

**SHREWSBURY
INTERNATIONAL
SCHOOL**

BANGKOK • RIVERSIDE

YEARS
3-6

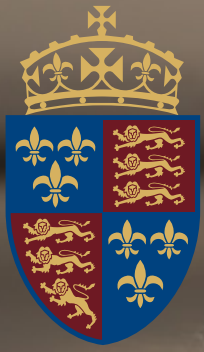
PREP
SCHOOL



Key Stage 2 **CURRICULUM GUIDE**

2023-24

Exceptional People
Outstanding Opportunities
Academic Excellence



SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • RIVERSIDE



A young girl with dark hair, wearing a yellow and white floral dress with a gold belt, is smiling and holding a tray of pink and white flowers. The background is a blurred outdoor setting with buildings and trees.

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

School Motto

MISSION

Inspiring Exceptional People

VALUES

The core commitment and aspiration of education at the schools of Shrewsbury International Asia is embodied in the following values:

OUTSTANDING OPPORTUNITIES

We offer a broad range of outstanding opportunities for each student to flourish, ensuring personal growth, purpose and high standards of achievement.

CARE AND COMPASSION

We nurture mutual respect, wellbeing, and care for all members of our community, who engage with the wider world as global citizens.

REFLECTION AND RENEWAL

We are committed to continuous evaluation, improvement and growth in advancing high quality education.



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Philip Stewart
Vice Principal,
Head of Junior

WELCOME FROM THE HEAD OF JUNIOR

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 to strengthen children's understanding of themselves and the wider world. They provide the focus for our assemblies, and are explored through follow up discussions and activities in the classroom and at home. 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 work together with parents to ensure your child has rewarding and enriching experiences that help 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

Vice Principal, Head of Junior

A GUIDE TO THE ENGLISH NATIONAL CURRICULUM

Shrewsbury International School follows the National Curriculum of England - adapted and developed to meet the needs of our talented, multi-lingual, international student body. If you are not familiar with it, the English Curriculum can be a little confusing and this Guide is designed to help students and parents understand the various Key Stages.

The table below outlines the way in which the school and the curriculum are divided.

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	
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		

In Britain, education is compulsory for all children between the ages of 5 and 18 although clear provision is made for students between the ages of 3 to 5. Children are placed in Year Groups based on their age on 31st August of each academic year. Year Groups are based upon chronological age and 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 clear assessments to monitor and track each child's academic progress.

Students study GCSE and IGCSE subjects over the two years of Key Stage 4, from the age of 14. All students study a compulsory core of English, Mathematics and Science plus a number of optional subjects. Students normally take 9 or 10 IGCSE courses. The IGCSE examinations are a formal assessment of a child's ability in each of the subjects they have studied. Those who wish to go to university will continue into Year 12 and Year 13 (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 top universities around the world.

CALENDAR & TIMETABLE

OUR SCHOOL YEAR

Our academic year is divided into three sessions (“school terms”), similar in both timing and duration to schools in the UK. Our latest published term dates are listed on our website.

Whilst there may be slight variations every year, the school year normally runs from end of August to end June / beginning of July, with the 3 school terms broadly as follows:

Term 1: Mid / End August to Mid December (including a 1 week half term break followed by a 3 week term break)

Term 2: Early January to Early April (including a 1 week half term break followed by a 2 week term break)

Term 3: Late April to End June / Early July (including a 2 or 3 day half term break and followed by a 7-8 week end of year break)

TYPICAL TIMETABLE

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 7.25am. 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

OUR LEARNING ENVIRONMENT

Fully re-modeled for the 2023-24 academic year, the Prep School building is where Years 3-6 spend the majority of their time. Teaching spaces are designed for flexibility and to accommodate a range of learning styles, reflecting increased maturity and independence as students begin to look forward to life in Senior School.

Whilst most subject lessons will be taught in their home classrooms, students will learn some subjects in Senior School faculty spaces; languages, music, PE, swimming, and sport. From Year 5, students learn science in the Senior School's science laboratories, and in Year 6, Art, Design Technology, and Drama are taught in the Senior School faculties by their respective subject teachers.

KEY STAGE 2 OVERVIEW

Years 3 to 6 delivers a bespoke and progressive curriculum for children aged 7-11 years based on the English National Curriculum's Key Stage 2, and inspired by leading and current philosophy and pedagogy from around the world.

At Shrewsbury, our Key Stage 2 provision is divided as follows:

- Year 3: for children aged 7 years before 1st September
- Year 4: for children aged 8 years before 1st September
- Year 5: for children aged 9 years before 1st September
- Year 6: for children aged 10 years before 1st September

In Year 3 we have 5 classes. In Years 4 to 6 we have 6 classes per year group. Each class has a target maximum size of 24 students, and is staffed by a highly qualified international teacher, and a fully trained and highly-skilled Assistant (TA).

We ensure a caring, nurturing and collaborative learning experience for all children within a safe, purpose-built environment that is flexible and responsive to the interest and needs of the children.

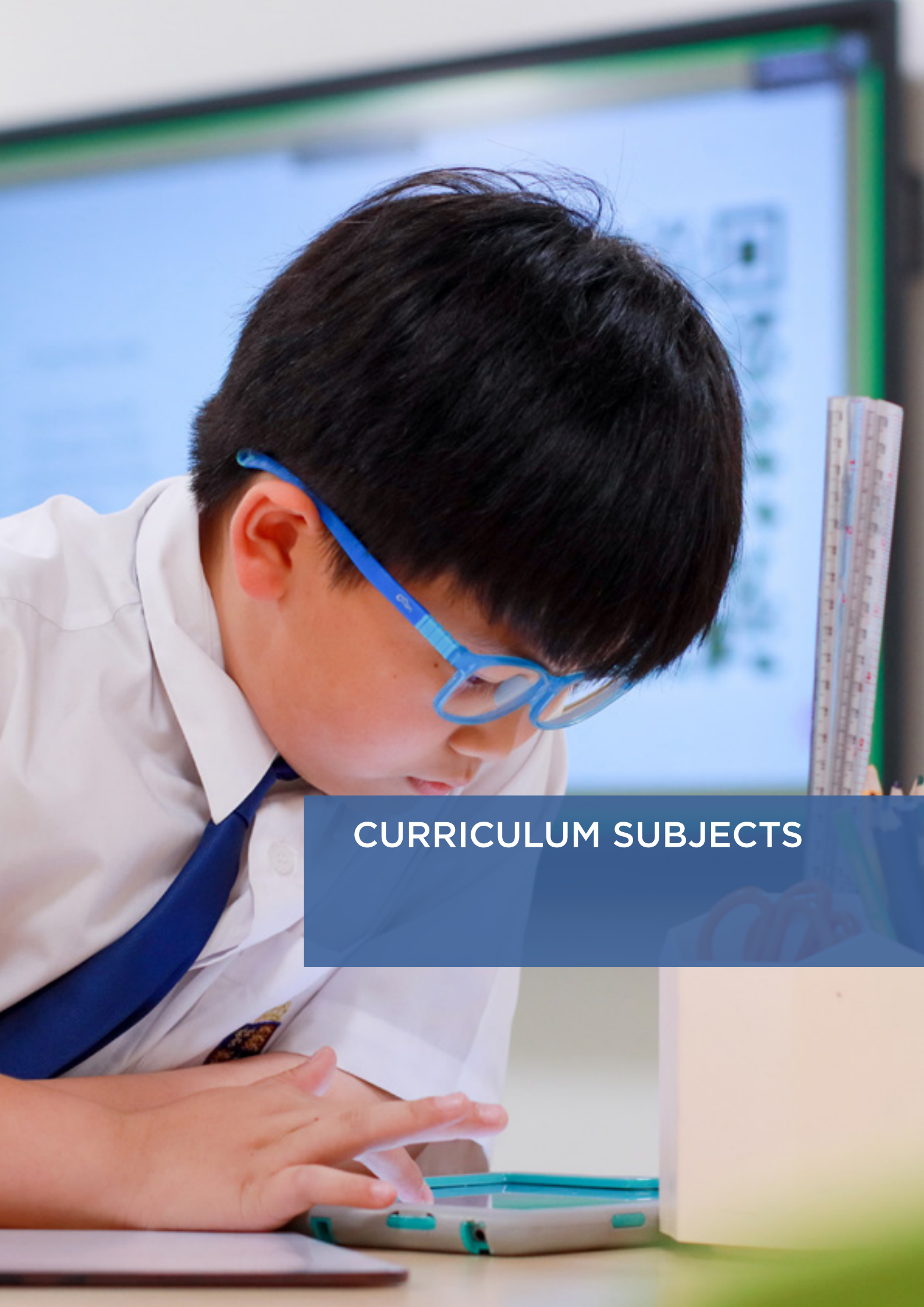
As children progress through Key Stage 2, the principles of high-quality learning, which underpin learning across the school, come ever more to the fore. Learning both within the classroom and beyond is Ambitious, Engaging, Collaborative, Personal, and Informed. Through a structure of half-termly themes and concepts, ranging from "Explorers" to "Magic and Mystery", we focus on providing learning experiences that are engaging and relevant to our students.

