

Year 7 Mathematics Curriculum – 2020-21

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Number, Geometry & Algebra	Number, Statistics & Algebra	Number, Geometry & Algebra	Number, Geometry & Probability	Geometry, Algebra & Statistics	Ratio & Number
National Curriculum Knowledge & Understanding	<p>Pupils can order positive and negative integers; use the number line as a model for ordering of the real numbers</p> <p>Use formal written methods of addition and subtraction with negative numbers</p> <p>generate terms of a sequence from either a term-to-term or a position-to-term rule</p> <p>recognise arithmetic sequences and find the nth term</p> <p>recognise geometric sequences and appreciate other sequences that arise.</p> <p>derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes)</p>	<p>Pupils can use the four operations, including formal written methods, applied to positive decimals</p> <p>use approximation through rounding to estimate answers</p> <p>use the four operations, including formal written methods, applied to positive integers</p> <p>round numbers and measures to an appropriate degree of accuracy</p> <p>change freely between related standard units [for example length, mass]</p> <p>use conventional notation for the priority of operations, including brackets</p> <p>describe, interpret and compare observed distributions of a single variable through:</p>	<p>Pupils can use the four operations, including formal written methods, applied to proper and improper fractions, and mixed numbers.</p> <p>apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles</p> <p>draw and measure angles in geometric figure</p> <p>understand and use the relationship between parallel lines and alternate and corresponding angles</p> <p>work with coordinates in all four quadrants</p> <p>recognise, sketch and produce graphs of linear functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane</p>	<p>Pupils can define percentage as 'number of parts per hundred', interpret percentages as a fraction or a decimal, interpret these multiplicatively, compare two quantities using percentages, and work with percentages greater than 100%</p> <p>solve problems involving percentage change, including: percentage increase and decrease.</p> <p>record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale</p> <p>understand that the probabilities of all possible outcomes sum to 1</p> <p>describe, sketch and draw using conventional terms</p>	<p>Pupils can model situations or procedures by translating them into algebraic expressions or formulae</p> <p>use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement)</p> <p>construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data</p> <p>use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres</p>	<p>Pupils can use ratio notation, including reduction to simplest form</p> <p>divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio</p> <p>use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property</p>

	<p>calculate and solve problems involving: perimeters of 2-D shapes</p> <p>draw and measure line segments</p>	<p>appropriate graphical representation involving discrete and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers)</p> <p>model situations or procedures by translating them into algebraic expressions or formulae</p> <p>use and interpret algebraic notation, including:</p> <ul style="list-style-type: none"> • ab in place of $a \times b$ • $3y$ in place of $y + y + y$ and $3 \times y$ • A^2 in place of $a \times a$, a^3 in place of $a \times a \times a$; a^2b in place of $a \times a \times b$ • a/b in place of $a \div b$ <p>substitute numerical values into formulae and expressions, including scientific formulae</p>		<p>and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric</p> <p>identify properties of, and describe the results of reflections applied to given figures</p>		
Assessment	Teacher/Ass. test	7.1 EXAM	Teacher/Ass test	7.2 EXAM	Teacher/Ass test	7.3 EXAM
Why this? Why now?	<p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programme of study for key stage 3 is organised into apparently distinct domains, but pupils should build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge in science, geography, computing and other subjects. The structure is designed to bridge between KS2 and KS4, building both within and between key topic areas. The structure also builds the complexity levels within topics and gives a greater variation in the challenge given to pupils.</p>					

