators, and associate metals with being good conductors. | Children will   * Test materials to see if they are conductors or insulators. * Record results in a table * Create a conclusion about the types of materials which are conductors and insulators . |
| Lesson 8 WALT: create our own range of switches.  *Pattern seeking* | * Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. * Recognise some common conductors and insulators, and associate metals with being good conductors. | * Children will * Create a circuit representing a house and add 2 intruder based switches – pressure and opening * Draw circuit and choose materials to use in development of switches. |
| Lesson 9 WALT: apply our knowledge of electricity to solve problems | * Using straightforward scientific evidence to answer questions or to support their findings. Identifying differences, similarities or changes related to simple scientific ideas and processes. | * Children will * Recap types of investigation grouping , fair test , pattern seeking, research. * Solve electrical related puzzles. * Discuss in pairs and self / peer mark * Identify any bits of info they are missing . |
| Lesson 1  *Introduction to Scratch*  WALT explore a new programming application. | ICT  Following Kapow scheme  See website | Programming 1  Further coding using scratch  *Understand how to create a simple script in Scratch.*  *Use decomposition to identify key features.*  *Understand what a variable is, create their own and how they work in a program.* | Children will:   * identify that Scratch is a coding application. * predict what I think different code will do. * explore an application independently. |
| Lesson 2  *Scratch reminder*  WALT: recall the key features of Scratch |  | * name the main areas of Scratch. * recognise how to adjust my sprite’s orientation in Scratch. * create a simple script for a new sprite to my stage. |
| Lesson 3  *Identifying what code does*  WALT: understand how a Scratch game works by using decomposition to identify key features. | * recognise that a sprite may contain more than one script. * identify the parts of a Scratch game. * explain the term ‘decomposition’. |
| Lesson 4  *Introduction to variables*  WALT: recognise what a variable is. | * use the ‘ask’ block in Scratch. * understand what variable means. * store an answer to a question as a variable. |
| Lesson 5  *Making a variable*  WALT: understand how to make a variable in Scratch | * create a variable and use it to store information. * ‘call’ a variable within my program. * recognise that variables can be words or numbers. |
| Lesson 6  *Times Tables Project*  WALT: create a quiz using variables | * create a range of questions. * use the ‘if/else’ block to check whether an answer is correct. * use the ‘score’ variable to calculate the total number of correct answers. * make my quiz engaging and exciting. |
| Lesson 1 WALT: tell other people about types of transport. | **French On the move** | * + use the correct article to precede a noun according to gender;   + use 1st person, 2nd person (singular) and 3rd person of ‘to go’ accurately with the correct pronoun;   + give and respond to simple movement/direction instructions;   + give simple directions by substituting vocabulary as necessary; * follow simple directions to find a place on a map. | * Children will * Name a range of transport * Use the correct gender for the transport un , une, le , la |
| Lesson 2 WALT:  use the verb ‘to go’ in a simple sentence | * Children will * Use the verb to go I go , you go , he goes , she goes , they go within a sentence |
| Lesson 3 WALT: recognise and pronounce a familiar spelling pattern in different words. | * Children will * Learn left right * Learn to respond to and give instructions |
| Lesson 4 WALT  use my knowledge of actions and directions to give instructions | * Children will * Give directions around the room using left and right using sentences * Record sentences created together. |
| Lesson 5 WALT: To combine familiar language to create a new set of sentences | * Children will * Create new sentences using learnt vocab and showing subject verb agreement. |
| **Lesson 1**  **Pulse Lesson 3**  WALT Maintain an independent part in a small group piece that includes a ground bass and offer comments about my own and other’s work and ways to improve. | **Music**  **Following**  **Leicestershire Music scheme**  **See website** | **Pulse Unit 1**  Sing and play confidently and fluently, maintaining an appropriate pulse.  Follow and lead simple performance directions. (eg call and response patterns)  Maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm).  Offer comments about own and others’ work and ways to improve, using appropriate musical vocabulary.  Accept feedback and suggestions from others.  **Voice Unit 2**  Sing with an awareness of my breathing and pronunciation.  Sing fluently with confidence.  Use standard or graphic notation to create a melody. | Children will   * sing and play confidently and fluently, maintaining an appropriate pulse. * follow and lead simple performance directions. (eg call and response patterns) * maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm). * offer comments about own and others’ work and ways to improve, using appropriate musical vocabulary. * accept feedback and suggestions from others. |
| **Lesson 2**  **Pulse Lesson 4**  WALT Maintain an independent part in a small group piece that includes a syncopated rhythm and offer comments about my own and other’s work and ways to improve. |
| **Lesson 3 WALT**  **Pulse** **Lesson 5**  WALT Compose, perform and lead simple pieces in 4/4 and 3/4 using ostinato, drone and repeating patterns. |
| **Lesson 4 WALT**  **Pulse Lesson 6**  Offer comments about own and other’s work and ways to improve using appropriate musical vocabulary. |
| **Lesson 5 WALT**  **Voice Lesson 1**  Sing with awareness of my breathing and pronunciation |
