

**SHREWSBURY
INTERNATIONAL
SCHOOL**

BANGKOK • RIVERSIDE

YEARS

3-6

PREP SCHOOL

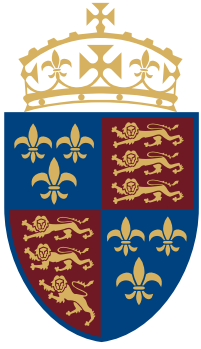
Key Stage 2 (Prep School)

**CURRICULUM GUIDE
2021-22**

Exceptional People

Outstanding Opportunities

Academic Excellence



SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • RIVERSIDE

MISSION STATEMENT

Intus si recte ne labora – if the heart is right, all will be well

Shrewsbury International School offers an inspirational English language education for carefully selected students, caring for them in an organisation committed to continuous improvement, and providing outstanding opportunities both in and out of the classroom. We recruit the finest teachers and staff, providing them with the resources to nurture outstanding students and exemplify the pioneering spirit and traditions of Shrewsbury School. From our Junior School students, enthusiastically developing their interests and passion for learning, to our exemplary Sixth Form leaders graduating to embark on careers at the world's leading universities, Shrewsbury International School is established around its innovative, ambitious, dynamic international community.

CONTENTS

MISSION STATEMENT	3
WELCOME FROM THE HEAD OF PREP	6
PREP SCHOOL LINES OF COMMUNICATION	7
A GUIDE TO THE NATIONAL CURRICULUM OF ENGLAND AND KEY STAGES	9
AN OVERVIEW OF THE KEY STAGE 2 CURRICULUM	10
TYPICAL TIMETABLE	11
HOME LEARNING	12
PASTORAL CARE AND WELL BEING	14
KEY STAGE 2 TIMELINE	15
CURRICULUM OVERVIEW	16
CURRICULUM INFORMATION	19
CURRICULUM INFORMATION - YEAR 3	20
CURRICULUM INFORMATION - YEAR 4	22
CURRICULUM INFORMATION - YEAR 5	24
CURRICULUM INFORMATION - YEAR 6	26
DESIGN TECHNOLOGY	28
DRAMA	28
COMPUTING	29
MODERN FOREIGN LANGUAGES (MFL)	30
MUSIC	31
PHYSICAL EDUCATION (PE)	32
THAI STUDIES	33
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	34
YOU-TIME EXTRA CURRICULAR ACTIVITIES	36
YEARS 3 TO 6 UNIFORM AND KIT	37
ACADEMIC CALENDAR 2021-2022	41
KEY CONTACTS	42

WELCOME FROM THE HEAD OF PREP

Dear Parents,

I would like to extend a warm welcome to you and your family from the team here at Shrewsbury International School Bangkok.

At Shrewsbury, we believe in developing the whole child, not just academically but also socially and emotionally through a creative approach and through providing a relevant and enriching curriculum; a happy, motivated and confident child is a successful one.

Shrewsbury International School is a vibrant, exciting and challenging place for children to learn and thrive. While respecting the language and culture of Thailand, all children develop English as the language of the classroom and the corridors.

High-quality learning blends academic rigour with the development of character and personal wellbeing. In the Junior School we have a 'Character Strength' each half term, which we focus our assemblies around, follow up discussions and classroom activities. These are used at home and at school to strengthen children's understanding of themselves and the wider world. As a result, our pupils are prepared not just for their senior school years, but for life.

We recognise that you know your children best and you are still the most important teachers in their lives. We can work together to ensure your child has rewarding and enriching experiences to develop a life-long love for learning.

At Shrewsbury we strive to promote and enrich positive relationships with our parents and the community. Our staff are committed to working as a team; you will find us to be open and approachable. Please do not hesitate to speak to myself or any members of the team who will be more than happy to help you further with any other questions.

I am looking forward to getting to know you and supporting your child on their exciting learning journey through Shrewsbury and beyond. My very best wishes for your child's every success and happiness.



Philip Stewart
Head of Junior

PREP SCHOOL LINES OF COMMUNICATION

Communication between school and home is a vital aspect of school life at Shrewsbury International School. To support this all children in the Prep school have a Communication Book where they can record Home Learning and messages between school and home can be written. Every morning the Class Teacher is available to meet and greet their class, and hand them back safely to parents and carers at the end of the day. This also acts as an ideal time for small messages to be passed between home and school.

Regular Parent in Partnership presentations are provided to all parents by Prep leaders and teachers. Tea and Topic events further enhance a wider form of communication, helping Parents to engage with the life of the school, and provide useful information on how they may support their own child's development and learning. Presentations, performances, topic days and assemblies are arranged to help communicate to parents about their child's learning and invite them to share in and celebrate their successes.

At the start of each academic year, a parent Class Representative is selected for each class. Their role will be to support the Class Teacher in arranging special events and helping to communicate information to all parents.

ELECTRONIC COMMUNICATIONS

Most formal information (including letters, consent forms etc.) is shared either via email, and/or is uploaded to Parent Portal <https://parents.shrewsbury.ac.th>. Each family has their own Parent Portal account which is accessed via secure login.

In the event of unexpected school closure, daily lessons and activities will be shared via our virtual learning platforms. For Prep School these include Seesaw, and Google Classroom.

KEY ACADEMIC STAFF

Mr Christopher Seal	Principal	principal@shrewsbury.ac.th
Mr Philip Stewart	Head of Junior	philip.s@shrewsbury.ac.th
Ms Debbie Brown	Assistant Principal	deborah.b@shrewsbury.ac.th
Mrs Siobhan O'Brien	Assistant Principal	siobhan.w@shrewsbury.ac.th
Mr Thomas O'Brien	Year 6 Team Leader	thomas.o@shrewsbury.ac.th
Mr Joseph Keane	Year 5 Team Leader	joseph.k@shrewsbury.ac.th
Mr Joel Cuthbertson	Year 4 Team Leader	joel.c@shrewsbury.ac.th
Ms Sarah Newman	Year 3 Team Leader	sarah.n@shrewsbury.ac.th
Mr Philip Pethybridge	Director of EAL	philip.p2@shrewsbury.ac.th
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A GUIDE TO THE NATIONAL CURRICULUM OF ENGLAND AND KEY STAGES

Shrewsbury International School follows the National Curriculum of England - adapted and developed to meet the needs of our talented, multi-lingual, international student body. The table below will help students and parents to understand the various Key Stages.