The development of the English language remains key, and in addition to English lessons, students will also have 5 lessons devoted to reading across the 2-week cycle. Having built solid foundations in their core English (including Phonics) in Pre-Prep, students now choose a Modern Foreign Language; Mandarin, Spanish, French, or Japanese. Those who still need extra support in their English will be placed in our English Plus programme instead.

Each child will have the following lessons every 2-week cycle:

Taught by Class Teacher	Taught by Specialist
<ul style="list-style-type: none"> • English (10) • Reading (5 sessions) • Maths (10) • Science (3) • Learning for Life (2) • Art (2) • Humanities (including drama) (4) 	<ul style="list-style-type: none"> • MFL (2/3) (or English Plus) • Thai (5) • Design Technology (2) • Computing (2) • Music (3) • PE & Games (4/5) • Swimming (1 for Y3/4, or whole PE focus for 1 of 5 PE blocks per year)





CURRICULUM SUBJECTS

CORE SUBJECTS

ENGLISH

English is taught by the Class Teacher

Aims

The aim of the Junior School's English curriculum is to develop students' receptive (reading and listening) and productive (writing and speaking) language skills whilst encouraging critical thinking and a love of literature.

The backbone of our English curriculum is the CLPE's 'Power of Reading' scheme, which engages teachers and children in the literacy curriculum through high quality books. Rich, detailed exploration of carefully selected texts provides students with invaluable opportunities to deepen their learning and appreciation of literature.

As students move into Key Stage 2, we develop their use of language through exposure to increasingly complex texts and ideas. Reading fluency, comprehension and contextual understanding are vital to the Key Stage 2 curriculum and, as students settle into more established reading habits, we aim to challenge them with different genres, including a range of fiction and non-fiction. Students learn strategies for tackling unfamiliar content and vocabulary, whilst maintaining their love of reading through to Year 6 and beyond.

We enhance students' writing skills through engagement with further genres, purposes and audiences, encouraging students to organize their ideas logically, and to use increasingly complex grammar, punctuation, and vocabulary. Peer and self-assessment become increasingly important tools for the students, as they take more control of and responsibility for their own progress.

We provide opportunities for critical thinking, including the analysis and evaluation of information, encouraging connections between ideas, and the application of knowledge to new situations.

All Junior School students enjoy exposure to a carefully evaluated range of texts which is challenging, diverse, inclusive and enjoyable, and all elements of the Junior English curriculum combine to produce competent, confident and passionate students who use English accurately in a range of contexts.

Course Overview

Examples of Key Texts	Examples of Writing Genres
Year 3	
<ul style="list-style-type: none"> ■ Escape from Pompeii ■ Akimbo and the Elephants ■ Oliver and the Seawigs 	<ul style="list-style-type: none"> ■ Instructions ■ Poem in role as endangered animals ■ Script
Year 4	
<ul style="list-style-type: none"> ■ Arthur and the Golden Rope ■ Leon and the Place Between ■ The Iron Man 	<ul style="list-style-type: none"> ■ Newspaper report ■ Persuasive Letter ■ Biography
Year 5	
<ul style="list-style-type: none"> ■ Adventures of Odysseus ■ Cosmic Disco ■ Clockwork 	<ul style="list-style-type: none"> ■ Diary in role ■ Documentary script ■ Collaborative Poetry
Year 6	
<ul style="list-style-type: none"> ■ Shackleton's Journey ■ The Silver Donkey ■ Romeo and Juliet 	<ul style="list-style-type: none"> ■ Grimm-style fairytale ■ Motivational Speech ■ Flashback story

Assessment

Students' progress in Reading and Writing are assessed using a range of means and measured using our progress trackers. These are updated regularly by teachers based on the students' work in lessons. We track students against key objectives taken from the English National Curriculum and adapted for our context, and use them to identify where students need to improve. This tracker data moves with the students through their time in the Junior school and gives teachers a comprehensive overview of their skills. Teacher assessments are carefully moderated within and across teams to ensure accurate judgements, and to ensure we can support every child to reach their full potential.

MATHEMATICS

Mathematics is taught by the Class Teacher

Aims

Our mathematics curriculum emulates the best pedagogy from around the world. We teach Maths using the 'Mastery' approach, which challenges children to develop their skills in three key areas; mathematical fluency, reasoning and problem-solving. Mastering these areas helps children to become confident mathematicians, and in turn, enhances their understanding of the world around them and their learning in other subjects.

The 'Mastery' approach to Maths, which we teach through the White Rose Maths programme, helps students achieve deep understanding of Maths, rather than rote learning of procedures. Mastery is achieved by allowing students to utilise different mathematical representations and apply different skills to deepen their understanding of mathematical concepts.

Key Elements of Maths Mastery

Representation

Concrete representations

involve physical objects or manipulatives that can be touched or moved around to help students visualize and understand mathematical concepts.

Pictorial representations

involve visual images or diagrams that can be used to illustrate mathematical concepts. This often begins with pictures of the concrete resources used previously.

Abstract representations

involve mathematical symbols and notation to represent concepts. This is the most challenging, final stage of a student's learning around a concept.

Skills

Fluency

refers to the ability to efficiently and accurately perform mathematical calculations and procedures. For example, being able to quickly add, subtract, multiply, and divide numbers.

Reasoning

involves making logical connections between mathematical concepts and understanding how they relate to each other. This includes being able to explain mathematical concepts in your own words, make connections between different mathematical ideas, and justify mathematical arguments.

Problem solving

involves using mathematical skills and strategies to solve complex problems in real-world situations. This includes being able to identify the key information in a problem, determine what mathematical concepts are relevant, and apply mathematical strategies to find a solution.

Course overview

Maths lessons take place every day, and the Key Stage 2 curriculum revisits and develops key areas from Key Stage 1, such as place value and the four operations, whilst gradually introducing new concepts such as algebra and decimals.