<p>Skills & Characteristics</p>	<p>Resilience Pupils will increase their resilience during the course through learning new concepts, using prior knowledge to develop mathematical fluency and applying skills to a variety of situations and problems. Pupils will be challenged in all lessons and will show that they have learned from mistakes through a variety of tasks including connect exercises. The challenge activities will have the aim of developing both skills and high aspirations in both this subject and life beyond. Resilience will also be developed within the Key maths skills below (fluency, reasoning and problem solving).</p> <p>Collaboration Pupils will be given the opportunity to work together to develop and share their ideas on topics, discuss misconceptions and how these topics can be used in real-life situations.</p> <p>Creativity Pupils will develop creativity through a variety of problem solving activities within each topic, working on independent tasks beyond the classroom such as Mangahigh activities, and apply the key skills (fluency, reasoning and problem solving).</p> <p>Key stage 3 Develop fluency</p> <ul style="list-style-type: none"> ▪consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots ▪select and use appropriate calculation strategies to solve increasingly complex problems ▪use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships ▪substitute values in expressions, rearrange and simplify expressions, and solve equations ▪move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs] ▪develop algebraic and graphical fluency, including understanding linear and simple quadratic functions ▪use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics. <p>Reason mathematically</p> <ul style="list-style-type: none"> ▪extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations ▪extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically ▪identify variables and express relations between variables algebraically and graphically
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	<ul style="list-style-type: none"> ▪make and test conjectures about patterns and relationships; look for proofs or counter- examples ▪begin to reason deductively in geometry, number and algebra, including using geometrical constructions ▪interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning ▪explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally. <p>Solve problems</p> <ul style="list-style-type: none"> ▪develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems ▪develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics ▪begin to model situations mathematically and express the results using a range of formal mathematical representations ▪select appropriate concepts, methods and techniques to apply to unfamiliar and non- routine problems.
<p>Aspirations & Careers</p>	<p>All pupils should be numerate and able to use mathematics at both work and in everyday life beyond school. Mathematics is fundamental to future success and closely linked with financial success. It enhances their ability to infer, problem solve, think logically, spot patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, mathematics empowers our pupils to operate in the modern world. CDI: 1, 11</p> <p>CEIAG AMSP days Careers Fairs Career themed lessons Finance lessons (CDI: 13)</p> <p>Cultural Capital Maths challenges Mangahigh challenges Mathematics in the real world Organising trips, days out and other events</p> <p>Extracurricular Stretch and challenge club Chess & games club</p>

Year 8 Mathematics Curriculum – 2020-21

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Number, Geometry & Probability	Number & Geometry	Algebra, number & Statistics	Algebra, Number & Geometry	Ratio, Algebra & Geometry	Statistics & Number
National Curriculum Knowledge & Understanding	<p>Pupils can use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property</p> <p>recognise and use relationships between operations including inverse operations</p> <p>use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3)</p> <p>identify properties of, and describe the results of, translations, rotations and reflections applied to given figures</p> <p>apply the properties of angles at a point, angles at a point on a straight</p>	<p>Pupils can define percentage as 'number of parts per hundred', interpret percentages and percentage changes, interpret these multiplicatively, express one quantity as a percentage of another, compare two quantities using percentages, and work with percentages greater than 100%</p> <p>interpret percentages as operators</p> <p>solve problems involving percentage change, including: percentage increase, decrease</p> <p>use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruence of triangle</p> <p>apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive</p>	<p>Pupils can work with coordinates in all four quadrants</p> <p>recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane</p> <p>interpret mathematical relationships both algebraically and graphically</p> <p>round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]</p> <p>interpret and compare numbers in standard form $A \times 10^n$ $1 \leq A < 10$, where n is a positive</p> <p>construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and</p>	<p>Pupils can simplify and manipulate algebraic expressions to maintain equivalence by: collecting like terms</p> <p>multiplying a single term over a bracket</p> <p>model situations or procedures by translating them into algebraic expressions or formulae</p> <p>draw and measure line segments and angles in geometric figures, including interpreting scale drawings</p> <p>use scale factors, scale diagrams and maps</p> <p>use the four operations, including formal written methods, proper and improper fractions, and mixed numbers</p> <p>Interpret fractions as operators</p>	<p>Pupils can solve problems involving direct and inverse proportion, including graphical and algebraic representations</p> <p>calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles</p> <p>use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement)</p> <p>substitute numerical values into formulae and expressions, including scientific formulae</p> <p>understand and use standard mathematical formulae;</p> <p>rearrange formulae to change the subject</p>	<p>Pupils can describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers)</p> <p>construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data</p>