In Britain, education is compulsory for all children between the ages of 5 and 16 with clear provision made for students from 3 to 18. Children are placed in year groups based on their age on 31st August. Progress between Year Groups is usually automatic, although students may be out of their age group for exceptional reasons. Year Groups are clustered into Key Stages and a defined curriculum is produced for each Key Stage. Throughout each Key Stage there are ongoing assessments to monitor and track each child's academic progress.

At Shrewsbury International School, students study International General Certificate of Secondary Education (IGCSE) over the two years of Key Stage 4, from the age of 14. All students study a compulsory core of Literacy, Numeracy and Science plus a number of optional subjects. The IGCSE examinations are a formal assessment of a child's ability in each of the subjects they have studied. The route for students wishing to go to university is to continue into Key Stage 5, also known as Sixth Form, to follow two-year Advanced Level courses. GCSE and IGCSE are internationally recognised academic standards and used, alongside Advanced Levels, as part of the academic selection process for entry into the leading universities around the world.

AGE ON 31 AUGUST	YEAR	CURRICULUM STAGE [EXAMINATION COURSE]	SCHOOL [DIVISION]
3	EY1	Early Years Foundation Stage	Junior School [Pre-Preparatory]
4	EY2		
5	Y1	Key Stage 1	
6	Y2		
7	Y3	Key Stage 2	Junior School [Preparatory]
8	Y4		
9	Y5		
10	Y6		
11	Y7	Key Stage 3	Senior School
12	Y8		
13	Y9		
14	Y10	Key Stage 4 [IGCSE]	
15	Y11		
16	Y12	Key Stage 5 [Advanced Level]	Senior School [Sixth Form]
17	Y13		

AN OVERVIEW OF THE KEY STAGE 2 CURRICULUM

All students follow a broad, creative and balanced curriculum across Years 3, 4, 5 and 6. The curriculum follows the National Curriculum of England but is adapted for our multi-lingual, international context. The core curriculum is based on Maths, English and Science, taught by class teachers, who also teach the children Drama, Art and Humanities. Computing is taught by class teachers in Year 3 to 6 with the support of a specialist teacher. In Year 5 and 6 Drama is taught by a specialist teacher. Thai, Modern Foreign Languages, Physical Education, Design and Technology and Music are taught by specialist teachers throughout Key Stage 2. The majority of lessons are taught in mixed ability classes throughout the Key Stage.

SUBJECT	TEACHING GROUP	LESSONS PER 10-DAY CYCLE			
		YEAR 3	YEAR 4	YEAR 5	YEAR 6
English	Form	10	10	10	10
Maths	Form	10	10	10	10
Science	Form	2	2	2	2
Thai	Set	5	5	5	5
Modern Language	Set	2	2	3	3
Physical Education	Form	3	3	3	3
Swimming	Form	2	2	2	2
Learning for Life	Form	2	2	2	2
Art	Form	2	2	2	2
Design Technology	Form	2	2	2	2
Drama	Form	(**)	(**)	1	1
Topic	Form	5	5	5	5
Computing	Form	(***)	(**)	(***)	(***)
Music	Form	3	3	3	3
Reading	Form	8	8	8	8

(**) Drama is taught through Topic in Years 3 & 4 culminating in a whole year group production

(***) Computing taught through other subjects (Class teachers are advised by a Computing specialist.)

Library time and Assemblies also occur within the 10 day cycle.

TYPICAL TIMETABLE

From Year 3 onwards students follow a 10-day timetable. Days 1 and 6 fall on the Monday of alternate weeks, days 2 and 7 fall on Tuesdays, and so on.

The day starts with the children meeting their class teacher in the playground at 7.30am. After registration time they start their first lesson of the day. In the morning they have four lessons, each of 55 minutes, with a 25-minute break between the second and third lesson. After the lunch break the children meet for afternoon registration at 12.40pm and then have two more lessons.

The children are taken down to the playground at 2.40pm, to be met by parents or carers. Any children not collected after 2.50pm will go to supervision. Those children who have a You-Time or an Excellence activity have a snack in the dining hall before the start of You-Time (session 1) at 3pm.

Day	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	YOU-TIME
1	Assembly/ Reading	Maths	Music	PE	DT	English	
2	Thai	MFL	English	Maths	Music	Reading	
3	Assembly/ L4L	Swim	Maths	Topic	English	Reading	
4	Registration Topic	Maths	Break Science	Drama	Registration Lunch Art	English	
5	English	Topic	Music	Maths	English	Reading	
6	Assembly/ Reading	Topic	Maths	Thai/MFL	DT	MFL	
7	English	Thai	Science	Maths	Topic	Reading	
8	Assembly/ Reading	Maths	Science	Topic	Thai	English	
9	English	Swim	Thai	Maths	Art	Reading	
10	Topic	Maths	PE	English	Thai	L4L	

Subject Key

DT: Design Technology
 PE: Physical Education
 MFL: Modern Foreign Languages
 L4L: Learning for Life

HOME LEARNING

The academic programme at school is supported by carefully chosen Home Learning assignments. These tasks may come in a variety of forms that reinforce, extend and consolidate work that stretches students' understanding further. Home Learning also includes preparation for a new topic and structured daily reading and spelling.

Students are given a timetable that indicates when Home Learning tasks are set and to be handed in for each of the subject areas. They are increasingly expected to use their Communication Book to independently record and plan carefully to ensure that all tasks are completed to the best of their ability and to time.

As a guide students should expect to complete between two and two and a half hours per week of Home Learning. As well as this all students are expected to read in English every day. All children are given weekly spelling tasks and will be expected to read and fill in their Reading journal daily.

HOMEWORK GRIDS

Students are given 'homework grids' at the start of each new topic. Generally they are asked to complete one task per week. The tasks range from art and crafts to science to family-oriented homework to ICT. The range of choices allow students to choose activities that they are interested in and enjoy, and develop this enjoyment further whilst learning about their new topic.



