



## Year 3 Curriculum Overview

	Autumn 1 Topic: Stone Age to Iron Age	Autumn 2 Topic: Celebrating differences	Spring 1 Topic The Romans	Spring 2 Topic: Diving into Nature	Summer 1 Topic: Natural Disasters	Summer 2 Topic Anglo Saxons and the Scots
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>Hindu Temple Visit</li> <li>3.10.23 – 3NL Class Assembly</li> <li>17.10.23 – 3MS Class Assembly</li> <li>21.9.23 – World Fitness Day</li> <li>11.10.23 – International Evening</li> </ul>	<ul style="list-style-type: none"> <li>Visit to the science museum</li> <li>Round house exhibition</li> <li>14.11.23 – 3SM Class Assembly</li> <li>17.11.23 – Anti-bullying day</li> <li>5.12.23 – 3LA Class Assembly</li> <li>19 &amp; 20.12.23 - KS1/2 Xmas Concert</li> </ul>	<ul style="list-style-type: none"> <li>Roman Day</li> <li>Visit to St Albans Verulamium</li> <li>30.1.24 – 3NL Class Assembly</li> <li>6.2.24 – Safer Internet Day</li> <li>5.3.24 – 3MS Class Assembly</li> </ul>	<ul style="list-style-type: none"> <li>Local visit to the park (science and art)</li> <li>7.3.24 – World Book Day</li> <li>23.4.23 – 3SM Class Assembly</li> <li>4.6.23 – 3LA Class Assembly</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Lord’s Cricket Ground</li> <li>Middlesex Cricket Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Volcano model exhibition</li> <li>Rock climbing</li> <li>Anglo Saxon workshop</li> <li>4.6.24 – 7.6.24 – STEM Week</li> <li>16.7.24 – Lower School Sports Day</li> </ul>
<b>English</b>	<p><b>Focus text:</b> The Stone Age Boy by Satoshi Kitamura</p> <p><b>Cross curricular links:</b> History</p> <p><b>Theme(s):</b> inclusion, compassion, kindness, friendship</p> <p><b>Writing Genres:</b></p>	<p><b>Focus text:</b> Harper and the Scarlet Umbrella by Cerrie Burnell</p> <p><b>Cross curricular links:</b> PSHE</p> <p><b>Theme(s):</b> inclusion, compassion, kindness, friendship</p> <p><b>Writing Genres:</b></p>	<p><b>Focus text:</b> The captive Celt by Terry Deary</p> <p><b>Cross curricular links:</b> History &amp; Art</p> <p><b>Theme(s):</b> Overcoming challenges, determination, resilience, self-belief</p> <p><b>Writing Genres:</b></p>	<p><b>Focus: Poetry</b></p> <p><b>Focus text:</b> Poetree by Shauna Reynolds LaVoy</p> <p><b>Cross curricular links:</b> Science &amp; Art</p> <p><b>Theme(s):</b> friendship, nature, power of words</p> <p><b>Writing Genres:</b> Haiku poems</p>	<p><b>Focus text:</b> Song of the river by Gill Lewis</p> <p><b>Cross curricular links:</b> Geography, &amp; Science</p> <p><b>Theme(s):</b> Rescue, danger, bravery</p> <p><b>Writing Genres: (Fiction writing focus)</b> Character description Persuasive Letter</p>	<p><b>Focus text:</b> Song of the river by Gill Lewis (continued)</p> <p><b>Cross curricular links:</b> Science</p> <p><b>Theme(s):</b> Rescue, danger, bravery</p> <p><b>Writing Genres: (Non-fiction writing focus)</b></p>