Year 3		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> ■ Place Value ■ Addition and Subtraction ■ Multiplication and Division 	<ul style="list-style-type: none"> ■ Multiplication and Division ■ Length and Perimeter ■ Fractions ■ Mass and Capacity 	<ul style="list-style-type: none"> ■ Fractions ■ Money ■ Time ■ Shape ■ Statistic
Year 4		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> ■ Place Value ■ Addition and Subtraction ■ Area ■ Multiplication and Division 	<ul style="list-style-type: none"> ■ Multiplication and Division ■ Length and Perimeter ■ Fractions ■ Decimals 	<ul style="list-style-type: none"> ■ Decimals ■ Money ■ Time ■ Shape ■ Statistics ■ Position and Direction
Year 5		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> ■ Place Value ■ Addition and Subtraction ■ Multiplication and Division ■ Fractions 	<ul style="list-style-type: none"> ■ Multiplication and Division ■ Fractions ■ Decimals and Percentages ■ Perimeter and Area ■ Statistics 	<ul style="list-style-type: none"> ■ Shape ■ Position and Direction ■ Decimals ■ Negative Numbers ■ Converting Units ■ Volume
Year 6		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> ■ Place Value ■ Four Operations ■ Fractions ■ Converting Units 	<ul style="list-style-type: none"> ■ Ratio ■ Algebra ■ Decimals ■ Fractions, Decimals and Percentages ■ Area, Perimeter and Volume ■ Statistics 	<ul style="list-style-type: none"> ■ Shape ■ Position and Direction ■ Themed Projects, Consolidation and Problem Solving

Assessment

Students' progress in Maths is assessed using a range of means and measured using our progress trackers. These are updated regularly by teachers based on the students' work in lessons and assessments. We track students against key objectives taken from the English National Curriculum and adapted for our context, and use them to identify where students need to improve. This tracker data moves with the students through their time in the Junior school and gives teachers a comprehensive overview of their skills. Teacher assessments are carefully moderated within and across teams to ensure accurate judgements, and to ensure we can support every child to reach their full potential.

In addition to our trackers, teachers will use:

- Mini assessments: short, in-class quizzes at the start of units ensure the teaching is at the appropriate level.
- End of unit assessments: regular, low stakes assessments allow teachers to gauge how much students have remembered from each unit of work, and revisit learning where appropriate.
- Termly assessments: these allow students to demonstrate their learning from longer time frames. They also allow teachers to support students with any gaps in their understanding, and help teachers to maximise the efficacy of their planning and lessons where necessary.

SCIENCE

Science is taught by the Class Teacher

Aims

Through Science learning at KS2 (Years 3 to 6) the course aims to:

- broaden and deepen their scientific view of the world around them
- exploring, discussing and testing scientific phenomena
- develop students understanding of scientific enquiry as a means to answer questions including all the enquiry types listed at KS1 in greater detail and depth
- improve students ability to:
 - draw conclusions based on their data and observations,
 - use evidence to justify their ideas,
 - use their scientific knowledge and understanding to explain their findings
- develop students scientific vocabulary and communication skills
- develop students 'working scientifically' skills at greater depth (eg. fair test - reliability/validity, method, conclusion, evaluation) through collaborative real-world experimentation
- raise awareness of a range of famous scientists and Science professions looking at how ideas change and evolve over time.

Course Overview

In the Junior School students complete units on a range of key areas of Science introducing them to fundamental concepts from the physical and biological world. The topics covered are as follows:

Lower KS2	
Year 3	Year 4
<p>Plants: Functions & Life Cycle</p> <p>Animals Including Humans: Nutrition & Skeleton</p> <p>Light: Sight & Shadows</p> <p>Rocks</p> <p>Forces and Magnets</p>	<p>Electricity</p> <p>Animals Including Humans: Digestion & Teeth</p> <p>States of Matter</p> <p>Living things and Their Habitats: Classification & Environment</p> <p>Sound: Simple Circuits & Conduction</p>
Upper KS2	
Year 5	Year 6
<p>Forces</p> <p>Animals Including Humans: Circulatory System</p> <p>Materials: Separating</p> <p>Living things and Their Habitats: Life Cycles</p> <p>Earth and Space</p>	<p>Evolution and Inheritance</p> <p>Animals Including Humans: Puberty</p> <p>Light: Travelling & Reflection</p> <p>Living things and Their Habitats: Classification</p> <p>Electricity: Circuit Components</p>

Assessment

A variety of assessment methods will be used to allow students to understand what they need to do to improve and they will be given time to make these improvements. These will include:

- prior activation of knowledge and understanding before the start of a unit
- verbal feedback and questioning from the teacher and teaching assistant
- peer and self assessment of work through reflection time
- written feedback, where appropriate, on the students' outcomes

THAI

Thai is taught by a subject specialist from the Thai Studies Department

PROGRAMME FOR THAI STUDENTS

Aims

Thai studies balance through knowledge and understanding of a subject area and help to develop the skills and abilities towards Thai literacy, history and culture that students need. Students construct an understanding and appreciation of their community, their identities as a Thai citizen or resident of Thailand and to develop their diverse cultural awareness while maintaining cultural heritage as well as being the global citizen. Students are also encouraged to read widely, for their own enjoyment and to develop an appreciation of how writers achieve their effects. The curriculum also complements other areas of study by developing learning skills to become an effective life-long learner. 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 and Songkran Festival.

Course Overview

Year 3

Students will be taught how to use appropriate conjunctions to form more intricate sentences, and to structure their writing in a sequential manner. In addition to this, their communication skills will be improved through the exploration of traditional Thai Tales under the topic of Ancient City Adventure.

Year 4

Students are taught about parts of speech and how to use them correctly. They write imaginative stories on assigned topics and summarise readings related to the concept “Magic and Mystery”, which provides the framework for learning across humanities and other subjects for part of Year 4. Additionally, their speaking skills are enhanced through their participation in the residential trip.

Year 5

Students learn to apply mind-mapping techniques for the purpose of writing based on their experience from the residential program. Class instruction will be tailored to each student’s individual interests, which may include the creation of narrative writing and oral presentation centred around animals, people, and locations. They will also enhance their communication abilities through the study of Thai literature and the practice of reading comprehension.

Year 6

Students are equipped with the skills to critically analyse, assess, and enhance information, concepts, and viewpoints presented in different forms of literature. The curriculum covers diverse topics, including WWII, where learners learn to decipher, evaluate and interpret information. Furthermore, students acquire the necessary skills to express themselves lucidly, persuasively and imaginatively through their writing and verbal communication.

PROGRAMME FOR NON-THAI STUDENTS

Aims

The goal of learning Thai language and culture for non-Thai students is to gain the skills and knowledge necessary to communicate effectively and appropriately in daily routines, while also having a good attitude towards Thai culture. This can be achieved through learning the language, studying the cultural norms, and embracing the traditions and beliefs of the Thai people. Additionally, their reading and writing proficiency will enable them to understand and write basic Thai words, phrases, and sentences.

Course Overview

Year 3

In Year 3, students will learn the Thai script with its 44 consonants and some basic vowels, focusing on sounds and tones. They'll also acquire everyday phrases like greetings, introductions, and ordering food to promote practical language skills. Additionally, they will explore Thai culture to enhance their understanding and cultural sensitivity.

Year 4

In Year 4, students will study Thai alphabets, vowels, final letters, and parts of speech to construct sentences accurately. They'll acquire everyday phrases for greetings, introductions, writing instructions, and hotel bookings. Additionally, they'll explore Thai culture, including Wai Kru, Songkran, and Loy Krathong, to enhance cultural understanding. Their speaking skills will be improved through active class participation.

Year 5

In Year 5, students will focus on mastering precise sentence structure. They'll refine their speaking abilities through active participation, addressing various topics such as days, seasons, nature, months, countries, home life, zoo, market, and classroom settings. Additionally, they'll explore beach-related counting. The curriculum places a strong emphasis on fostering effective everyday communication, equipping students with the vocabulary and sentence structures needed for confident engagement in Thai society.

Year 6

In Year 6, the curriculum places a strong emphasis on fostering effective communication in everyday situations. Students are encouraged to acquire vocabulary and sentence structures related to practical topics, enabling them to engage confidently in Thai society. Additionally, cultural activities are incorporated to enrich their cultural understanding and promote social integration.

Assessment

Thai studies has a comprehensive Assessment Policy that ensures assessments are tailored to meet students' needs and learning styles, and are used to inform teaching strategies and track progress. Differentiation of assessment strategies is evident in the classroom, with students being assessed periodically in all four types of language skills using various methods, including observing student work and assessment in each unit of study. This approach provides a comprehensive picture of students' achievements and supports their maximum potential. These assessments will be coordinated around the topics being studied. Students engage in conversations, obtain and provide information, express feelings in Thai Develop ability to read and write in Thai.