EXAMPLE HOMEWORK GRID

<p style="text-align: center;">MATHS</p>	<p style="text-align: center;">WRITING</p>	<p style="text-align: center;">HEALTH & WELLBEING</p>
<ul style="list-style-type: none"> • Can you make your own fraction wall using coloured strips of paper or online using 'shapes'? • Bake a cake or make a pizza. When you cut it up and share it, what fractions are you cutting it into? Take a photo to record 	<ul style="list-style-type: none"> • FOBISIA Short Story Competition 'Home' - refer to Firefly for more details • Can you write an explanation text explaining how a particular natural disaster occurs. What happens when a volcano erupts, for example? • 'Speed of Sound' - research world records for things that move at, or faster than the speed of sound. Can you make a 'record breakers' fact sheet? 	<ul style="list-style-type: none"> • Choreograph a dance to represent different natural disasters • Speak to a member of your family about the 2004 Indian Ocean earthquake and Tsunami. Interview them to find out about their memories and experiences • Keep a diary of your sleep, exercise, diet or screen time over a week. Show your Self-Awareness by making a suggestion for improvement
<p style="text-align: center;">EXPRESSIVE ARTS</p>		<p style="text-align: center;">READING</p> <ul style="list-style-type: none"> • Read the poem called 'The Sound Collector' by Roger McGough. Can you write your own version of the poem based on the sounds you hear at school, at home or around Bangkok. You could even record yourself performing it • Research the 10 deadliest natural disasters of all time and create a fact sheet, quiz or Top Trumps cards
<p style="text-align: center;">COLLABORATE</p>	<p style="text-align: center;">TOPIC</p>	<p style="text-align: center;">GET OUTSIDE</p>
<ul style="list-style-type: none"> • Make a tin can phone. Use it to chat to your friends or family and send secret messages • Research a particular natural disaster - present it in any way you like! Make it fun and engaging • Write a song or rap about natural disasters. Can you record yourself performing it or perform it to the class? 	<ul style="list-style-type: none"> • Play the online game: http://www.stopdisastersgame.org/stop_disasters/ Can you manage to stop the natural disasters occurring?! • Can you learn 'Morse Code'? Write a secret message to your teacher using Morse Code • Can you make a timeline of your life? Use pictures to put exciting or memorable events in order 	<ul style="list-style-type: none"> • Practice using money. Go shopping with a family member. Help to pay for the shopping. Can you work out how much change you will get? • Build a shelter to protect yourself from a natural disaster or make a model of a shelter for a natural disaster

PASTORAL CARE AND WELL BEING

Shrewsbury International School is a warm, friendly and caring school that welcomes children from all cultures, backgrounds and experiences. It is important to us that we maintain an ethos where each child can be happy, secure, valued and fulfilled and their individuality is recognised and respected. The social and emotional well being of every child is a priority for all our staff.

In our Learning for Life programmes we cover issues such as personal wellbeing, health and relationships and comparative religions.

Each half term we have a 'Character Strength' which underpins assemblies, discussions and work in class. Linked to this we have a strong 'student voice' in the school – children have responsibilities which they are proud of such as becoming Heads of School, Music Captains, Sports Captains, House Captains, School Council representatives, Library Monitors and Play Leaders. Children know they can make a difference to our school community and the wider world.

We celebrate the success of all learners through daily positive feedback in lessons, recognition in regular 'Celebration Assemblies', feedback in Communication Books to parents, special certificates and events throughout the year. Outstanding achievement is recognised formally through our annual Speech Day and Prize Giving Ceremony.

We provide our children with many opportunities to perform, present and listen in a variety of situations. They are encouraged to participate in assemblies, class performances and whole school events to share their achievements and talents whilst developing and strengthening their confidence and self belief.

The House System at Shrewsbury helps to enhance the sense of community within the school. All children from Year 1 to Year 13 are members of a House which are named after 6 Nobel Peace Prize Winners. The many House events unite children from different classes, ages, cultures and friendship groups to work together. They build vital teamwork skills, pride in themselves and respect for their peers.

Our children actively support organised charity work, through annual events such as 'Fundraising week', 'Peace Day' or annual 'Fun Run', as well as responding to natural disaster relief programmes such as the flooding in Thailand and earthquake in Nepal. The school supports charities locally, nationally and internationally. This enables our children to be proactive, to empathise and to understand the difficulties of others and realise that collectively we can help to support and rebuild communities.

We have an excellent team of Learning Mentors who help all new children to settle into the school. They also support any child who may require help to build their confidence, friendships and emotional well being. This is complimented by a Listening team comprising trained members of staff from across the school who are always available should a child wish to talk to an adult in confidence.

In Year 6, there is a strong focus on preparing the children for transition from Junior School into Senior School. The Junior School staff work closely with Senior School colleagues in planning and teaching transition units of work in all subjects. The children are introduced to their new teachers and surroundings during several visits to the Senior School and work on further developing their independence and organisational skills.

KEY STAGE 2 TIMELINE

The following timeline is indicative and subject to change in particular the residential trips for Y4 Suan Sampran

YEAR 3	TERM 1	SEPTEMBER	Meet the Teacher
		OCTOBER	Parent Teacher Conference
		DECEMBER	Full Report
	TERM 2	FEBRUARY	Parent Teacher Conference Year 3 Performance
	TERM 3	JUNE	End of Year Reports
YEAR 4	TERM 1	SEPTEMBER	Meet the Teacher
		OCTOBER	Parent Teacher Conference
		DECEMBER	Full Report
	TERM 2	FEBRUARY	Parent Teacher Conference
	TERM 3	JUNE	Y4 Residential Trip - Suan Sampran (TBC) End of Year Report Year 4 Performance
YEAR 5	TERM 1	SEPTEMBER	Meet the Teacher
		OCTOBER	Parent Teacher Conference
		NOVEMBER	
		DECEMBER	Full Report
	TERM 2	FEBRUARY	Parent Teacher Conference
	TERM 3	MAY	Balloon Debate
		JUNE	Residential trip - Khao Yai National Park (TBC) End of Year Report
YEAR 6	TERM 1	SEPTEMBER	Meet the Teacher
		OCTOBER	Parent Teacher Conference
		DECEMBER	Full Report
	TERM 2	FEBRUARY	Parent Teacher Conference
	TERM 3	MAY	Fairbairn Exhibition
		JUNE	Residential Trip - Kanchanaburi (TBC) End of Year Report Graduation Assembly

The location and timing of residential trips are to be confirmed

CURRICULUM OVERVIEW

Shrewsbury International School has adopted the best aspects of the English National Curriculum, adapted and developed this further to meet the needs of our talented, multi-lingual, international students. The children in Years 3, 4, 5 and 6 are taught Literacy, Maths, Science, Humanities, Computing, Art and Learning for Life by their class teacher. An integrated learning approach is followed, with key objectives and skills taught through a range of challenging, innovative and creative topics that change every half term.