| **Lesson 6 WALT**  **Voice Lesson 2**  Sing fluently and confidently |
|  | PE football   * coaches |  |  |
| Lesson  WALT: control our movements | PE Indoor athletics | **Indoor athletics / Skipping**   * Side to side jumps with control and rhythm. * . * Watch, describe and evaluate the effectiveness of a performance. | Warm up – cups and saucers - Run and stop on given number of feet   * Control in jumping different directions – practice one and 2 foot landings * Side bounce challenge over a cone * Hall length sprints – with controlled turns weight on back leg – look for good arm form arm form   Cool down - stretches |
| Lesson  WALT; perform a pull throw and measure our efforts |  | * Perform a pull throw. (javelin) * Measure the distance of their throws | Warm up – cups and saucers – side twists   * Ladders challenges * Side step to cones * Javelin throws - body twist * 1 leg balances   Cool down – stretches |
| Lesson  WALT: perform a push throw safely |  | * Perform a push l throw. (basket ball ) * Measure the distance of their throws | Warm up – cups and saucers – land on different feet   * Throw to a partner and catch – different throw styles * Chest push – measure distances – showing awareness of others * Sprints with relays * Introduce standing high jump   Cool down – stretches |
| Lesson  WALT: perform and measure standing jumps |  | * Land safely and with control. * Begin to measure the distance jumped. | Warm up – cups and saucers – side twists  Ladders – range of jumps an steps   * Practise long jumps – knees and arms to give power – look ahead and land with bent knees * Practise and measure standing high jump- knees bent for power   Cool down – stretches |
| Lesson 5  WALT: compete with ourselves and others |  | * Compete against self and others in a controlled manner. | Children choose warm ups  Round robin of events practised – children record own times and distances support each others with positive comments  Cool down – stretches |
| Lesson 1  WALT: skip with good from | Skipping | Skipping –   * Confident single bounce * Introduce Criss-cross   •I can start to look at my performances and see where I would like to improve. | R – practise forwards back and side jumps  Children will   * Learn to hols the rope correctly * Keep arms close to their side * Be aware of the room needed to skip * Build rhythm to skip – start with skip bounce * Then single bounce * What can you do ? what would you like ot be able to do ? |
| Lesson 2  WALT: progress our skipping | * Crisscross * I understand we warm up to increase blood flow to our muscles and heart. We will feel our heart and breathing rate increase. | R – recap good skipping movements practise forwards back and side jumps   * Create their own warm up for arms and legs * Revisit single jump skipping * Practise single skip and skip bounce * Criss-cross arms wide |
| Lesson  WALT: progress our skipping and coach those around us . | * Jogging Step * 180 degree turn. | R – recap good skipping movements practise forwards back and side jumps revisit warm ups from last week   * Work with a partner to spot good and poor form * If ready try hopping skipping * Skip with a jump * Jogging skipping |
| Lesson 1  New Responsibilities | **Year 4**  **Health and Wellbeing**  **Safety First** | H35. about the new opportunities and responsibilities that increasing independence may bring  H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  H38. how to predict, assess and manage risk in different situations  H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe  R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice  R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary  R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)  H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about Mental Wellbeing: that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break  H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others  H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns  H43. about what is meant by first aid; basic techniques for dealing with common injuries  H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say | Children will   * appreciate what being responsible means and name some of their responsibilities * give examples of a range of risky or dangerous situations * appreciate that doing something risky may lead to danger * describe where pressure to do things can come from; identify people who can help us in an emergency * identify safety precautions that can be taken on and near roads * explain some of the ways in which drugs, cigarettes and alcohol affect the human body * know how to use mobile devices and the Internet responsibly * understand why certain information should never be shared online * identify behaviour that constitutes cyberbullying |
| Lesson 2  Risks, Hazards & Danger |
| Lesson 3  Under pressure |
| Lesson 4  Road Safety |
| Lesson 5  Dangerous Substances |
| Lesson 6  Stay Safe Online |
| Lesson 1:  WALT: describe the work and ideas of an artist and explain preferences. | **Art**  **Design & Technology**  Viking Longboat | **Art**  Know about some of the great artists, architects and designers in history and describe their work.  Describe and evaluate some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.  **DT**  Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks.  Apply techniques he/she has learnt to strengthen, stiffen and reinforce more complex structures  Evaluate their ideas and products against their own design criteria and consider how to improve their work  Create designs using annotated sketches, cross-sectional and exploded diagrams and prototypes.  **DT Cooking**  Understand what makes a healthy and balanced diet.  Understand seasonality and the advantages of eating seasonal and locally produced food.  Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.  Read and follow recipes which involve several processes, skills and techniques  Prepare and cook savoury dishes using a range of cooking techniques.  Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. | Children will:   * Be able to talk about the life and work of Henry Rousseau. |