OTHER SUBJECTS

MODERN FOREIGN LANGUAGES (MFL)

Modern Foreign Languages are taught by subject specialists from the MFL Department

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 end of Year 2 and normally study this language throughout Key Stage 2. For students who require extra support with their English Language development they will be placed in our English Plus programme instead of choosing an MFL.

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.

MANDARIN

Aims

Mandarin is taught both as a Foreign Language and as a Second Language. The Second Language pathway is appropriate for students who are Chinese but who are growing up abroad, or who have an exceptional, near-native level of Chinese.

Course Overview: Mandarin as a Foreign Language

Year 3: Greetings, numbers, introduction to China, who am I, my pet, he is my friend, favourite food, this is my school

Year 4: Telling time, daily routine, Chinese New Year, today is my birthday, make a purchase, what clothes do you wear

Year 5: The weather is fine, I am hungry, balanced lifestyles, transportation, this is our neighborhood, my home

Year 6: I can speak Chinese, this is our Earth, holiday plans, my dream career, digital world, a letter to a friend



Course Overview: Mandarin as a Second Language

Year 3: Introduce myself, family, birthday, sport, time, getting sick, poem/story

Year 4: School, school facility, transportation, Festival, hometown and surrounding area, poem/story

Year 5: Directions, festival, weather, birthday celebration, friendship, poem/story

Year 6: Leisure activities, career, personality, appearance, environmental protection, poem/story

FRENCH

Aims

The aim of the French Junior curriculum is to develop a sound understanding of key vocabulary and verbs, to grasp French sound and spelling rules and to introduce students to French culture.

Course Overview

Year 3: Greetings, classroom language, numbers, age, birthdays, the alphabet, colours, animals

Year 4: Family members, physical descriptions, personality descriptions, avoir and être

Year 5: School subjects & opinions, description of the school building, daily routine and time

Year 6: Hobbies and free time, weather, television, clothes and shopping

JAPANESE

Aims

The Japanese junior course aims to introduce Japanese primary language expression, vocabulary and culture. Through this course, students will be able to acquire enough skills for basic communication and understand the Japanese sound and writing systems (Hiragana and Katakana).

Course Overview:

Year 3: Greetings, self-introduction, family members, animals, food, body parts, colours

Year 4: Things in the classroom, celebrations, shopping, week, time, weather and seasons

Year 5: Family, my things, time and days of the week, annual events, daily activities, Hiragana

Year 6: My school, my friends, school subjects, You-time, daily activities, ability and preferences, Katakana

SPANISH

Aims

The Spanish Junior Curriculum introduces students to the basic building blocks of the language so that students can become confident communicators. They improve their comprehension and communication through listening, reading, writing and speaking. We also introduce students to aspects of the multi-faceted Hispanic world such as cultural events.

Course Overview:

Year 3: Greetings; classroom language; personal introductions; where I live and where I'm from; personal description; what's in my school bag/pencil case

Year 4: Describing myself, my family and my pets; food and drink preferences; ordering food and drink

Year 5: Describing my timetable, my school and my teachers; describing daily routines and plans for the summer holidays

Year 6: Describing your hobbies, TV preferences and instruments you play; talking about outfits and when you wear them

Assessment - all MFLs

Assessment in Junior School MFL is mostly informal, and occurs in lessons through teacher observations of student progress. However at times students will be assessed more formally across the four language skills in a variety of ways e.g. vocabulary tests, reading and listening comprehension activities, translation tasks, structured and free-writing exercises. These assessments will be coordinated around the topics being studied.

ART

Art is taught by the Class teacher with guidance from departmental subject specialists. Year 6 students have specialist lessons in the Senior School Art Department

Aims

In our Junior School, we understand the significant role of Art and Design in nurturing students' creativity, self-expression, fine motor skills, cultural awareness, and self-esteem. We wholeheartedly embrace every opportunity for artistic expression and integrate them closely with our topics and learning objectives.

Our Art and Design lessons serve as valuable platforms for developing technical, analytical, and collaborative skills that can benefit our students in many areas of their lives. By providing our students with regular and diverse artistic opportunities, we aim to cultivate their confidence in their artistic abilities and foster a love of art that enables them to appreciate the beauty and diversity of the world around them.

Our Art and Design curriculum is designed to provide a comprehensive learning experience for students, focusing on six key media: drawing and sketching, collage, printing, painting, textiles, and sculpture. Through the exploration of different media and techniques, students are encouraged to express themselves creatively and develop their own unique artistic style. To enhance their learning and draw inspiration, students may also study key artists through artist studies at the start of schemes of work.

The students work within these six key media is supported through four key foci - exploring and developing ideas, investigating and making, evaluating, and knowledge and understanding - which are all important components of the artistic process and can help students become better artists.

Art and Design Process

Exploring and developing ideas: This involves exploring a wide range of ideas, themes, and concepts in order to generate creative and original ideas. By encouraging students to experiment and take risks, this area helps them to develop their creativity and expand their artistic skills.

Investigating and making: This area involves planning and producing art, using a range of techniques and materials. Through this process, students develop their practical skills and learn to use different materials and techniques to achieve the desired effect.

Evaluating: This involves reflecting on and evaluating the artwork produced, and considering its effectiveness in conveying meaning and achieving artistic goals. Through this process, students learn to critique their own work and that of others, and develop the ability to identify areas for improvement.

Knowledge and understanding: This area involves developing an understanding of the historical, cultural, and social context of art, as well as the skills and techniques required to produce it. By studying the work of other artists, students gain an understanding of the wider context of art, and are able to apply this knowledge to their own work.

By engaging with all four areas, students can develop a more holistic understanding of the artistic process and gain the skills and confidence to produce high-quality artwork. Additionally, the emphasis on evaluating and self-assessment encourages students to reflect on their work and identify areas for improvement, leading to greater growth and development as artists.

Overall, our Art and Design curriculum is designed to provide a supportive and enriching environment for students to explore their artistic abilities and develop a lifelong love and appreciation for the arts.



Course Overview

Examples of Projects	Examples of Artist Studies
Year 3	
<ul style="list-style-type: none"> Roman mosaics Animal print canvas bags Carnival headdresses 	<ul style="list-style-type: none"> Joel Sartore Margaret Mee Quentin Blake
Year 4	
<ul style="list-style-type: none"> Longboat model Sketching magical creatures Cityscapes 	<ul style="list-style-type: none"> Hokusai Olivia Lomnech Stephen Wiltshire
Year 5	
<ul style="list-style-type: none"> Clay pot Collaborative space collage Mahlangu-inspired prints 	<ul style="list-style-type: none"> Classical Greek sculptors Andy Goldsworthy Esther Mahlangu
Year 6	
<ul style="list-style-type: none"> Watercolour paintings Proportional human sketching Wire and foil sculpture 	<ul style="list-style-type: none"> Jack Chalker Alberto Giacometti Alex Face

Assessment

Through our assessments we aim to evaluate each student's progress and support them to further their skills in Art and Design. Students' progress in Art is assessed informally by teachers against objectives taken from the English National Curriculum and refined for our context. Students' work is moderated within and across teams to ensure excellence of teaching and learning, and outstanding progress throughout the Junior School.

DESIGN TECHNOLOGY

Design Technology is taught by a subject specialist from the DT department. Year 6 students have specialist lessons in the Senior School Design Technology Department

Aims

In Design Technology we articulate the core knowledge through a vertical curriculum that incorporates a wide variety of skills that are essential from Key Stage 2 into Senior school and beyond. We constantly update and extend the programme by introducing projects that broaden our students' skillset in areas such as textiles, plastics, wood, graphics, mechanisms, CNC and electronics.

The DT curriculum encourages the children to use their imagination when designing a wide assortment of objects, ranging from a night light to a cuddly cushion. 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.

DT promotes:

- Independence
- Creativity
- Problem Solving and project based learning
- Fine Motor Skills
- Enquiring minds
- Numeracy, Literacy, links to Art, Science and Humanities

Course Overview

Year 3: We introduce the subject and cover fine motor skills, independence of learning and working safely. The topics covered are STEM, Origami, mosaics, weaving, textiles, graphics, mechanisms and puppets.