The topics are developed so they are meaningful and purposeful, they may be centered on a novel, the environment, an animated film, a period in history, or be science based. A topic based approach allows learning to be put into real-life contexts, with a deeper understanding gained and greater connections made.

ENGLISH

Reading forms an integral and critical part of the eNGLISH curriculum. The Power of Reading is a teaching strategy that is used throughout the Junior School to raise attainment and engagement in reading and writing for all. Students are encouraged to experience different genres and text types and to read for pleasure. Guided Reading takes place every day, where the children and teachers are given the opportunity to work in small focused groups, developing a particular reading skill. We encourage the children to see reading as a thinking process and provide opportunities for them to analyse, discuss and develop their own opinion about a text.

Talk for Writing is a teaching strategy used throughout the Junior School to help accelerate the acquisition of spoken and written literacy. In this method, the children are introduced to text type, both fiction and non-fiction, and exposed to a range of different examples which they read and analyse. This gives them an opportunity to familiarise themselves with the language and structure of a particular genre, whilst beginning to recognise common language features. The children then learn to recite texts, enabling them to fully internalise the vocabulary and language features within. The children then work with the text, changing different elements, to begin to make it their own. Finally they are provided with creative opportunities to use their new knowledge on their own independent composition.

MATHS

Our mathematics curriculum has been designed to emulate some of the best pedagogy from around the world. The curriculum in Early Years, Key Stage 1 and Key Stage 2 is designed to allow children to become increasingly secure in their number facts, and to progress to their Senior School education able to communicate mathematically and to solve challenging everyday problems.

Every maths lesson is planned to incorporate activities that challenge children and that help to develop their skills in three key areas; mathematical fluency, reasoning and problem-solving. Mastering these skills helps children to become confident mathematicians, and in turn, enhances their understanding of the world around them and their learning in other subjects, especially the sciences.

Our mastery approach to teaching Maths encourages discussion, collaborative paired work and 'hands-on' learning. We use pictorial representations and highly visual resources to help explain mathematical concepts, and help children to "see" and understand the patterns and structures that underlie them. To assist this, Teachers are equipped with a range of tactical, hands-on resources including Dienes blocks, bead strings and Numicon.

We follow the Numeracy programme outlined in the 2014 National Curriculum of England, which aims to ensure that all students:

- Become fluent in the fundamentals of Numeracy, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their Mathematics to a variety of routine and non routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

USEFUL WEBSITES

Here are some useful websites you may like to look at with your child:
(Some may require sign up or subscription to receive full functionality)

www.bbc.co.uk/bitesize/

<http://mrnussbaum.com/>

<https://www.khanacademy.org/>

<https://www.trockstars.com/>

SCIENCE

Students learn about a wide range of living things, materials and phenomena. Students are encouraged to go beyond a simple description and explain what they experience using simple scientific models and theories. Students are also taught to begin to appreciate and evaluate the impact that science has on our lives. In their practical work students develop a more systematic approach to investigating problems and learn to use a wide range of scientific conventions to communicate their ideas.



TOPIC

The learning of history and geography forms a central part of every topic. Children are encouraged to undertake independent research, develop their analytical skills and become more aware of the world around them. Day trips are arranged to support the theme, with residential visits for Years 4, 5 and 6.

ART

The children gain experience of using different media, such as sculpture, printing and painting. All children develop their creativity and ideas through sketchbooks they keep from Year 3 to Year 6. Many lessons are taught in our specialist Art room.

LEARNING FOR LIFE (PERSONAL, SOCIAL AND HEALTH EDUCATION)

Every half term we have a 'Character Strength' which is shared in Assembly and then discussed and followed up with work in the class. Character Strengths include: Respect, Imagination, Self Awareness, Resilience, Courage and Collaboration. In addition teachers continually support the children in their social and emotional development through the Learning for Life programme. Some aspects of world religions are studied through themes.

CURRICULUM INFORMATION

CURRICULUM INFORMATION - YEAR 3

In Year 3, the children follow the English National Curriculum through six half termly topics. The class teacher teaches all subjects (apart from specialist lessons Thai, Modern Foreign Language, PE, Swimming, Design Technology and Music) in a cross curricular, innovative and creative manner covering all the age appropriate key skills.

YEAR 3 TOPICS

- Inspiring Inventors
- Super South America
- Roaming Romans
- Endangered Animals
- Show Stoppers!
- Ancient City Adventure



YEAR 3 SAMPLE TOPIC-BASED CURRICULUM FOR ENDANGERED ANIMALS

Are you aware that, on average, 5,000 species of animals become extinct each year? Together we locate different species around the world who are losing their homes and whose body parts are being used as fashion accessories. Can we do more to help? Let's investigate and help save their lives...

SUBJECT	ACTIVITIES COVERED
ENGLISH	<ul style="list-style-type: none"> ■ Exploring through reading, writing and drama the impact that poaching and hunting has on animals ■ Research and write non-chronological reports about endangered animals and different conservation projects in Asia ■ Use information paragraphs to give details of an endangered animal in Asia ■ Invent our own endangered animal to write a report on ■ Use storytelling techniques to tell stories about endangered animals and write our own story based on our invented endangered animal
SCIENCE	<ul style="list-style-type: none"> ■ Create food webs and food chains for different species ■ Identify habitats and their features ■ Consider why different animals are suited to different environments
HUMANITIES	<ul style="list-style-type: none"> ■ Use atlases to locate where endangered animals live ■ Use drama to consider different points of view about endangered animals and conservation issues ■ Consider how humans impact on different habitats ■ Linkage to UN sustainable development goal, "Life on Land"
ART	<ul style="list-style-type: none"> ■ Create animal prints or prints of animals ■ Make an animal template and print onto bag or t-shirt ■ Learn to draw the outline of different endangered animals ■ Make stencils of endangered animals

CURRICULUM INFORMATION - YEAR 4

In Year 4, the children follow the English National Curriculum through six half termly topics. The class teacher teaches all subjects (apart from specialist lessons Thai, Modern Foreign Language, PE, Swimming, Design Technology and Music). in a cross curricular, innovative and creative manner covering all the age appropriate key skills. To enhance the children's learning, understanding and enjoyment of the curriculum, day trips and residential trips are integrated into the curriculum.