	<p>line, vertically opposite angles</p> <p>understand and use the relationship between parallel lines and alternate and corresponding angles</p> <p>derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle)</p> <p>recognise and use the perpendicular distance from a point to a line as the shortest distance to the line</p> <p>identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids</p> <p>generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities.</p> <p>record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and</p>	<p>results about angles and sides</p> <p>derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders)</p> <p>calculate and solve problems involving: perimeters of 2-D shapes</p>	<p>vertical line (or bar) charts for ungrouped and grouped numerical data</p> <p>describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs.</p>			
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	<p>unequally likely outcomes, using appropriate language and the 0-1 probability scale</p> <p>understand that the probabilities of all possible outcomes sum to 1</p>					
Assessment	Teacher/Ass. test	8.1 EXAM	Teacher/Ass. test	8.2 EXAM	Teacher/Ass. test	8.3 EXAM
Why this? Why now?	<p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programme of study for key stage 3 is organised into apparently distinct domains, but pupils should build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge in science, geography, computing and other subjects. The structure is designed to bridge between KS2 and KS4, building both within and between key topic areas. The structure also builds the complexity levels within topics and gives a greater variation in the challenge given to pupils.</p>					
Skills & Characteristics	<p>Resilience Pupils will increase their resilience during the course through learning new concepts, using prior knowledge to develop mathematical fluency and applying skills to a variety of situations and problems. Pupils will be challenged in all lessons and will show that they have learned from mistakes through a variety of tasks including connect exercises. The challenge activities will have the aim of developing both skills and high aspirations in both this subject and life beyond. Resilience will also be developed within the Key maths skills below (fluency, reasoning and problem solving).</p> <p>Collaboration Pupils will be given the opportunity to work together to develop and share their ideas on topics, discuss misconceptions and how these topics can be used in real-life situations.</p> <p>Creativity Pupils will develop creativity through a variety of problem solving activities within each topic, working on independent tasks beyond the classroom such as Mangahigh activities, and apply the key skills (fluency, reasoning and problem solving).</p> <p>Key stage 3 Develop fluency <ul style="list-style-type: none"> consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots </p>					

	<ul style="list-style-type: none"> ▪select and use appropriate calculation strategies to solve increasingly complex problems ▪use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships ▪substitute values in expressions, rearrange and simplify expressions, and solve equations ▪move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs] ▪develop algebraic and graphical fluency, including understanding linear and simple quadratic functions ▪use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics. <p>Reason mathematically</p> <ul style="list-style-type: none"> ▪extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations ▪extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically ▪identify variables and express relations between variables algebraically and graphically ▪make and test conjectures about patterns and relationships; look for proofs or counter- examples ▪begin to reason deductively in geometry, number and algebra, including using geometrical constructions ▪interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning ▪explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally. <p>Solve problems</p> <ul style="list-style-type: none"> ▪develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems ▪develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics ▪begin to model situations mathematically and express the results using a range of formal mathematical representations ▪select appropriate concepts, methods and techniques to apply to unfamiliar and non- routine problems.
<p>Aspirations & Careers</p>	<p>All pupils should be numerate and able to use mathematics at both work and in everyday life beyond school. Mathematics is fundamental to future success and closely linked with financial success. It enhances their ability to infer, problem solve, think logically, spot patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, mathematics empowers our pupils to operate in the modern world. CDI: 1, 11</p> <p>CEIAG AMSP days Careers Fairs Career themed lessons</p>

Finance lessons (CDI: 13)

Cultural Capital

Maths challenges

Mangahigh challenges

Mathematics in the real world

Organising trips, days out and other events

Extracurricular

Stretch and challenge club

Chess & games club

Year 9 Mathematics Curriculum – 2020-21

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Number, Geometry & Algebra	Geometry & Statistics	Number & Algebra	Number, Geometry & Algebra	Geometry, Number & Algebra	Probability
National Curriculum Knowledge & Understanding	<p>Pupils can express one quantity as a percentage of another, compare two quantities using percentages, and work with percentages greater than 100%</p> <p>solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors</p> <p>simplify and manipulate algebraic expressions to maintain equivalence by: collecting like terms, multiplying a single term over a bracket, taking out common factors expanding products of two or more binomials</p> <p>use algebraic methods to solve linear equations</p>	<p>Pupils can describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs</p> <p>construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data find approximate solutions to contextual problems from given graphs of a variety of functions, including piece-wise linear, exponential and reciprocal graphs apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides, including Pythagoras' Theorem, and use known results to obtain simple proofs</p>	<p>Pupils can use the four operations, including formal written methods, applied to proper and improper fractions, and mixed numbers also including algebra simplify and manipulate algebraic expressions to maintain equivalence</p> <p>expanding products of two or more binomials</p> <p>use the four operations, including formal written methods, applied to decimals</p> <p>interpret and compare numbers in standard form $A \times 10^n$ $1 \leq A < 10$, where n is a positive or negative integer or zero</p> <p>round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]</p>	<p>Pupils can derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms work with coordinates in all four quadrants</p> <p>recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane interpret mathematical relationships both algebraically and graphically</p> <p>use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions to simultaneous equations use compound units such as speed, unit pricing and density to solve problems</p>	<p>Pupils can use Pythagoras' Theorem and trigonometric ratios in similar triangles to solve problems involving right-angled triangles</p> <p>Recognise patterns in number sequences. Generate sequences, given the nth term. Find the nth term of a linear sequence. Recognise and continue some special number sequences such as square numbers. Find the nth term of a sequence form a diagram or practical problem. Generate the terms of a quadratic sequence from the nth term. Work out the nth term of a quadratic sequence.</p> <p>Solve equations in which the variable (the letter) appears as part of the numerator of a fraction. Solve equations where you have to expand brackets first.</p>	<p>Pupils can enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams generate theoretical <u>tree diagrams</u> for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities.</p>