Year 4: We consolidate the children's understanding of mechanisms in Year 3 by continuing that through Paper Engineering: Pop Up Cards. In term 2, we introduce mathematics with making nets and science with electronic circuits, so that the children will design and make their own nightlights. Term 3 is a culmination of the skills learned in terms 1 and 2, where the children design and make their own board game.

Year 5: The children cover two separate projects. The brushbot, which combines a variety of materials and processes (heat treatment of plastics) and an electronic circuit (vibrating motor) attached to a brush, which by using friction will travel around on a smooth surface. The second project in Year 5 is to design, plan and make a monster-inspired cushion using e-Textiles, felt and other textiles components.

Year 6: Motivational Clock Project. In Year 6, we offer a 12 week unit as part of the carousel shared with Art and Drama. The project is an acrylic clock, based on an inspirational word in the style of Pop Art. The project involves CAD/CAM, graphics and heat treatment.

Assessment

Throughout the course, students are assessed and receive feedback in a variety of ways. This includes written and verbal feedback throughout their project about their development as creative thinkers, problem solvers and 'designers', as well as recorded feedback via the Google Classroom platform.



HUMANITIES

Humanities is taught by the Class teacher with guidance and input from departmental subject specialists

Aims

The study of Humanities incorporates the subjects of History and Geography. These two subject areas complement each other to develop a students' understanding of the physical and human world in both the past and present,

At KS2 students develop their ability in **History** through:

- Chronological Understanding - distinguish between different periods of time and explore societal changes at different times
- Events, People and Changes in the Past - recount people major events and changes from the past and explore justifications and explanations for people's past actions
- Interpretation - identify some different ways the past is represented and explore the reasons for this
- Enquiry - handle and obtain information from different historical sources and evaluate these sources to answer questions about the past
- Organisation and Communication - produce structured work, making appropriate use of dates and terminology.

At KS2 students develop their ability in **Geography** through:

- Locational Knowledge - understand how the world is divided and categorised and how to navigate with increasing levels of terminology
- Place Knowledge - compare and contrast places around the world with increasing breadth and compare and contrast these areas
- Human and Physical - identify and study a range of human geography concepts (eg. trade, disaster relief) and different physical geography systems and structures (eg. water cycle, volcanoes, tectonic plates)
- Skills and Enquiry - use a range of methods (surveys, notes, comparison of sources, fieldwork, photography) to collect and present information in a range of areas

Course Overview

Throughout KS2, students study in a range of topic areas that facilitate deep learning and cross-curricular links (using different subjects). Geography and History units aim to take a local, national and global perspective as well as incorporate personal, recent and ancient History.

Many experiential learning opportunities help to deepen our learning through day-trips, our residential programme and themed days.

Through our school's commitment to reflection and renewal, these topics are continually evaluated, evolved and improved upon. Current areas of study at each year group include:



Lower KS2

Year 3	Year 4
<p>The Roaming Romans (Roman Day) Super</p> <p>South America - Amazon Rainforest</p> <p>History of Inventions</p> <p>Ancient Siam (including Ayuttayah Residential trip)</p>	<p>Natural Disasters</p> <p>Amazing Asia</p> <p>Invasion - including Vikings</p> <p>Ayutthaya-Burma and Modern Conflicts (Invader Day),</p> <p>History or Magic</p> <p>Bangkok City Study (Mahanakhon Trip)</p> <p>Sustainability in Africa and Thailand (Residential)</p>

Upper KS2

Year 5	Year 6
<p>Ancient Greece (Greek Day)</p> <p>Bangkok and Khao Yai (Residential Khao Yai)</p> <p>South Africa (History of Apartheid)</p> <p>History of Space Travel - Hidden Figures Diversity</p> <p>Charity Outreach - Bangkok Project (Mercy Centre Trip)</p> <p>Fair Trade</p>	<p>Explorers (Explorers Day)</p> <p>World War 2 in Europe and Asia (Kanchanaburi Residential)</p> <p>Arts/Theatre Around the World</p>

ICT

ICT is delivered across the curriculum with support from our Digital Literacy specialist. In Year 4 upwards, students have discrete Computing lessons with a specialist teacher

Aims

Shrewsbury's approach to assessment in Digital Literacy is based on three frameworks: the National Curriculum, the International Society for Technology in Education (ISTE), and the organisation 'Common Sense Media'. These frameworks guide the learning outcomes and assessment methods for each year group. Students will be evaluated on their ability to apply digital tools and resources to solve problems, work collaboratively on projects, and communicate ideas effectively using technology.

The Digital Citizenship curriculum is provided through Common Sense Media, which covers topics such as online safety, privacy and security, digital footprint, and responsible online behavior. The experiences are developed and assessed further through Nearpod, which is an interactive online platform designed for students that enables interactive presentations, quizzes, and activities that are shared with students in real-time, either synchronously or asynchronously. Students interact with multimedia elements such as videos, images, and 3D models, as well as interactive features like polls, quizzes, and open-ended questions. Lessons and assignments align with the National Curriculum and ISTE.

Bring Your Own Device Program

Shrewsbury's Bring Your Own Device program starts in Year 4. This program allows students to bring their own iPads to school, providing them with access to their work both in school and at home. This approach promotes responsibility and independence in learning, as students learn to manage their own devices and use them effectively to support their learning. The school provides guidance and support to ensure that all students have equal access to digital tools, regardless of their personal devices.

Course Overview

At Shrewsbury, children in Year 3 receive Digital Literacy instruction from their class teacher, with the support of a specialist Digital Literacy Teacher. From Years 4-6, the Digital Literacy Teacher leads weekly Digital Literacy lessons, with support from the class teacher using the GCSE and ISTE standards. The curriculum is designed to integrate technology into various subjects, providing relevant and inspiring learning experiences. The technology curriculum for Year 4, Year 5, and Year 6 aims to provide students with a broad and diverse range of technological skills and knowledge. Through a combination of theoretical and practical learning, students will develop their creativity, critical thinking, problem-solving, and communication skills, as well as their understanding of the impact of technology on society and the world around them.

Year 4:

- **e-Safety:** Students will learn through CommonSenseMedia curriculum how to stay safe while using the internet, including responsible online behavior, strong passwords, digital footprints, kind words, personal information protection, and cyberbullying.



- **Google Drive, Slides, Docs:** Students use various Google tools to collaborate on documents, create engaging presentations, and share and organize documents effectively.
- **Film and Animation - I Can Animate:** Students explore the art of filmmaking through Stop Motion animation to understand the principles of visual storytelling and how to communicate ideas effectively through film.
- **Coding:** Students learn through the Code.org interface in course C examining how to create simple programs to understand fundamental programming concepts and how to solve problems using code.
- **Word processing, Pages, Slides, and Keynote:** Students learn how to use various word processing and presentation tools such as Pages and Keynote to format documents, create presentations, and effectively communicate ideas using digital tools.
- **Spreadsheets and Numbers:** Students focus on creating line and bar graphs, which organize and help learners interpret visual data beneficially.
- **Virtual and Augmented Reality through CoSpaces and ARMaker:** Students create and explore 3D environments, to understand the principles and to create their own virtual worlds with a focus on sustainability.

Year 5:

- **e-Safety:** Students will learn through CommonSenseMedia curriculum how to stay safe while using the internet, including media choices, privacy and security, online tracking, online relationships, becoming an upstander, and a focus on a creator's rights and responsibilities. Through Nearpod, students participate in interactive lessons and quizzes.
- **Google Suite:** Students use Google tools like Classroom, Drive, Docs, and Slides to create, collaborate, iterate, and receive and turn in assignments for feedback.
- **Coding:** Students learn through the Code.org interface in course D examining how to create more complex programs to understand programming concepts like nested loops and proper syntax.
- **Script-writing and Storyboarding:** Students will learn how to write a script for a film, including elements such as character development, dialogue, and plot structure and then create a visual representation of the script.
- **Film, iMovie, and GarageBand:** Students explore the art of filmmaking, including topics such as camera angles and lighting with a focus on sound creation through original music, foley, and dialogue.
- **Using laptops:** Students learn how to use various programs on laptops with keyboards, focusing on Microsoft Office and

Google Docs to format documents, create tables and charts, and collaborate with others.