	Character/ setting comparative writing Diary entry	Setting description Beginning of a fantasy a narrative Weather poetry	Non-chronological reports Comparative writing	Nature poems Retelling a story	Diary entry	Fact file (endangered animals) Biographies Information texts and comparisons Diary entry (Pilgrimage – linked to R.E.)
<b>Reading Focus</b>	<b>Focus text:</b> Bug club reading texts (colour book bands)	<b>Focus text:</b> Harper and the Scarlet Umbrella	<b>Focus text:</b> Escape from Pompeii by Christina Balit (extracts)  <b>Focus text:</b> The Captive Celt by Terry Deary	<b>Focus text:</b> Poetry	<b>Focus text:</b> Song of the river by Gill Lewis	<b>Focus text:</b> Song of the river by Gill Lewis
<b>Maths</b>	<b><u>Place value</u></b> Represent numbers to 100 Estimating numbers 1000 Comparing and ordering numbers up to 1000 Count in 50s  <b><u>Addition &amp; subtraction</u></b> Adding and subtracting numbers that involve not crossing/ crossing 10	<b><u>Addition &amp; subtraction</u></b> Mixed addition and subtraction problems  Adding and subtracting numbers that involve not crossing/ crossing 10  Subtracting from 3-digit numbers with no exchange/ exchange  Estimating and checking calculations  <b><u>Multiplication &amp; division</u></b> Multiplication using equal groups/ arrays  Division by sharing/ grouping	<b><u>Multiplication &amp; division</u></b> Consolidate 2, 4 and 8 times-table  Comparing statements using inequality symbols  Related calculations  Multiply 2-digit numbers using repeated addition  Division with remainders  <b><u>Money</u></b> Count, convert, add and subtract money  <b><u>Statistics</u></b> Drawing and interpreting tally charts, pictogram and bar charts	<b><u>Length &amp; perimeter</u></b> Measure and compare length Equivalent lengths - m & cm Add and subtract lengths Measure and calculate perimeter  <b><u>Fractions (Largely recapping Year 2 work)</u></b> Working with wholes and parts Make equal parts Recognise and find a half, quarter and third Unit and non-unit fractions Equivalence of a half and 2 quarters Count in fractions	<b><u>Fractions</u></b> Making the whole Count in tenths/ tenths as decimals Fractions on a number line Fractions of a set of Equivalent fractions Compare and order fractions Add and subtract fractions  <b><u>Time</u></b> Telling time to the nearest 15 minutes Months and years/ Hours in a day Telling the time to 5 minutes/ minute Using a.m. and p.m. Finding and comparing durations of time Measuring time in seconds Problem solving with time	<b><u>Properties of shape</u></b> Turns and angles Right angles in shapes Compare angles Draw accurately using a ruler Horizontal and vertical lines of symmetry Parallel and perpendicular lines Recognise and describe 2-D and 3-D shapes  <b><u>Mass &amp; capacity</u></b> Measure and compare mass Add and subtract mass Measure and compare capacity Add and subtract capacity Temperature

## Science

**Topic:** Animals including humans

**Key Learning Objectives:**

To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**Working Scientifically**

**Focus:**

Researching

**Topic:** Forces including magnets

**Key Learning Objectives:**

To compare how things, move on different surfaces

To notice that some forces need contact between two objects, but magnetic forces can act at a distance

To observe how magnets, attract or repel each other and attract some materials and not others

To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

To describe magnets as having two poles

To predict whether two magnets will attract or repel each other, depending on which poles are facing.

**Experiment:**

**Topic:** Plants (part 1)

**Key Learning Objectives:**

To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

**Experiment:**

How does access to nutrients effect plant germination?

**Working Scientifically**

**Focus:**

Observations over time

**Topic:** Plants (part 2)

**Key Learning Objectives:**

To investigate the way in which water is transported within plants

To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**Experiment:**

Make your own paper seed and investigate wind dispersal by testing different versions to find the best flier.

**Working Scientifically**

**Focus:**

Observations over time

**Diet & Nutrition:** To identify that animals, including humans, need the right types and amount of nutrition, - and that they cannot make their own food; they get nutrition from what they eat

**Experiment:**

**Topic:** Rocks and Soils

**Key Learning Objectives:**

To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

To describe in simple terms how fossils are formed when things that have lived are trapped within rock

To recognise that soils are made from rocks and organic matter.

**Experiment:**

Starburst experiment – showing the way different rocks form and look when they are exposed to different things

**Working Scientifically**

**Focus:**

Comparative/fair testing

**Topic:** Light

**Key Learning Objectives:**

To recognise that they need light in order to see things and that dark is the absence of light

To notice that light is reflected from surfaces

To recognise that light from the sun can be dangerous and that there are ways to protect their eyes

To recognise that shadows are formed when the light from a light source is blocked by an opaque object

To find patterns in the way that the size of shadows change.

