



Curriculum Intent

At Arthur Bugler Primary School, the curriculum has been designed to encompass;

- the recognition of prior learning
- provide first hand learning experiences
- allow the children to develop interpersonal skills
- build resilience
- become creative, critical thinkers
- exciting and engaging learning opportunities, which are challenging and knowledge rich
- the school's locality and supportive and diverse community, using the rich opportunities and resources that are on our doorstep.

It builds upon children's prior knowledge and skills and is underpinned by the Co-Operative values of;

- Self-Help
- Self-Responsibility
- Democracy
- Equality
- Equity
- Solidarity

These are used to encourage positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. The broad and balanced curriculum is designed to enable all children to become confident, enquiring and knowledge-thirsty learners, who will be prepared for each new stage of their education. Our curriculum provides children with a range of experiences to ignite curiosity, broaden cultural understanding and recognise their place individually, within the community and the wider world.

Curriculum Implementation

Our curriculum is implemented through a series of lessons which build on concepts, skills and knowledge. Each topic starts with a 'Wow' starter that is used to engage learners and build an interest right from the onset. The implementation is adapted to specific learning needs in order to provide support and challenge, ensuring an inclusive curriculum that meets the needs of all our pupils.

Early Years' education follows the framework for EYFS and we use half-termly topics to help cover many aspects of the framework. Literacy and Mathematics are taught as discrete subjects, but links are made wherever possible to help strengthen understanding. Activities are engaging and practical, building on individual starting points and key interests within the year group. Teaching is delivered through a balance of direct teaching and carefully planned, child-initiated activities. Timely interventions from all adults are given to move individuals forward.

In Key Stages 1 & 2, we use resources adapted from a number of different schemes of learning. These have been carefully selected and used as a starting point to help us ensure curriculum coverage and progression across different phases of learning, with adaptations made to meet the needs of the school, the cohort and to ensure maximum engagement and learning opportunities.

We offer a wide range of extra-curricular before and after school clubs which complement and further develop children's achievements in our curriculum, including football, choir, cricket, Lego and coding amongst many others. We have extremely high aspirations of all our children and skilfully use targeted support for our children who find learning and social situations a challenge at times. Clear and concise challenges are set across the curriculum for children who are ready for the next step in their learning.

Literacy

We aim to deliver an exciting Literacy curriculum which is based around high quality texts that cover a variety of genres as well as Fiction, Non-Fiction and Poetry. We plan lessons which link reading and writing which then provides pupils with a rich and varied vocabulary for use in their work across the curriculum. We follow the Literacy Tree schemes of work to deliver our lessons which progressively develop use of vocabulary and punctuation, grammatical understanding and immerse the children in the text to help them become better writers.

We have developed a range of bespoke initiatives so that our children can be fully engaged in all aspects of Literacy. In order to promote reading and a real love of reading for pleasure the children keep a record of how many times they read each and aim to read 10 times in order to receive a 'Golden Ticket'. These are then collected in for the Friday assembly when the children find out which class has the most Golden Tickets. All golden tickets are then collated for a termly prize draw.

Our early reading is supported by the Monster Phonics DFE approved scheme which makes learning to read and spell through phonics easier, by categorising the 44 sounds into 10 categories and each of these 10 categories are represented by a Monster. Each Monster is a different colour, and this colour represents that way of spelling the sound. This makes learning to read and spell much easier and more

fun. The children learn through the assignment of colour and the linkage of the sound, as well as seeing the colour, creating more ways of remembering the spelling. Teachers use game, songs and activities that continuously reflect this way of learning, so that structure is constantly seen, heard and experienced by each child. This consistency is critical in ensuring that a complicated language is learnt in the most simplistic way.

In order to develop a love for reading and writing, the school also provides opportunities for children to access authors and illustrators (both in person and virtually) to inspire them with details about how to be a writer. These inspirational visits bring learning to life and allow the children to be hooked into reading and then writing as a follow up to the visit.

There is a yearly 'Reading & Writing' Week where there are a range of planned activities to promote reading and writing throughout the school.

Maths

We aim to help children to develop as confident mathematicians with fluent arithmetic skills that can be applied to problem solving and reasoning about mathematical concepts. We follow the Ark Mastery programme and teach Maths mainly through discrete learning units. There is a strong focus on consolidating arithmetic skills as well as reasoning to ensure the children can apply knowledge, skills and understanding in a range of contexts.