Shrewsbury's "Bring Your Own Device" scheme (BYOD) begins in Year 4, providing a focus on digital citizenship and how to stay safe in the online world. Information sessions for parents help to support safe and appropriate use of technology in the home environment.

YEAR 4 TOPICS

- Raiders, Invaders, Traders
- Magic and Mystery
- Amazing Asia
- Show Time (focusing on the Year Group production)
- Natural Disasters
- Bright Sparks - The Iron Man or Iron Giants



YEAR 4 SAMPLE TOPIC BASED CURRICULUM - AMAZING ASIA

As we immerse ourselves into this magical topic, our senses will be filled with the sights, sounds and smells of amazing Asia. We will decorate our classrooms and ourselves with beautiful rangoli patterns, become artists as we design and create batik masterpieces and we will have a true taste of Asia when we visit a Gurdwara!

SUBJECT	ACTIVITIES COVERED
ENGLISH	<ul style="list-style-type: none"> Reading, writing and exploring through drama a range of traditional tales set in Asua Researching using a wide range of sources children will become experts in their chosen field. They will then create an interactive information text on this topic
MATHS	<ul style="list-style-type: none"> Position and Direction: Using maps of Asia children will learn to use directional language to describe position of key locations in Japan, China, Thailand or India Problem solving with money: Working with Thai Baht as well as Pound Sterling for a truly global understanding
SCIENCE	<ul style="list-style-type: none"> Studying living things and their habitats children will learn about the vast range of wildlife found across Asia Using investigative skills to learn how animals and humans adapt to their environment
HUMANITIES	<ul style="list-style-type: none"> Using map work skills to describe Asia in terms of economic development, climate, terrain, towns, cities, and rivers
ART	<ul style="list-style-type: none"> Designing and creating Rangoli Patterns Using Batik onto textiles to produce an Indian decoration

CURRICULUM INFORMATION - YEAR 5

The focus of our varied and challenging curriculum is to encourage the children to become more independent, creative and motivated learners. To enhance the children's learning, understanding and enjoyment of the curriculum, day trips and residential trips are fully integrated into the curriculum. Recent Year 5s have experienced their residential trip to Khao Yai where the children visited the National Park and explored all it has to offer.

The class teacher teaches all core subjects apart from the following specialist lessons - Thai, Modern Foreign Language, PE, Swimming, Design Technology and Music. These lessons are taught by specialist teachers.

YEAR 5 TOPICS:

- Bangkok and Khao Yai
- Space
- Ancient Greece
- Journey to Jo'burg
- Charity



YEAR 5 SAMPLE TOPIC BASED CURRICULUM – ANCIENT GREEKS

Turn back the sundials and experience the world of Greek myths and legends. Delve into the fascinating history of Ancient Greece through tales, drama and archaeology and develop your understanding of the unique legacy of this civilisation...how the Greeks have shaped the modern world.

SUBJECT	ACTIVITIES COVERED
ENGLISH	<ul style="list-style-type: none"> ■ Learn about the structure of myths through drama and role-play. Create a hero, setting and mythical beast to be woven into an historical narrative ■ Write a recount from the perspective of an Athenian or Spartan, demonstrating an understanding of the differences and similarities of these two renowned city-states
MATHS	<ul style="list-style-type: none"> ■ Statistics, including averages and graphs, using mythical beast and Archimedes' eureka moment ■ Addition, subtraction, multiplication and division with a final outcome of a Greek Puzzle book ■ Number and place value
SCIENCE	<ul style="list-style-type: none"> ■ Find out if you can really move the Earth with a long enough lever, as proposed by Archimedes ■ Help Hermes choose some new shoes based on friction investigations ■ Experiment with air resistance...how can we slow down an olympic athlete?
HUMANITIES	<ul style="list-style-type: none"> ■ Unearth the mysteries of the past with an archeological dig ■ Research aspects of Ancient Greek life such as warfare, Gods, beasts, government and city-states ■ Locate and map a range of Ancient Greek sites
ART	<ul style="list-style-type: none"> ■ Study the patterns and images used on Ancient Greek Pottery ■ Design a vase using this knowledge and depict a scene based around myth writing ■ Create the 3D base using clay before painting and evaluating the outcome and learning

CURRICULUM INFORMATION - YEAR 6

Year 6 is the final year of Primary education before the children move to Senior School. The focus of our varied and challenging curriculum is to encourage the children to become more independent, creative and motivated learners. In Year 6, students have the opportunity to take on positions of responsibility as House Captains, Sports Captains, Music Captains, and Heads of School. They can also mentor younger children by working as Play Leaders and Reading Ambassadors.

To enhance the children's learning, understanding and enjoyment of the curriculum, day trips and residential trips are integrated into the curriculum. The residential trip sees the children travelling to Kanchanaburi to visit museums, cemeteries and the Thai-Burma railway, to learn about the circumstances local labourers and prisoners of war found themselves in and how they built the railway. We also focus on team building skills in readiness for the children's transition to Senior School.

Our final Year 6 topic is Transition, which is delivered in partnership with the teams in the Senior School to ensure that our students are fully prepared for (and excited about) their move to Senior School at the start of Year 7.

The class teacher teaches all core subjects apart from the following specialist lessons - Thai, Modern Foreign Language, PE, Swimming, Design Technology and Music. These lessons are taught by specialist teachers.

YEAR 6 TOPICS

- World War 2 - (2 x half terms. Asian perspective and European perspective)
- Explorers
- Shakespeare and the Performing Arts
- Film-Making
- Moving Up (Transition)



YEAR 6 SAMPLE TOPIC BASED CURRICULUM - WORLD WAR 2

What are World Wars and how do they start? Why did WW2 change the face of history?

Using primary and secondary sources, our residential to Kanchanaburi and hands on experiences the students will gain an understanding of how this world event affected children around the globe.