- **CoSpaces:** Students use CoSpaces to create their own virtual worlds.
- **Spheros Robotics:** Students program Spheros to perform various tasks and solve challenges.
- **Pages, Google Slides, Excel, and Sheets:** Students create engaging presentations, spreadsheets, and documents with a focus on visualizing data.

Year 6:

- **e-Safety:** Students will learn through CommonSenseMedia curriculum how to stay safe while using the internet, including media balance, clickbaiting and phishing, gender stereotypes, advanced searching, cyberbullying, and recognizing best sources for information.
- **Google Suite:** Students continue to use various Google tools such as Classroom, Drive, Docs, and Slides, with a focus on advanced features such as collaboration, automation, and add-ons. They also learn how to use Google Forms to create surveys and quizzes.
- **Film:** In Year 6, students will continue to develop their filmmaking skills, with a focus on advanced camera techniques, lighting, and sound. Students will also learn about film genres and how to analyze and critique movies.
- **Coding:** In Year 6, students further develop their coding skills through Code.org in course E with a focus on more advanced programming concepts such as variables, loops, and functions. They also begin to learn how to use more complex programming languages such as Python and Java. Learners work through game design, including the principles of game mechanics, storytelling, and user interface design. They may also further their studies through development tools like Scratch or Unity.
- **Data visualization:** Students learn about data visualization tools such as Tableau, Sheets, or Excel, which are used to create interactive charts, graphs, and maps. They also learn how to use data to tell compelling stories and make informed decisions.
- **Virtual and Augmented Reality:** Students learn about the potential applications of VR and AR in various fields such as education, healthcare, and entertainment through CoSpaces and Reality Composer.
- **Robotics:** Robotics involves designing, building, and programming robots to perform various tasks. Year 6 students learn about robotics using tools like VEX Robotics. They learn how to apply design and coding principles with a focus on certain challenges.

VEX Robotics

In addition to the use of iPads and other digital technologies, Shrewsbury also offers VEX Robotics as a learning opportunity for students. VEX Robotics is a program that teaches students how to design, build, and program robots to perform specific tasks. Students work in teams to build robots, and use coding to program them to complete challenges. This program provides students with hands-on experience in STEM (Science, Technology, Engineering, and Math) learning, problem-solving, and teamwork.

Project-based assessments: VEX IQ robotics involves designing, building, and programming robots to perform specific tasks. At the end of Year 6, students are assessed based on their ability to complete a project, such as building a robot that can navigate a maze or perform a specific task. This type of assessment provides insight into students' abilities to work collaboratively, problem-solve, and apply programming concepts.



Assessment

At Shrewsbury, Year 6 students' Digital Literacy skills are assessed based on the GCSE and ISTE standards. The assessments aim to evaluate students' proficiency in using digital tools and resources for problem-solving, critical thinking, and effective communication. Students are expected to demonstrate their ability to use programming concepts and computational thinking to develop interactive digital products and apply design principles to create effective communication products. In addition, students should show a good understanding of digital citizenship and responsible use of technology, including privacy, security, and ethical considerations. Overall, the assessments aim to ensure that students have a solid foundation in Digital Literacy concepts and skills, which will prepare them for further study and real-world applications in the field, while also promoting responsible digital citizenship.

Assessments for students at the end of Year 4, Year 5, and Year 6 for Digital Literacy according to ISTE and GCSE:

End of Year 4:

- Students will be able to use technology tools and resources for problem-solving and critical thinking.
- Students will be able to use digital tools to create basic multimedia products and demonstrate an understanding of computational thinking.
- Students will be able to collaborate with peers using digital tools and demonstrate good digital citizenship and responsible use of technology.
- Students will create an effective stop motion animation.

End of Year 5:

- Students will be able to use programming concepts to develop simple software solutions and interactive digital products.
- Students will be able to apply design principles to create effective communication products.
- Students will be able to collaborate with peers using digital tools and demonstrate good digital citizenship and responsible use of technology.
- Students will create an effective movie with a focus on sound, music, and dialogue.

End of Year 6:

- Students will be able to apply a range of digital tools and resources to solve problems and communicate effectively using technology.
- Students will be proficient in using programming languages and computational thinking to develop software solutions and create interactive media products.
- Students will understand the ethical and legal considerations related to using technology and be able to evaluate the reliability, accuracy, and validity of digital information.
- Students will be able to collaborate with peers using digital tools and demonstrate good digital citizenship and responsible use of technology.
- Students will create an effective Film Noir movie.

Overall, the assessments for Digital Literacy at Shrewsbury aim to ensure that students have a strong foundation in digital literacy and computational thinking skills, while also promoting responsible use of technology and digital citizenship.



MUSIC

Music is taught by a subject specialist from the Music department.

Aims

The aim of the KS2 Music curriculum begins with all students developing performance skills on an orchestral instrument. By the time they reach year 5 all students have a deep practical understanding of pitch and rhythm notation giving them a broad starting point to develop their composition skills and explore a range of instruments, musical traditions and genres.

Course Overview

Year 3 - Orchestra Project

Having learnt to play the recorder and developed an understanding of how to practice, all Year 3 students are loaned an orchestral instrument free of charge to learn and take home to practice.

For one lesson a week the entire year group comes together to play as an orchestra, directed by the Head of Junior Music, Head of Strings, Head of Woodwind & Brass, and supported by a team of specialist instrumental teachers. Students have a choice to learn one of the following instruments: Violin; Cello; Flute; Saxophone; and Tenor Horn. The culmination of the year 3 orchestra project is a large concert in the Memorial Hall every term for Year 3 families and friends. At the end of the year all students are encouraged to continue their instrumental studies and purchase or rent an instrument of their choice in preparation for the Year 4 Ensemble Project.

Year 4 - Ensemble Project

In Year 4, learners are given a greater choice as to the musical pathway they follow. The entire year group continues to have Music timetabled together for one lesson per week, enabling students to choose one of the following learning pathways to participate in: Violin; Cello; Flute; Saxophone; Tenor Horn; Ukulele & Voice. These ensembles are taught by a combination of curriculum music and specialist instrumental music staff.

Year 3 and 4 Curriculum Music

In both Year 3 and Year 4, students have one lesson per cycle as a form group focusing on wider curriculum music-making activities such as singing, composing, music technology, keyboard and guitar skills.

Year 5

From Year 5 onwards there is a change of focus, shifting away from primarily developing performance skills towards wider creative music-making activities. During lessons as a class, students apply their musical skills and knowledge on a range of instruments to arrange, develop, remix and create new musical material. In term 1 they study The Blues, learning predominantly by ear, with a focus on developing aural skills, they begin to develop an understanding of basic structures, harmony (12 bar blues structure) and improvisation, through whole class workshopping. In term 2 students learn to play Pachelbel's Canon as a class and then begin composing their own melodies to create group and individual new compositions based on a ground bass. In term 3 students explore the BBC 10 Pieces, Our Planet, jumping into the world of multimedia, composing film music using their own instruments and electronic sounds to accompany the Our Planet video footage. Some of these works will be shown or performed live at the end of year curriculum concert.

Year 6

In Year 6, students learn the basics of music harmony on a chordal instrument- Keyboard, Ukulele & Guitar. Throughout the year they develop their understanding of chords, chord progressions and structure. In term 2 they begin to work more independently in small group ensembles to recreate a variety of pieces of Music, incorporating other musical instruments where appropriate. In their final term of Junior Music, each class works towards preparations for the class and year group showcase. Each class organises their own concert/gig/recital to share with the rest of their year group. There is also a large year group showcase in the Memorial Hall, where the best class performances will be invited to perform.