The process of teaching Maths begins by exploring the concept by using concrete materials. This is then followed by transferring this knowledge into pictorial representations of a concept. A deeper understanding is developed with opportunities for the children to explain and justify their mathematical reasoning. Finally, this knowledge is transferred and applied into abstract contexts including real life situations.

These lessons follow a 6-part approach:

Do now (revisit previously taught learning)

Star words (introduction and revisiting of key vocabulary)

New learning (introduction to a new concept)

Develop learning (further development of new concept)

Talk Task (opportunity to practice new learning using given sentence stems)

Independent task (opportunity to apply new learning independently)

Plenary (assessment opportunity and chance to

The Ark Mastery programme promotes the use of key vocabulary and provides the children with sentence stems to help them learn to discuss mathematical concepts and ideas in a structured way. This is built in through the use of star words and talk tasks within each lesson allowing the children the opportunity to explain and therefore clarify their thinking about the different concepts.

There is a yearly Maths Week where there are a range of planned activities to promote Maths throughout the school.

Science

Science at our school is exciting, hands-on and it develops our children's understanding of the Science Primary Curriculum concepts. Using Collins' Snap Science as a resources, our teachers deliver lesson that bring Science to life through a variety of enquiry skills, including observing changes over time, spotting patterns, classifying and grouping, conducting fair and comparative tests, and exploring research using secondary sources.

Beyond the classroom, our pupils get to experience Science in action in our incredible outdoor learning spaces. This is available around the year in our Early Years setting and teachers across the school plans lessons that engages the children in outdoor learning.

The excitement doesn't stop there—every year, we celebrate Science Week with a fantastic lineup of activities designed to spark curiosity and inspire young scientists throughout the school and the community. Science here is all about exploring, questioning, and discovering the wonders of the world around us!

History

Our History curriculum delivers the National Curriculum expectations through a series of highly-engaging driver topics. Within Early Years and Key Stage 1, the children focus on their family history, school history and the actions and impact of significant individuals and events. Key stage 2 takes the children back in time to the earliest civilisations and builds their knowledge and understanding of different periods of history in a sequential timeline allowing pupils to compare and contrast how life changed over time in a variety of different areas.

Pupils are encouraged to ask and enquire about the past and seek to find answers through a range of resources including researching, evaluating evidence and artefacts. We provide the children the opportunity to enhance their learning beyond the classroom through visits within the local area such as Leeds Castle and the Imperial War Museum and by bringing history to life with expert visitors such as our annual visit from Thorulf Hammerson (a viking warrior).

Geography

Our Geography curriculum is delivered through 2 driver topics which are covered in each year group. These topics deliver the requirements of the National Curriculum in an engaging and informative way allowing the children to develop the necessary skills to apply their learning out in the wider world. Our progressive lessons allow pupils to build and develop their understanding local area and their knowledge of the world around them and encourages their curiosity about how the world has changed and is constantly changing.

Pupils have access to the local area and resources to support their fieldwork skills within the curriculum. Use of ICT, including Google Earth and digimaps, is used to bring other areas of the world to life and allow for changes over time to be identified.

Religious Education (RE)

The school follows the Thurrock agreed syllabus for RE and there are discrete units of learning. The curriculum provides pupils with a broad and clear knowledge of the key faiths, teaching them to respect the views and faiths of others. The school has strong links with the local church who visit the school throughout the year to deliver assemblies.

Music

Our music curriculum provides children with the opportunity to build their understanding of listening and appraising a wide-range of musical styles; creating and exploring different musical techniques and developing an understanding of the key terminology linked to these but also through singing, playing instruments and performing. The curriculum has been developed utilising resources from the Charanga and Sing-up schemes of learning.

The children are taught musical notation and focus on learning different instruments across the different phases of their learning, including glockenspiels, recorders and djembe.

The enjoyment of music is further supported through the use of singing in assemblies and during the performances to parents and other audiences at various events, including the Christmas carol service, the Harvest performance and Easter celebrations. This love of singing is extended to our community with a student choir who perform within the local community, at a range of different residential care homes and the local shopping centre. They also take part in the Young Voices concerts at the O2 in London and join together with other local schools for the annual Junior Music Festival.