SUBJECT	ACTIVITIES COVERED
ENGLISH	<ul style="list-style-type: none"> ■ The Blitz: Non chronological reports and poetry (using a range of poetic techniques.) ■ The Blitz experience emotive poems ■ Close study of 'Rose Blance', Anne Frank and flashback stories ■ Newspaper reports and digital media based on the Year 6 residential
MATHS	<ul style="list-style-type: none"> ■ Ratio, proportion, weights and measures based on rationing ■ Data handling - countryside and city locations of evacuees ■ Area and perimeter of Anne Frank's house
SCIENCE	<ul style="list-style-type: none"> ■ How we see - investigations linked to the Black out, to time spent in an air raid shelter and how our eyes adjust ■ Cook using rationed ingredients
HUMANITIES	<ul style="list-style-type: none"> ■ Causes and key events of World War 2, The Blitz Experience and life as an Evacuee ■ Comparison of events in Europe and Asia ■ Consider the role of women during the war and how this has changed since
ART	<ul style="list-style-type: none"> ■ Learn how to draw the human figure ■ Study of the work of artists who draw the human figure, including Giacometti and Jack Chalker ■ Detailed sketches of people, paying attention to proportion, positions, angles and perspectives. ■ Produce drawing in the style of Jack Chalker, prisoner of war in Kanchanaburi

DESIGN TECHNOLOGY

The DT curriculum is designed around the topics the children are studying and encourages them to use their imaginations when designing a wide assortment of objects, ranging from a tasty snack to a cuddly cushion. A variety of practical skills are taught using different tools, materials and equipment. They work with food, textiles, wood, plastic, card and paper.

The children develop both their creative and problem solving skills as well as being able to work independently. Evaluating their own work and the work of others is also an integral part of the DT curriculum.



DRAMA

Pupils use Drama in many different subjects to enhance their learning. It is a valuable tool which allows pupils to experience and visualise alternative situations and bring their learning to life.

In Years 3 and 4, pupils will mostly use Drama within other subject lessons such as Literacy and topic work. Role play areas are used to enhance children's understanding. Children in Years 3 and 4 puts on a fantastic show of singing, dancing, and drama. These shows build on pupils performance skills and are the focus of their learning.



In Years 5 and 6, the students are taught by specialist Drama teachers. Drama skills develop the children's ability to act in role, with a focus on voice, physicality and gestures. It also enhances their personal confidence and ability to perform to an audience. Group work skills are also incorporated into many of the activities.

COMPUTING

Children in Years 3 to 6 are taught Computing by their class teacher supported by a specialist Digital Literacy Teacher. We integrate Computing into every subject of our topic based curriculum by utilising the latest hardware and software programmes to make the children's learning both inspiring and relevant.

The use of iPads as a learning tool and the creative use of other digital technologies allow the children to collaborate on projects, explore multimedia through the use of animation, picture editing, video editing and digital storytelling. For example, Year 4 make their own documentaries, utilising technology such as Green Screens and Animation Software.

Learning using technology is firmly embedded in the curriculum. Taking advantage of the portability of tablet devices, the children bring their own iPads to school in Years 4, 5 and 6. This enables them to access and continue their work both in school and at home. They develop the key skills of locating, organising, understanding, evaluating and analysing information through the use of digital technology and are able to show their learning in a variety of creative ways.

Through their activities, students will learn to plan and evaluate their projects, and reflect on how they can meet the targets that have been set. They will be encouraged to collaborate in projects and share information, as well as draw on their learning experiences from their class topics.



MODERN FOREIGN LANGUAGES (MFL)

The four languages on offer at Shrewsbury International School are Mandarin Chinese, French, Japanese and Spanish. Students choose one language from this list at the start of Year 3 and normally study this language throughout Key Stage 2.

Languages are part of the cultural richness of all societies and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfillment. The ability to communicate in another language is a lifelong skill through which students will learn to appreciate different countries, cultures, communities and people.

Students will develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence. They will develop their communication skills and will explore the structures of language which will lay the foundations for future study of other languages. This will also support the development of literacy skills in the students' own language.



MUSIC

The aims of the music curriculum are to foster an enjoyment of music through a balance of composing, performing and appraising activities. Learning about and singing a variety of songs from around the world will help to develop their understanding and social skills.

The children learn to play instruments (keyboards, tuned and untuned percussion, as well as any instruments they may be learning to play privately) and sing with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise and develop their own musical compositions, in response to a variety of different stimuli; with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

We approach music learning from a thematic basis; ensuring that the children's learning is linked to their Year Group-wide creative curriculum. For example, Year 5 pupils will explore the concept of 'timbre' through a wide-ranging study of Greek, Thai and Western music. This links with their learning with their class teacher and with other specialist teachers. This thematic approach applies throughout the Prep School.

Pupils have many opportunities to perform as a group and as individuals; to their own class and to a wider school audience through assemblies and recitals.



PHYSICAL EDUCATION (PE)

Children are given the opportunity to experience a range of sports and activities.

These fall within the following areas:

- Outwitting an opponent (Games)
- Performing at maximum levels (Athletics)
- Accurate replication of movement (Gymnastics)
- Swimming and personal survival

The children are taught in 6 mixed gender ability sets. The students receive 5 sessions over the 10 Day cycle: 3 PE and games lessons, and 2 swimming.

Within PE and games sessions, students develop not only their practical skills but also other concepts that are important in developing an all-round physically educated student. These key concepts are:

- Making and Applying Decisions
- Evaluating and Improving Performance
- Developing an understanding about the importance of leading an active and healthy lifestyle during school and beyond into adult life.

The children receive two swimming lessons per 10 day cycle as part of the PE curriculum, children further develop the aquatic skills learnt in Key Stage 1 while learning to apply these into a range of aquatic activities including: Waterpolo; Synchronised Swimming; Aquathon (swim and run); Personal Survival; Lifesaving; Competitive swimming; Swimming for health and fitness; Aquatic Fitness



THAI STUDIES

To meet the requirements of Thai Ministry of Education, Thai Studies is a compulsory subject for both Thai and foreign students at all international schools in Thailand. The goal of the Thai National Curriculum is to produce students who achieve academically, are attuned to Thai customs and social etiquette, and happy in their learning.