Assessment

Teachers assess pupils' progress in music at Key Stage 2 through ongoing observation, listening, and feedback. This means that they regularly observe pupils as they play, sing, compose, and listen to music, and provide feedback to help them improve. Teachers use different methods to assess pupils, such as performance assessments, written assessments, and peer and self-assessment. They focus on pupils' understanding and knowledge of music, as well as their skills, to ensure that they are developing a well-rounded understanding of music.

LEARNING FOR LIFE

Learning for Life is taught by the Class Teacher

Aims

Learning for Life is a programme of study in the Junior school that incorporates elements of both Personal, Social and Health Education and Religious Education.

Learning for Life is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare them for life and work in the modern world.

The programme has 3 core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

At KS2 level the students further develop their work on Relationship and Sex Education and begin exploring changes experienced through puberty.

Course Overview

Lower KS2		
	Year 3	Year 4
Health and Wellbeing	<ul style="list-style-type: none"> staying safe when traveling peer pressure (to be unsafe) healthy diet sleep and physical activity dealing with an emergency (first aid) 	<ul style="list-style-type: none"> self-esteem and self-worth personal goal setting dealing with adversity (resilience) hygiene through puberty managing anger dealing with grief and loss
Relationships	<ul style="list-style-type: none"> loneliness and using friendship to support wellbeing positive families and asking for advice 	<ul style="list-style-type: none"> respecting others (including online) rights and responsibilities discrimination unwanted or unsafe touch
Living in the Wider World	<ul style="list-style-type: none"> diverse communities respecting differences 	<ul style="list-style-type: none"> shared responsibility affecting the environment (including economic choices) caring responsibly
Upper KS2		
	Year 5	Year 6
Health and Wellbeing	<ul style="list-style-type: none"> identity and stereotypes (including ethnicity, family, faith, culture, gender) growth, puberty and emotions next steps first aid understanding drugs (effects and the law) 	<ul style="list-style-type: none"> mental health (recognising and supporting) healthy and unhealthy habits positive friendships drugs
Relationships	<ul style="list-style-type: none"> different relationships communicating online seeking advice for social pressure 	<ul style="list-style-type: none"> relationship types (including romantic, attraction and commitment) marriage (legality)
Living in the Wider World	<ul style="list-style-type: none"> jobs, careers and service overcoming stereotypes 	<ul style="list-style-type: none"> understanding and using media staying safe online

Religious Education

Through the academic year students are exposed to various world religions through key festive periods, which include Christmas, Songkran, Diwali and more.

PE

PE is taught by a specialist subject teacher from the PE department

Aims

The purpose of Physical Education at Shrewsbury is to give students a positive and meaningful experience of Physical Education where high quality teaching and learning enables all learners to become physically literate, creative and to develop a lifelong love of participation in physical activity. We also encourage our children to value the fact that physical wellbeing underpins and supports cognitive, social and academic success. Our curriculum incorporates elements of the best Physical Education programmes around the world, whilst maintaining a strong thread of the UK national curriculum. We hope that through our programme, the students will find a love of a number of sports which they can pursue as part of our after-school You-Time sports provision.

Course overview

Our PE programme in KS2 exposes our children to more small-sided games, more challenging skills and gives them a deeper understanding of the range of sport and activities on offer at Shrewsbury. In each year our students cover 6 topics. Through each of these topics we develop balance, agility, skill, coordination, applying rules, teamwork, tactical awareness, and decision-making. Each unit is delivered through a different set of activities. PE lessons occur as part of a 2 week 'cycle'. Year 3 & 4 have 3 PE lessons, 1 swimming lesson and 1 Games lesson per cycle. Year 5 & 6 have 3 PE lessons, 2 games lessons, and their swimming lessons are delivered as a PE topic.

KS2 Topics

Outdoor Invasion activities

Touch Rugby, Ultimate Frisbee, Football

Net & Wall activities

Badminton, Tennis, Volleyball

Indoor Invasion activities

Netball, Basketball, Handball
s knowledge to their own work.

'Shrewsbury Avengers'

A combination of strength, agility, speed and power training combined with climbing and team-building skills to become a Superhero

Aquatics

The major swimming strokes and water polo

Striking & Fielding activities

Rounders, softball, indoor cricket

In addition to their PE, Games and Swimming, we celebrate and showcase our students' skill and hard work in our annual Sports Day event. This is an event we welcome parents to, which runs for a few hours during the school day, comprising numerous multi-skill challenges, in addition to speed, power and endurance challenges.

Games

Our Games programme runs alongside our PE provision, and forms part of our Junior students' 'cycle'. The aim of Games lessons is to expose the children to our major sports and specialist coaching. Each sport is delivered by a different specialist to ensure a high level of coaching and knowledge. All of the sports in our Games programme are also offered as part of our after-school You-Time sports provision. If the children are interested in pursuing a particular sport and enjoying representative opportunities, they can sign up to any of our after-school You-Time sports clubs.



In Year 3 & 4 students will learn the basic skills of each sport and how to apply them in small-sided games. They will learn the basic rules and tactics of the game to allow them to play self-organised games. In Year 5 & 6 students will learn more advanced skills, rules and tactics for each game and will be able to implement these in increasingly competitive, self-organised games. Every 6 weeks the students cover a different one of our major sports and for Year 5 & 6 each sport culminates in a House Sport Competition where we welcome parents to watch and support.

The major sports offered in Games are:

- Netball
- Touch Rugby
- Football
- Basketball
- Volleyball

Assessment

We assess our students' progress in PE in a number of ways. Firstly, we use the data collected from our Shrewsbury Avengers topic to internally assess and monitor the childrens' physical development and fundamental movements skills. The children can then find out their superpower on their personal dashboard (pictured below). By the time the students enter Year 7, they are familiar with vital movement patterns and the equipment required to thrive in our senior school strength & conditioning programme. For reporting purposes we assess the children based on their attitude to learning, and their progress in decision-making, skill, and movement.

SWIMMING

Swimming is taught by a specialist subject teacher from the aquatics department

Aims

The purpose of Swimming at Shrewsbury is to provide students with the skills to be confident and competent in the water for life. We hope that through our programme, the students will find a love of water sports which they can pursue as part of our after-school You-Time sports provision.

Course overview

Our prep students receive one lesson every cycle (10 days) and I follow the learn to swim outcomes. Our maximum coach:student ratio is 1:8 (Year 3) or 1:12 (Year 4 and above). Lesson 1 of each term should see a brief reassessment to ensure that swimmers are in the correct stage group. Summative assessments are then recorded at the end of each term including attainment, progress and attitude.

The focus will be on the following areas:

- Stroke Development for Freestyle, Backstroke, Breaststroke and Butterfly
- Personal survival and Treading water
- Sculling and rotation
- Pushing and Gliding
- Jumping and Diving safely

Assessment

Shrewsbury has a structured and progressive curriculum for swimming that uses a blend of the 7 stage Learn to Swim 'Swim England' criteria, adapted for our own school context. The stage progression of each swimmer is referenced in school reports.

Attainment is measured in line with their age related stage. Swimmers may be working 'Towards Expectation', 'At Expectation' or 'Exceeding Expectation'. Students who are not making the required progress will be contacted and have an opportunity to receive additional lessons during You-Time.







STUDENT SUPPORT

LANGUAGES AT SHREWSBURY

We believe that it is important to immerse each child in the culture of language and communication. Providing high-quality language exposure to children is crucial for their language development and overall cognitive development. We are an English speaking school, but we recognise that for many of our students English is an additional language; therefore, we have Thai bilingual teaching assistants in every Junior School class to support your child as well as support from our multilingual EAL department in your child's unique language journey.

Our Thai Studies Programme, which continues for all children until Year 9 and for Thai students through to IGCSE qualification, has numerous benefits for all children, including developing a deeper appreciation for diversity and enhancing overall cultural awareness. For Thai children, it helps maintain their home language and culture while developing proficiency in other languages. For international children, it promotes a connection with the local community and a sense of belonging. A choice of 4 Modern Foreign Languages (Mandarin, French, Japanese and Spanish) is introduced in Year 3.