Physical Education (PE)

Physical Education is taught through the Rising Star Curriculum. Lessons are taught by the class teacher and by our PE Lead. The lessons include learning new skills with the opportunity to apply these in a range of contexts. All pupils in Year 3 have access to a block of 10 swimming lessons, at a local swimming pool. As a school we take part in the Daily Mile and each class walks for a mile each day. In recognition of our commitment to promoting a healthy lifestyle, we have been awarded the Silver School Games Mark award. There is an annual Sports, Health and Fitness week which provides pupils with a range of sporting opportunities.

Art

The Art curriculum is planned and delivered to expose our children to a multitude of artists, artistic movements, materials and techniques. With a view to broaden their cultural capital and encourage them to use their imaginations through innovation of other artists' work. The units are taught alongside our driver topics of History and Geography and this helps give contextual understanding to the learning. We make use wherever possible to link with the local community, sharing our creations in the local town centre at different points throughout the year and entering local and national competitions. As an inclusive school, we believe Art is a brilliant form of expression with personal meaning, for all our pupils.

Design & Technology

Our Design and Technology units are taught alongside our History and Geography driver topics. They are clearly progressive across the school allowing pupils to investigate, plan, make and evaluate products, including food technology as part of their learning. They are encouraged to use their knowledge of Technology to make adaptations and improvements to designs, fitting for our modern world. We believe STEAM (Science, Technology, Engineering, Art and Maths) are an integral part of our pupils' learning and encourage involvement with outside projects and competitions.

French

French is taught throughout Key Stage 2 and is delivered through the Language Angels resources. This provides a step-by-step approach by delivering the three pillars of language learning (phonics, grammar and vocabulary). It has been organised to ensure progression and to allow for links across other learning areas.

We have chosen to teach French as it allows the children to interact with people in a number of countries across the world, but also as our geographical location means it is the closest spoke foreign language and a place that many children are likely to visit. In addition, the etymology of many English words can be traced back to the French language and this build further understanding of the meaning of words.

As a school we believe it is important to raise awareness of language and culture across the world and during our annual Multicultural Week we expose the children to a range of different locations both similar and different to their own, looking at language, food, dance etc.

Computing

Computing is taught through weekly lessons which use NCCE Teach Computing resources to deliver the National Curriculum expectations. This allows us to ensure that the lessons are progressive and that skills are built upon and revisited throughout all stages of learning. Computing is split into three areas: computer science, information technology and digital learning and all of these are covered throughout the curriculum.

There is a strong focus on e-safety education for children, parents and staff alike and through assemblies, newsletter notifications, parents workshops and CPD sessions there is a constant reinforcement about how to keep ourselves and others safe online.

The school is well-resourced with Chromebooks and iPads and these are utilised within Computing lessons but also to support and enhance other areas of the curriculum. As a school we act as a link between the range of ICT used at home and we promote a range of devices, apps and websites to support the learning process.

Personal, Social, & Health Education (PSHE)

This is taught discretely though a range of lessons and activities. The planned

curriculum is derived from the Jigsaw planning and resources. Other discrete lessons are delivered in response to children's needs and local and natural incidents. In addition, the pupils in Year 5 and 6 are taught about relationships and sex education.

Curriculum Impact

The impact from our exciting and engaging curriculum is best shown through discussions with the children as they absolutely love their learning which is shown in their work and excellent attendance rates.

Evidence from books, pupil voice surveys, lesson observations and planning all demonstrate the high-quality teaching that our curriculum provides and allows us to continually review and make further improvements to enhance our children's learning and help them to become resilient, creative thinkers with a thirst for learning in all areas of the curriculum.

This is what our children, staff and parents say about our curriculum:

"I like it when we go and visit other classes to learn about different places in the world." Abigail, 6

"I loved meeting the Viking Day, we learnt so much and I enjoyed dressing up as a Viking, it made it feel so real." Charlie, 9

"My favourite topic has been Rocks, Relics and Rumbles and I loved learning about how the plates move about and cause earthquakes." Sam, 8

"I love music and getting to sing loads of different songs and play different. I feel really proud when we get to play in front of an audience." Macie, 10

"I am proud of the curriculum we deliver at ABP, the children are so engaged in all the different topics and this is reflected in the quality of work they produce to show their understanding." Year 5 Teacher

"My child (Year 4) really loves the different topics at and is always coming home telling me things that they have learnt in all different subjects. We enjoy working through the homework tasks together and having the chance to be creative in how we present the task that we have chosen. The school offer a good selection of visitors and trips to help really bring topics to life and hook the children in." Year 4 Parent

Here are some photos showing just how exciting and engaging our curriculum is:



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