**LaceyField Project-based Curriculum**

At Eastfield Infants’ and Lacey Gardens Junior Academy, our aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. We strive to give pupils a stimulating environment, where reading materials are at the heart of our learning and presented in an attractive and inviting way.

Our Aims and Purpose

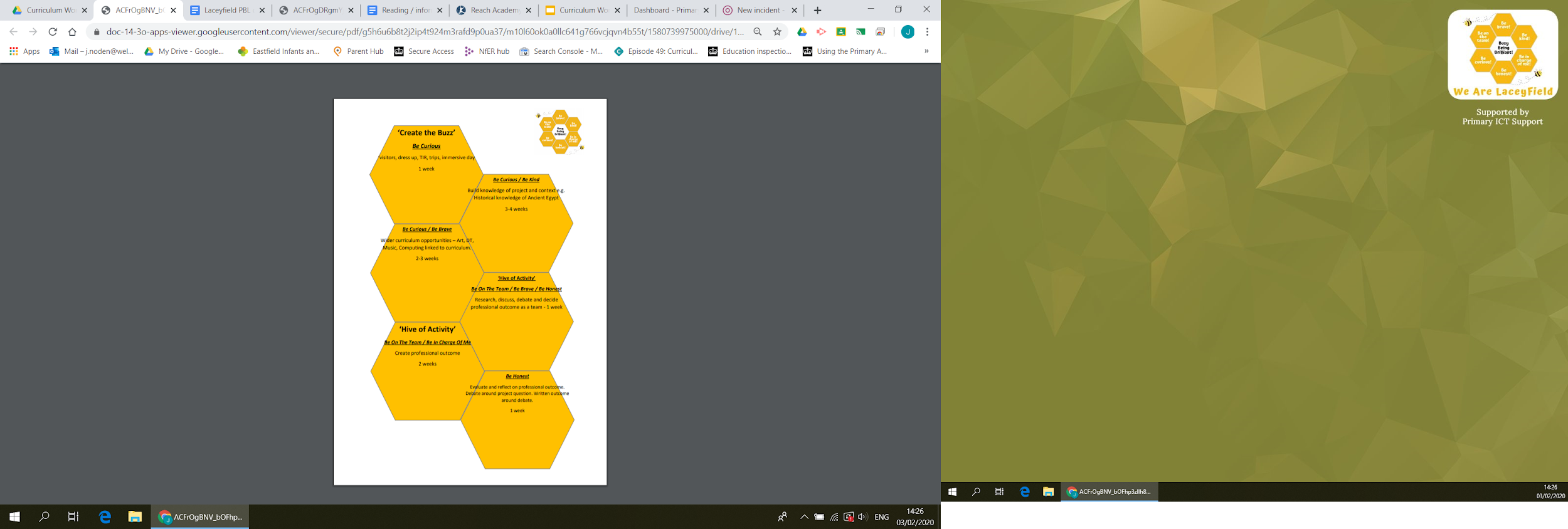
We understand that an individual’s equity of opportunity is multi-faceted and, with Bordieu’s work on social, cultural, economic and symbolic capital in mind, recognise that as a school, we are best positioned to influence cultural capital. Thus, our curriculum provides experiences, opportunities and activities which ensure a firm foundation of knowledge upon which further learning can be built.



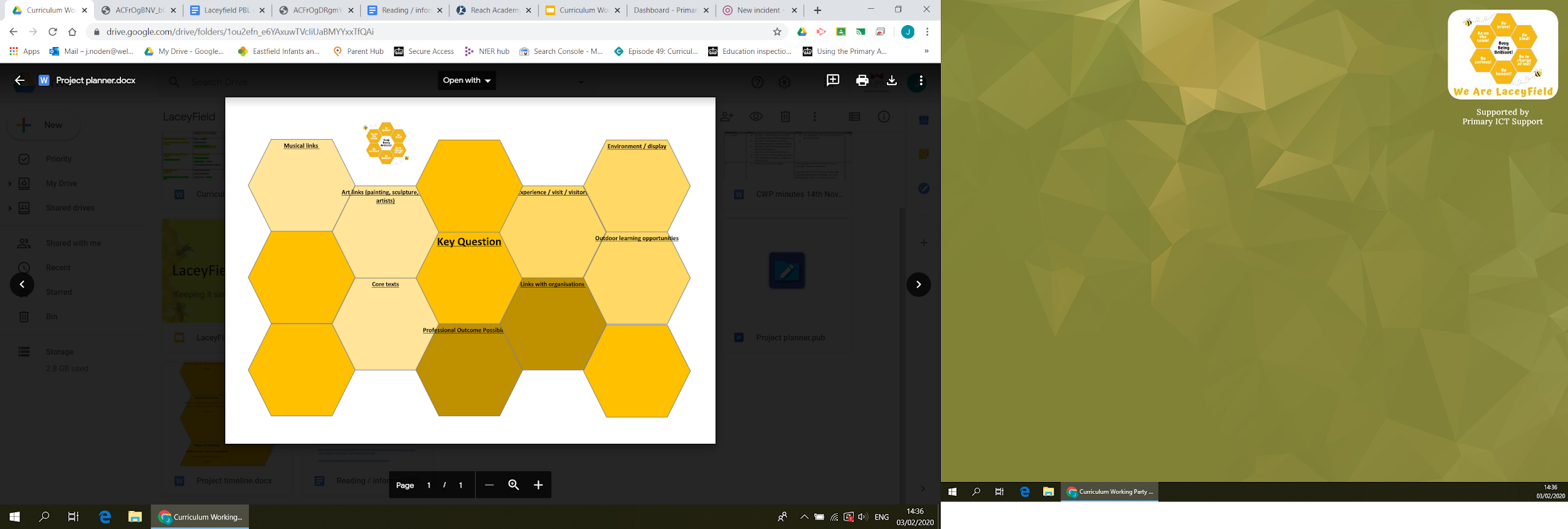
How do we do it?

We develop cultural capital in all of our children through ensuring a high focus on reading; providing a vocabulary rich environment; providing opportunities and experiences which allow children to engage with experts in the field and create links between existing and new knowledge; revisiting knowledge cyclically to ensure retention; creating a culture of high expectations; and embedding links with our local community.

The fundamentals

* What is the overarching question?
* What is/ are the core text/s?
* What are the key vocabulary/ key facts that children will learn as a result of this project? (knowledge organisers)
* What is the focus subject?
* What key artistic works will be a focus of your project?
* How will you immerse children in the theme using your environments in school? (doors, reading corners, displays, colour scheme, shared areas, corridor displays etc)
* What experiences, visits or visitors will you be utilising to enhance the project (outdoor learning)? 
* What organisations/ businesses/ community links are there within your project?
* What will be the professional outcome(s)?
* Which curriculum objectives are you focusing on and what does ARE look like?

Planning

There are guides to structure planning conversations and timescales. For each project, year group teams conduct a long table discussion with an SLT member to ensure all of the fundamental elements have been considered. Following this, year group teams will create a knowledge organiser and objective hive to ensure staff, children and parents are clear on the learning that will take place during a project. From this, year group teams will then S plan the journey through a project, building to the professional outcome.

Professional Outcome

For each project, class or year group teams will create a professional outcome which is shared in some way with experts from the community. It is expected that the children are involved in considering who they would like to involve (with teacher support) and deciding an appropriate outcome to present and the forum for doing so (with support and suggestions given by teaching teams). Examples could be creating a new exhibit for the library/museum, creating a book for publishing/release at the library at a book signing event, or a production at the local theatre. This external element is key in ensuring the quality of the outcomes created throughout the project.