**Experiment:**

How does distance from a light source affect the size and shape of the shadow?

**Working Scientifically**

**Focus:**

Comparative/fair testing  
Pattern Seeking

		<p>To investigate what different materials are magnetic around us and what do they all have in common?</p> <p><b>Working Scientifically Focus:</b> Grouping, classifying and/or organising</p>		<p>Looking at the fat content of different foods</p> <p><b>Working Scientifically Focus:</b> Observations over time</p>		
<b>Computing</b>	<p><b>Online Safety</b> Children create a class charter linked to appropriate behaviour and contact online. They will learn to understand what is a good digital friend, how their activities online create a digital footprint, as well as how to promote appropriate online behaviour when playing games and interacting with others.</p>	<p><b>We are Presenters</b> In this unit the children will gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing. They will learn to edit their video, including adding narration and editing clips by setting in/out points. They will understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.</p>	<p><b>We are Programmers (Coding)</b> In this unit, the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation using a series of scripted instructions (program) for graphic objects.</p>	<p><b>We are Bug Fixers (Coding)</b> During this topic, the children will work with example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them. They will practise solving problems through logical thinking.</p>	<p><b>We are co-authors.</b> The children will learn to work collaboratively on the same document from different devices. They will understand how to use google docs to create and share a piece of work contemporaneously and collaboratively. The children will explore Wiki sites to understand that you can't trust everything you read on the internet.</p>	<p><b>We are Opinion Pollsters</b> In this unit, the children create their own opinion poll, seek responses, and then analyse the results. The children will learn to understand some elements of survey design understand some ethical and legal aspects of online data collection</p>
<b>Geography / History</b>	<p><b>From the Stone Age to the Iron Age</b></p> <p><b>Key Question:</b> How did Britain change from the Stone Age to the Iron Age?</p> <p><b>Focus:</b> The children will learn about how Britain changed from the Stone Age to the Iron</p>	<p><b>United Kingdom Atlas/Map Skills</b></p> <p><b>Focus:</b> children will briefly revisit looking at the UK including the four countries and the seas surrounding.</p> <p>They will name and locate the counties around London and</p>	<p><b>The Romans</b></p> <p><b>Key Question:</b> What was the Roman Empire and how did it impact Britain?</p> <p><b>Focus:</b> Caesar's attempted invasion, the Roman Empire by AD 42 and the power of its army, successful</p>	<p><b>Europe (including the location of Russia)</b></p> <p><b>Focus:</b> children will use interactive maps to locate countries in Europe, including capital cities, rivers and mountains. They will compare and contrast a European country with the U.K focusing on</p>	<p><b>Volcanoes &amp; Earthquake</b></p> <p><b>Focus:</b> children will learn about different volcanoes around the world. They will understand how volcanoes and tectonic plates affect earthquakes.</p>	<p><b>Anglo Saxons &amp; Scots</b></p> <p><b>Key Question:</b> Were the Anglo Saxons invaders or settlers?</p> <p><b>Focus:</b> The Romans withdrawal from Britain and the Anglo-Saxons and Scots invasions, settlements and kingdoms. Explore</p>