| Lesson 2:  WALT: create a piece of work in the style of Henry Rousseau. | * Produce a piece of work based on a jungle, in the style of Henry Rousseau. |
| Lesson 3  WALT: understand parts of a Viking longship and design our own | * Make a detailed plan of a Viking longship |
| Lesson 4  WALT: accurately cut, shape and join to create the hull and sail. | * Create the hull of a Viking Longship |
| Lesson 5  WALT: accurately cut, shape and join to add sail ropes, characters and figurehead. | * Add details to their Viking longship |
| Lesson 6  WALT: Evaluate their ideas and products against their own design criteria and consider how to improve their work. | * Evaluate the success of their Viking longship |
| Lesson 1 :  WALT: To retell the Hindu creation story. | **RE**  **Hinduism** | **Creation story of Hinduism** | **Children will**  **R- -** what do we know about Hinduism – pop corn  introduce the five fingers of faith   * Hear and read the story of creation * Retell to each other using sequenced pictures |
| Lesson 2E  WALT:To name Hindu Gods and Goddesses | sacred and special  name and understand the **Trimurti**  name and understand the tridevi   * Brahma is the god (deva) of creation * Saraswati is the goddess (devi) of knowledge and the arts * Vishnu is the god responsible for preserving and protecting the universe. * Lakshmi is the goddess of wealth and purity * Shiva is the god of destruction. * Shakti is the mother goddess | **Children will**  **R- retell the story of creation**   * Identify the Gods and Goddesses * Answer quiz on the gods and goddesses * Create a quiz for others to try about the deities |
| Lesson 3  WALT To explain the Hindu beliefs of Brahman. | Hindus have many hundreds of Gods who represent different aspects of the ‘one God’ which is known as Brahman. Brahman is an eternal spiritual power that exists in everything and in every place. Hindus believe that there is a part of Brahman within each person, which forms an individual’s soul and is known as the Atman.  Hindus believe that Brahman is composed of all aspects of life | **Children will**  **R- which gods can we remember from last week**   * See the range of Gods and Goddesses and how they are all a part of Brahman * Try to identify which part of them might be similar to the different Gods/ Goddesses |
| Lesson 4  WALT: To describe what happens during the Hindu festival Holi. | People sing and dance around the fire and roast grains, popcorn and coconut around it.  They also throw chickpeas into the fire as a way of saying thank you to god for the crops.  Last year's rubbish is burnt to represent new beginnings.  **On the actual day of Holi** people of all ages go out into the streets for a carnival of colours.  Everyone plays, chases and colours each other with dry powder and coloured water. People carry water guns filled with coloured water. | **Children will**  **R- who is Brahman?**   * Record ways to celebrate Holi – draw similarities to Bonfire night and colour run from last year |
| Lesson 5  WALT: To describe how the Romans introduced Christianity to Britain | RE  Christianity | During the Second Century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the Emperor, Constantine, made it legal in the fourth century. | **Children will**  **R-** what do we know about Christianity – pop corn introduce the five fingers of faith   * **R**ecap Romans arriving in Britain from last term * Christianity was brought by traders * Create an encyclopaedia extract about how Christianity came to Britain. |
| Lesson 6  WALT:To name and explain the key symbols of Christianity | The Ichthus (also spelt Ichthys and also known as the ‘fish’). It is used to show that they were followers of Jesus Christ.  Cross and dove are also important symbols | **Children will**  **R:** recap 5 fingers of faith   * Draw and explain three main symbols of Christianity * Recap symbols of Judaism |
| Lesson 7  WALT: Recognise what a gospel is and give an example of the teachings they may contain | The word gospel means news.  It is the news about who Jesus Christ is, what he has done and how that changes everything for followers of the Christian faith.  There are four gospels and they are the first four books of the new testament – Matthew, Mark, Luke and John.  Suggested example – The story of The Lost Sheep. Appears in two gospels - Matthew and Luke. | **Children will**  **R:** can you draw the symbols of Christianity and Judaism ?   * What is the bible and what is a gospel * name the 4 gospels of the new testament * what would we use now for a gospel ? perhaps a website or twitter page etc to get the news out to many people |
| Lesson 8  WALT :To retell the Christian story of creation and make links with Judaism. | God created the world in seven days.  Day 1 – light  Day 2 – sky  Day 3 -trees/plants/earth  Day 4 -sun, moon and stars  Day 5 – creatures for the sky and sea  Day 6 – animals and humans  Day 7 -God rested | **Children will**  **R:** recall what a gospel is and who wrote them – matching words and meanings   * tell the story of creation – create a cartoon strip to show the events |
| Lesson 9  WALT :To name the significant days throughout the Easter story. | Ash Wednesday marks the beginning of lent.  Lent lasts for 40 days.  Some Christians choose to fast or give up certain foods during this time.  Palm Sunday is when Jesus rode in to Jerusalem.  Maundy Thursday marks the day Jesus and his disciples shared their last meal.  Christians believe Jesus died on Good Friday.  Easter Sunday marks the end of lent. People celebrate this as it is when Christians believe Jesus rose from the dead | **Children will**  **R:** order the creation story form last week   * Research the Christian festival of Easter * Sequence Christian story of Easter |