	<p>apply the properties of angles at a point, angles at a point on a straight line</p> <p>derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons</p>	<p>use Pythagoras' Theorem in similar triangles to solve problems involving right-angled triangle</p>	<p>use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation $a < x \leq b$</p>		<p>Solve equations where the variable appears on both sides of the equals sign.</p> <p>Set up equations from given information and then solve them.</p> <p>Solve simultaneous linear equations in two variables using the elimination method.</p> <p>Solve simultaneous linear equations in two variables using the substitution method.</p> <p>Solve simultaneous linear equations by balancing coefficients.</p> <p>Solve problems using simultaneous linear equations.</p>	
Assessment	Teacher/Ass. test	9.1 EXAM	Teacher/Ass. test	9.2 EXAM	Teacher/Ass. test	9.3 EXAM (GCSE)
Why this? Why now?	<p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programme of study for key stage 3 is organised into apparently distinct domains, but pupils should build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge in science, geography, computing and other subjects. The structure is designed to bridge between KS2 and KS4, building both within and between key topic areas. The structure also builds the complexity levels within topics and gives a greater variation in the challenge given to pupils.</p>					
Skills & Characteristics	<p>Resilience</p> <p>Pupils will increase their resilience during the course through learning new concepts, using prior knowledge to develop mathematical fluency and applying skills to a variety of situations and problems. Pupils will be challenged in all lessons and will show that they have learned from mistakes through a variety of tasks including connect exercises. The challenge activities will have the aim of developing both skills and high aspirations in both this subject and life beyond. Resilience will also be developed within the Key maths skills below (fluency, reasoning and problem solving).</p> <p>Collaboration</p> <p>Pupils will be given the opportunity to work together to develop and share their ideas on topics, discuss misconceptions and how these topics can be used in real-life situations.</p>					

Creativity

Pupils will develop creativity through a variety of problem solving activities within each topic, working on independent tasks beyond the classroom such as Mangahigh activities, and apply the key skills (fluency, reasoning and problem solving).

Key stage 3

Develop fluency

- consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots
- select and use appropriate calculation strategies to solve increasingly complex problems
- use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships
- substitute values in expressions, rearrange and simplify expressions, and solve equations
- move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs]
- develop algebraic and graphical fluency, including understanding linear and simple quadratic functions
- use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.

Reason mathematically

- extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations
- extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically
- identify variables and express relations between variables algebraically and graphically
- make and test conjectures about patterns and relationships; look for proofs or counter- examples
- begin to reason deductively in geometry, number and algebra, including using geometrical constructions
- interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning
- explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.

Solve problems

- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
- develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics
- begin to model situations mathematically and express the results using a range of formal mathematical representations
- select appropriate concepts, methods and techniques to apply to unfamiliar and non- routine problems.

Aspirations & Careers	<p>All pupils should be numerate and able to use mathematics at both work and in everyday life beyond school. Mathematics is fundamental to future success and closely linked with financial success. It enhances their ability to infer, problem solve, think logically, spot patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, mathematics empowers our pupils to operate in the modern world. CDI: 1, 11</p> <p>CEIAG AMSP days Careers Fairs Career themed lessons Finance lessons CDI: 14</p> <p>Cultural Capital Maths challenges Mangahigh challenges Mathematics in the real world Organising trips, days out and other events</p> <p>Extracurricular Stretch and challenge club Chess & games club</p>
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