	<p>Age, looking carefully at the eras and the chronology of events. They will look at the religion of the time, tribal kingdoms, farming, art and culture.</p>	<p>the major UK cities. They will identify geographical regions such as nature reserves and the human and physical features. They will explore the UK's key topographical features including hills, mountains, coasts and rivers as well as land use patterns.</p> <p>They will explore the UK's natural resources including how and where we get energy e.g. wind turbines, coal, petroleum - Want to include but ran out of time.</p>	<p>invasion by Claudius, British resistance (e.g. Boudicca) and Romanisation of Britain incl. culture, impact of technology, beliefs incl. early Christianity</p>	<p>topographical features e.g. Italy (linked to Roman topic). They will use persuasive techniques to convince someone to holiday in the Mediterranean.</p>		<p>Anglo-Saxon art and culture. The children will also look at crime and punishment from the time and how it compares to now.</p>
<p><b>R.E.</b></p>	<p><b><u>Hinduism</u></b> <b>Key Question:</b> <i>What are Hindu values?</i></p> <p>Do I learn similar values in my religion? How are Hindu values similar to the Whitchurch values?</p> <p><b>WALT explore Hindu teachings and values including Ahimsa and Karma.</b></p>	<p><b><u>Christianity</u></b> <b>Key Question:</b> <i>Has Christmas lost its true meaning?</i></p> <p>- How do I celebrate Christmas? - Is religion the most important influence and inspiration in everyone's life?</p> <p><b>WALT investigate how people celebrate Christmas and explore the religious and secular elements.</b></p>	<p><b><u>Christianity</u></b> <b>Key Question:</b> <i>Is it important to believe in miracles?</i></p> <p>Are there stories of miracles in all religions? How would I feel if I witnessed a miracle?</p> <p><b>WALT know some of the miracles Jesus performed and how people reacted to him in biblical times.</b></p>	<p><b><u>Christianity</u></b> <b>Key Question:</b> <i>What were the key events of Easter week?</i></p> <p>How might it have felt to see Jesus arriving in Jerusalem on Palm Sunday? Who do I admire that I would line the streets and cheer for him/her?</p> <p><b>WALT recall key events in the Easter story and to understand that the crucifix symbolises Jesus' sacrifice and love for all Christians.</b></p>	<p><b><u>Hinduism:</u></b> <b>Key Question:</b> <i>What can we learn from the holy books and stories of Hinduism?</i></p> <p>How could I use these ideas in my own life?</p> <p><b>We are exploring some of the key Hindu stories and looking at how Hindus use these as guidance on how they should live their lives.</b></p>	<p><b><u>Comparison Topic</u></b> <b>Key Question:</b> <i>How does a pilgrimage influence your connection to God?</i></p> <p>When do I feel connected to God?</p> <p><b>We will learn about Hindu, Christian and Muslim pilgrimages and how this might help people to feel closer to God.</b></p>

<p><b>Art / DT</b></p>	<p><b>Design and technology</b>  <b>Building a roundhouse-</b>          Design and build an iron aged inspired roundhouse using clay and other environmental resources</p>	<p><b>Art</b>  <b>Prehistoric paintings</b>          Children will learn to use charcoal and other natural resources to create their own prehistoric paintings, using a range of painting techniques. They will explore how natural products produce pigments to make different colours.</p>	<p><b>Art</b>  <b>Roman busts-</b> Planning, designing and sculpting roman busts from clay.</p>	<p><b>Art</b>  <b>Growing Artists:</b>          Observational drawings of plants focusing on detail and proportion</p> <p>Exploring shading techniques to create tone and depth</p> <p>Texture rubbings to create nature-inspired artwork in the style of Max Ernst and botanical artist Maud Purdy.</p> <p>Botanical drawings exploring scale and composition.</p>	<p><b>Art</b>  <b>Rock painting-</b> focusing on brush techniques, fine detail and colour mixing. Children will sketch and paint their own summer themed designs onto river rock pebbles.</p> <p><b>Fossil printing</b> – using polystyrene to sketch and score their fossil designs and create their own printing blocks. Children will explore colour mixing to create different printing designs.</p>	<p><b>Art</b>  <b>Maquette sculptures</b>          Children to create their own maquette sculptures that represent who they are. Children to create their own mood boards inspired by their interests, their culture, hobbies etc. Children then to design, sketch and then use paper mache to create their 3D sculptures. Children to explore colour mixing to create different shades and tones.</p>
<p><b>Music</b></p>	<p><b>Rhythmic patterns</b>          Reading rhythmic notation (semibreve, minim, crotchet, paired quavers)          Combining rhythmic patterns          Composing rhythmic ostinati based on spoken phrases          Improving ensemble skills</p>	<p><b>Christmas Carols</b>          Singing with pitch accuracy and expression          Following dynamic indications          Responding to visual directions          Performing in time with the music          Singing from memory</p>	<p><b>Descriptive music</b>          Listening skills: identifying tempo, instruments, dynamics          Singing with expression and changing dynamics          Composing using rhythmic notation (minims, crotchets/rests, paired quavers) and letter names (C-E)          Playing melodies and rhythms          Reading rhythmic notation</p>	<p><b>Pentatonic Scale</b>          Singing with pitch and rhythmic accuracy in time with the beat          Identifying a pentatonic melody by ear          Using note values (semibreves, minims, crotchets/rests, paired quavers)          Combining melody, beat, ostinato and drone          Improving ensemble skills          Improving instrumental skills</p>	<p><b>Recorder skills</b>          Reading music notation (G, A, B/minims, crotchets/rests, paired quavers)          Developing recorder playing technique          Improving ensemble skills          Playing in time with the backing tracks          Following leader's visual cues          Following dynamics          Listening skills: identifying pitch movement and copying simple melodic patterns</p>	<p><b>Recorder skills</b>          Reading music notation (G, A, B/minims, crotchets/rests, paired quavers)          Developing recorder playing technique          Improving ensemble skills          Playing in time with the backing tracks          Following leader's visual cues          Following dynamics          Listening skills: identifying pitch movement and copying simple melodic patterns</p>