OBJECTIVES FOR THAI STUDENTS

- To develop the use of language in listening, speaking, reading and writing accurately and effectively showing full comprehension
- To read Thai literature, stories, poetry, proverbs, folktales and idioms for a variety of purposes with understanding and enjoyment
- To learn moral and social responsibility through historical and cultural activities such as Wai Kru, Loy Krathong, King's Birthday and Songkran
- To acknowledge and take pride in Thai culture, society and local wisdom



OBJECTIVES FOR NON-THAI STUDENTS

- Developing every day usage of Thai, with focus on the four language skills: listening, speaking, reading and writing
- To understand and respond to simple daily language appropriately
- To develop the ability to read and write simple Thai words and sentences
- To express appreciation and show respect of the unique and diverse culture and ways of life in Thailand
- To share and exchange different cultures, festivals and celebrations
- To understand the role of monarchy and Royal Family and their contribution throughout Thai history

Both Thai and Non-Thai students have opportunities to enjoy traditional Thai culture through special days and occasions, such as Wai Kru Day, Loy Krathong Festival, King's Birthday, Makhabhucha Day, Visakhabhucha Day, Songkran Festival, and Coronation Day.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

At Shrewsbury International School we consider all our students to be English language learners. We understand that language acquisition is an ongoing and integral part of learning across a broad and rich curriculum. This is just as true for children who speak English at home as for those who do not.

As a vibrant international school that welcomes children from all over the world, we acknowledge that our students join us with differing levels of proficiency in English, and that it is the responsibility of every teacher to help students to develop and improve their English language skills.

Regardless of the subject they are teaching, teachers plan and deliver lessons that include a focus on and planning for the promotion of English language acquisition. As a community of language learners that recognises how the speaking of English brings our international community together, we place high importance on cooperative learning among students; throughout the school day children are given ample opportunity to use English during discussion, problem solving and hands-on activities. As well as improving the sense of community, this approach provides authentic contexts in which to develop language, the kinds of context that we know work best for developing English.

SUPPORT FOR CHILDREN NEW TO ENGLISH

Our team of English language specialists works closely with mainstream teachers to provide targeted support and specially adapted activities for children new to English. This support is always in the context of what is being taught in the classroom so that children build their skills in English at the same time as building their skills in other subjects.

Following assessment on application to the school, or on referral from class teachers, we may decide that a child will benefit from joining our English Plus programme. Once in the programme their progress is regularly monitored and assessed until we are confident that they have reached a point where they can cope independently in the classroom.

ENGLISH PLUS LESSONS

As well as receiving in-class support, children can attend English Plus lessons. In English Plus lessons children preview, consolidate and review vocabulary, language forms and curriculum content from their mainstream lessons, and develop their English language skills via a variety of other activities. In this way they are better prepared to use “everyday English”, and to access and understand the content of curriculum subjects.

LANGUAGE AT HOME

It is important to remember that development in English is supported by development in a child's mother tongue. Children who are strong in their first language stand a better chance of being strong in additional languages too.

Parents can help their children by talking in their first language with them about their day and what they have learnt about at school. Parents can also be fabulous role models in using English where necessary. This is not to suggest that parents should enforce English at home but that when a situation calls for English – such as at school, when meeting English-speaking friends, or when on holiday in an English-speaking country – parents' use of English shows their children what a valuable tool speaking English can be.

While maintaining competency in the mother tongue is crucial, it can be beneficial to promote English language learning during long breaks from school, such as during the summer holidays, by encouraging your children to read English books, play with other English-speaking children, or join clubs and activities that are run in English.



YOU-TIME EXTRA CURRICULAR ACTIVITIES

Shrewsbury's extensive co-curricular programme is designed to allow students to explore their interests and to develop skills outside of the classroom. These opportunities can help contextualise and to reinforce learning in the classroom, and further develop communication, collaboration and leadership skills. They also help to bring balance to a student's school experience, serving to enhance their wellbeing and in doing so, benefiting their academic performance. At Shrewsbury we see the co-curriculum as complementary to academic studies and an essential part of daily life.

Shrewsbury's co-curricular programme is divided into three main streams:

1. YOU-TIME ACTIVITIES:

These activities are for students from Year 1 to Year 13. Different activities are offered for different year groups. Access to different types of activities throughout the year allows students to explore different interests and make new friends outside of class. The wide ranging and stimulating programme affords all students an opportunity to explore new interests, develop passions and fulfill potential.

2. ADDITIONAL ACTIVITIES:

These activities are for students from Year 1 to 13 and are operated by external agencies and providers. These are paid activities and parents will be charged and invoiced for their child's participation in additional activities during the term.

3. EXCELLENCE PROGRAMME ACTIVITIES:

Our Excellence Programmes aim to support students in a range of areas, including Music, Drama and Sport, to help them to pursue excellence and to reach their full potential. Excellence activities usually involve trial, audition or invitation to attend.

THE ACTIVITIES BLOCKS

There are four consecutive activity blocks that run throughout the academic year, and which reflect the school's competitive sporting seasons.

Each block lasts around 8-10 weeks. Students can choose new activities for each activity block, giving them an opportunity to try new activities on a regular basis. Many activities, such as the school orchestra, choirs or golf team, continue all year round.

YEARS 3 TO 6 UNIFORM AND KIT

The school uniform has been designed so that your child can dress with ease and independently, and be comfortable during activities. The school shop stocks many of the required items, which can be ordered online at <https://shop.shrewsbury.ac.th/>

PLEASE NOTE :

- ALL items should be clearly marked with the students' name. Name tapes stiched into inside of clothing items are advised. Should you wish to mark names on the outside of branded clothing, this must be embroidered directly below the logo, and no wider than the width of the logo.
- Any individual requests to wear items other than those listed must be authorised by the relevant Vice Principal.
- HAIRSTYLES: Hairstyles should avoid any excess of fashion or colour. In Early Years, long hair should be tied back.
- MAKE-UP: Where students choose to wear make-up, it must be discreet and avoid any excess of fashion or colour. No make up in EY please.
- JEWELLERY: Students may wear one plain stud in each earlobe only.