<p><b>Indoor P.E.</b></p>	<p><b>Gymnastics</b> Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	<p><b>Handball</b> Pupils to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.</p>	<p><b>Dance</b> Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p>	<p><b>Yoga</b> Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p>	<p><b>Athletics (mostly taught outside)–</b> Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>	<p><b>Dodgeball</b> Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p>
<p><b>Outdoor P.E.</b></p>	<p><b>Fundamentals</b> Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at</p>	<p><b>Ball Skills</b> Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will</p>	<p><b>Football</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and</p>	<p><b>Tennis</b> Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities</p>	<p><b>Rounders</b> Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all</p>	<p><b>Netball</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different</p>

	<p>different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p>	<p>develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>	<p>then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>	<p>to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>
<b>PSHE</b>	<p><b>Being me in my World</b></p> <p>In this unit the children will spend time discussing and identifying positive things about themselves and their personal achievements. They will use this to set personal, attainable goals for themselves and will learn to face new challenges positively and make responsible choices, understanding when and how to ask for help when needed. Setting personal goals The children will go on to looking at why rules are important in our school and how they relate to their rights</p>	<p><b>Celebrating Difference</b></p> <p>In this topic, the children will look closely at their friends and families, discussing their relationships and how each member is important to them. The children will also learn that many families have differences and conflict and will learn strategies to deal with these. The children will move onto looking at conflicts in school and dealing with negative behaviour, focusing on helping and supporting others and problem solving a bullying situation.</p>	<p><b>Dreams and Goals</b></p> <p>In this unit the children think about both themselves and the people in their lives and how they have faced and over difficult challenges and achieved success. They will take a more in depth look at their own future aspirations, identifying dreams and ambitions that are important to them. They will learn to set attainable goals for themselves by breaking their goals down into a number of steps that will lead to success. They will recognise that there may be obstacles which might hinder</p>	<p><b>Healthy me</b></p> <p>This topic focuses on the importance of staying fit and healthy, looking at how exercise is important and how it affects our bodies. The children will develop their knowledge of different medicines and understand that like medicines, some household substances can be harmful is not used properly.</p>	<p><b>Relationships</b></p> <p>In this unit, the children revisit the roles and responsibilities each member of their family plays and reflect on the expectations for both males and females. They move onto looking at identifying and putting into practice some of the skills of friendship, including how to negotiate in conflict situations. Finally, the children will move onto focusing on one of our school's key drivers, being a global citizen and will work to explain how some actions and work of people around</p>	<p><b>Changing me</b></p> <p>In this unit the children learn to understand that in animals and humans, lots of changes occur between conception and growing up. The children will develop their understanding of how babies grow and develop and what a baby needs to live and grow healthily. They will learn to identify how boys' and girls' bodies change both on the inside and the outside during the growing up process and explain how these changes are necessary so that their bodies can</p>

and responsibilities' and will use this to create their own class charter.

their achievements but will find ways to overcome these. Difficult challenges and achieving success.

the world help and influence their lives.

make babies when they grow up.