YEARS 3 TO 6		When used	Essential	Optional	Available in school shop
STANDARD UNIFORM					
Shrewsbury School Shirt, white		Daily	✓	–	✓
School Prep-School Shorts (Navy, Tailored) OR School Skirt (Green, tartan pattern) OR School Skorts (Green, tartan pattern)		Daily	✓	–	✓
School Tie (blue)	Award winners may wear other ties presented as awards by the School	Daily	✓	–	✓
Plain Black Leather Shoes	Sports trainers not permitted as part of normal uniform	Daily	✓	–	–
Socks: Grey ankle length socks (when worn with Shorts) or White ankle length socks (with Skirt / Skorts)	Plain	Daily	✓	–	✓
Shrewsbury Blazer	Used for formal occasions.	Formal Occasions	✓	–	✓

YEARS 3 TO 6		When used	Essential	Optional	Available in school shop
Shrewsbury Hat or Cap	Choice of styles available (cap with neck protection available in EY1-Y2 sizing, adjustable sports cap available in Prep sizes upwards). Required as per sun-smart policy. Team members may wear Shrewsbury sports team hats. Non-Shrewsbury hats may NOT be worn.	Daily	✓	–	✓
School Sweatshirt	Optional - for colder weather. Non-Shrewsbury sweatshirts or jumpers may NOT be worn.	Seasonal	–	✓	✓
PE AND SPORT					
White Shrewsbury Polo Shirt (with blue trim) worn with Blue Shrewsbury PE Shorts		On PE lesson days	✓	–	✓
Trainers	Must have non-marking soles and plain design - preferably white	On PE lesson days where specified	✓	–	–
Sport Specific Footwear	e.g. football boots, basketball shoes with good ankle protection - dependant on the PE programme for that year group	On PE lesson days where specified	✓	–	–
White Sports Socks	Plain	On PE lesson days	✓	–	–
Sports Team Kit / Personal Equipment	For team members/ club members - some sports have specific kit designs and equipment requirements. Team kits available from school shop.	On fixture / training days	✓	–	✓
HOUSE APPAREL					
House T-shirt	According to the student's allocated House	House events and other specified events	✓	–	✓
SWIMWEAR					
Swim hat		On days with swimming lesson	✓	–	✓
Blue Shrewsbury Swimsuit or Blue Shrewsbury Swimshorts	Non-Shrewsbury alternatives NOT permitted	On days with swimming lesson	✓	–	✓
Blue Shrewsbury Long Sleeve Swimscreen	Non-Shrewsbury alternatives NOT permitted	On days with swimming lesson	–	✓	✓
Waterproof shoes	Crocs / flip flops	On days with swimming lesson	✓	–	–

YEARS 3 TO 6		When used	Essential	Optional	Available in school shop
Goggles		On days with swimming lesson	–	✓	–
OTHER ACCESSORIES & EQUIPMENT					
Shrewsbury School Bag (choice of bags available)	Backpack (L or XL size recommended. Sports bag also an option as alternative or addition for sports). Non-Shrewsbury bags are not permitted.	Daily	✓	–	✓
Water Bottle	All students should bring a full, re-usable water bottle, marked with name to school every day. Bottles can be re-filled at the many water stations around school.	Daily	✓	–	–
ALSO REMEMBER TO BRING					
Student ID badge	Provided by school and needed access school site. A “yo-yo” style bag tag to attach the card to the student’s school bag is advised - Shrewsbury version available in shop, alternatives may be used	Daily	✓	–	–
Communication Book	Provided by school	Daily	✓	–	–
Reading Journal	Provided by school	Daily	✓	–	–
iPad and charger (Y4 upwards)	iPad (in protective case) required from Year 4 to Year 8. Laptop/ tablet with keyboard from Year 9. The school will advise on required apps.	Daily	✓	–	–
Earphones	For Modern Foreign Languages learning and quiet internet research	Daily	✓	–	–
Library Books (if due for return)	Library Books (if due for return)		✓	–	–
Text Books / course books (if needed for day’s lessons)	Provided by school		✓	–	–
Other stationery / materials requested by teachers for specific projects	All standard stationery is provided by school in Junior	As required	✓	–	–
Personal Equipment for Activities	Some activities require students to bring their own personal equipment e.g. music lessons, personal sports equipment	On days with fixture / training / rehearsal / personal coaching sessions	✓	–	–

PLEASE DO NOT BRING

Food or snacks	Some children have serious allergies to dairy, wheat or nuts. For the safety of these children we do not allow any food to be brought into school from home. On birthdays, please liaise with the class teacher if you would like to bring in a cake for your child. Please do not hand over food or eat snacks in the garden areas of the school.
Valuable items	All personal items brought to school are the student's own responsibility. It is therefore recommended that only the items listed above are brought to school
Medication	All medicines should be given straight to the Medical Centre. Please let inform the Medical Centre if your child has been prescribed any medication to take on a regular basis, or may need to take in case of an emergency. Please provide these details on the Medical Update form. Contact medicalcentre@shrewsbury.ac.th



ACADEMIC CALENDAR 2021-2022

Note: All dates listed below are provisional and subject to further announcement and change to public holidays that may be issued by government departments. For latest term dates please refer to our website <https://www.shrewsbury.ac.th/riverside/events-community/term-dates>

Term 1	Start of Term 1a	Monday 30 August 2021	7.30am
	School Closed: Memorial Day for the passing of the late King Bhumibol Adulyadej	Wednesday 13 October 2021	
	End of Term 1a (half term break starts)	Friday 22 October 2021	4.00pm
	School Closed: Chulalongkorn Memorial Day	Monday 25 October 2021	
	Start of Term 1b	Monday 1 November 2021	7.30am
	School Closed: H.M. the late King Bhumibol Adulyadej's Birthday	Monday 6 December 2021	
	End of Term 1b	Friday 17 December 2021	12.50pm
Term 2	Staff Training	Monday 10 January 2022	
	Start of Term 2a	Tuesday 11 January 2022	7.30am
	End of Term 2a (half term break starts)	Friday 18 February 2022	4.00pm
	Start of Term 2b	Monday 28 February 2022	7.30am
	End of Term 2b	Friday 8 April 2022	12.50pm
Term 3	Start of Term 3a	Monday 25 April 2022	7.30am
	End of Term 3a (half term break starts)	Wednesday 1 June 2022	4.00pm
	Start of Term 3b	Monday 6 June 2022	7.30am
	End of Term 3b	Friday 1 July 2022	12.50pm

KEY CONTACTS

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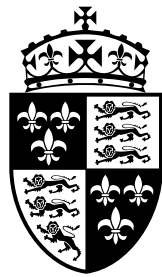
Website: www.shrewsbury.ac.th/riverside

ACADEMIC

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**SHREWSBURY
INTERNATIONAL
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BANGKOK • RIVERSIDE

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