As a school that prioritizes play in early childhood, there are many rich and meaningful opportunities for your child to develop their language skills and fluency in an organic and natural way. Young children have a natural ability to learn new languages, and involvement in a language-rich environment with qualified teachers can aid their language development. Learning multiple languages enhances empathy, flexibility of mind, creativity, and critical thinking. It also improves subsequent language learning.

ENGLISH LANGUAGE LEARNING (EAL SUPPORT)

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. English brings our international community together and so 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 language develops; the kinds of context that we know work best for developing English.

There is an English as an Additional Language Specialist in each year group in Key Stage 2 working alongside classroom teachers



in order to support the awareness and development of English for all children. In addition, the EAL Specialists provide targeted support and learning experiences in English Plus lessons that take account of the language learning needs of children whose English proficiency is not quite at the same level as their peers. This support is always in the context of the subjects and themes being taught in the classroom.

ENGLISH PLUS IN KEY STAGE 2

Aims

The acquisition of English as an Additional or Second Language is an ongoing and integral part of learning at Shrewsbury Riverside for a large number of our students. We acknowledge that not all of our students are at the stage of their acquisition where access to the Key Stage 2 curriculum holds no issues or challenges. These students are identified at entry to the school, or are referred to the EAL department by classroom teachers, and are enrolled into English Plus instead of an MFL programme (as well as receiving in-class support).

In English Plus lessons children work on the grammatical accuracy and the range of vocabulary required to succeed at Key Stage 2 and beyond. When linguistic need and curriculum focus align, children preview, consolidate, and review vocabulary and language forms from their mainstream lessons. For some students English Plus continues throughout Key Stage 2 and into Key Stage 3 & the Senior School: for other students, progress is quicker and are then able to transfer to Modern Foreign Languages (MFL).

Overview

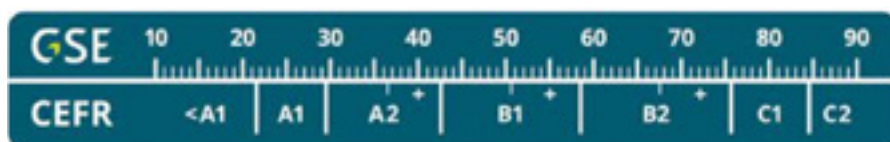
English Plus lessons are taught at the same time as Modern Foreign Languages (MFL) i.e. English Plus is taught in lieu of an MFL or a third language; there are 3 lessons per 10-day cycle.

English Plus is designed to support and encourage students' proficiency in English within the context of the wider curriculum. As well as developing proficiency in the four key skills - Reading, Listening, Writing, Speaking - students are also given direct instruction on grammar, syntax, vocabulary, and conventions of writing. The focus of lessons is determined by curriculum demands and individual needs and can cover:

- Clauses: main; subordinate; relative
- Present Tenses: Simple; Continuous; Perfect
- Past Tenses: Simple; Continuous; Perfect
- The Future
- Singular / Plural
- Prepositions: time; place
- Conjunctions
- Pronouns
- Adverbials: time; manner; place
- Noun Phrases
- Punctuation

Assessment

As well as being continuously assessed across the four language skills, different text types, and language areas in a variety of ways (e.g. submitting writing, reading and listening tasks, class book work etc.), students are assessed four times per year using the Pearson English Benchmark for Young Learners test. This is aligned to the Common European Framework of Reference for Languages (CEFR) and the Pearson Global Scale of English (GSE).



Entry to and exit of English Plus is determined by a combination of all aspects of assessment, plus discussion with classroom teachers.

LEARNING SUPPORT

Shrewsbury has a Learning Support Department for pupils who may need additional support to be able to access the curriculum and to ensure that they fulfil their individual potential throughout their time at school.

As a school, and through the work of the SEN department, we wish to ensure that the diversity of our community is understood and celebrated; all students and their families feel recognised and respected; all teachers are empowered to bring out the best in their students.

The Learning Support Department at Riverside consists of a Special Educational Needs Coordinator, specialist Learning Support Teachers and individual Learning Support Assistants. We provide support across the whole school, ensuring that students are nurtured and supported throughout their whole school journey, from Early Years to preparing them for successful lives at university and beyond.

We work with families and teachers to identify additional learning needs and ensure that all students are supported to achieve their best in learning and develop the skills they need to navigate the world of the future. Where external specialists can help to inform our understanding of students, we have excellent relationships with providers around Bangkok and Asia, to ensure we are providing support that is informed by research and professional evaluations.

Working in partnership with families, we create a holistic profile of each of our students, ensuring that their individual strengths and challenges can be seen and understood. We support students by identifying any challenges they may have in speech and language, movement and motor skills, academic skills, or social interaction. By

following the best practice in the UK, but adapting it to the unique profile of a British International School in Thailand, we are able to meet the needs of our school community and contribute to all our students flourishing.

Support is offered to students based on their individual profile and can include elements such as small-group interventions for motor skills, phonics or maths, as well as support for teachers using strategies for reading, writing, listening and speaking in class. We provide guidance and support for teaching staff on how to create the best possible learning experiences and environments for their students. We support the professional growth of teachers and TAs and work to promote a collaborative teaching environment, where, with the input of specialists and therapists, we can ensure the contribution of all students is recognised and valued. Proposed support is communicated to parents at every point, and coordinated with the Wellbeing Team and the academic and pastoral networks in school.

WELLBEING AND PASTORAL CARE

Whilst Shrewsbury provides an extensive range of educational experiences and opportunities, we also recognise that a child's wellbeing is paramount to the outcomes we can achieve in partnership with families; a happy child is one who learns.

Throughout their time at Shrewsbury, a child's class teacher (in Junior School) or Form Tutor (in Senior School) will be the primary figure in liaising with the range stakeholders who are invested in your child's wellbeing across all areas of school life, and as the key connection between the school and home, will assume principal responsibility for their pastoral care. You will, however, find that the care and support provided by all members of our community is a defining characteristic of a school that truly lives by its motto, "If the heart is right, all will be well".

In addition to specialist academic teaching and learning support, we also have a well-established Wellbeing team (Junior and Senior school) who are dedicated to supporting students and their families who may need extra support at any given time.

Our Wellbeing Team works with families to make sure our children are supported emotionally and socially, so they are in the best place to thrive academically whilst in our care. They carry out individual check-ins with every new student in the first few weeks of them arriving at Shrewsbury. This ensures they are signposted to support, should they ever need it while they are at school.

There are a range of support plans run by the Wellbeing team, including:

- **Ready to Learn plans**
students receive a programme of up to 8 sessions with a member of the Junior Wellbeing team devised to support their individual needs, and to enable them to overcome a barrier to learning.
- **Social skills groups**
group sessions tailored to meet the social and emotional needs of a small group of children together.
- **Lunch club**
we know children sometimes need support with their friendships at school, and these adult-led play sessions enable them to enjoy their playtime in a supported environment.
- **Counselling**
we understand that sometimes families need more specialised support, and we have an on-site school counsellor who is trained to work with students, one-to-one, as well as with their families, to work through more challenging life experiences.



PARENTS IN PARTNERSHIP

We understand that strong communities and successful learning journeys are built on relationships. At Shrewsbury, our students' wellbeing, safety, and best interests are at the heart of everything we do; a priority that is shared by both the school and by our parents, and that can only be assured when we work in close partnership with each other.

In aligning themselves with our school ethos, Shrewsbury Parents are by definition, discerning and ambitious in what they want for their children, and rightly expect an expert, supportive and personalised approach to their education. However, it is through strong communication - engagement, collaboration and information-sharing between the school and home - that we ensure that the expectations and needs of our families are met throughout a child's time at Shrewsbury.

Information-sharing events at school provide a key platform for building these relationships. We invite parents into school on a regular basis and share information on the various aspects of the Key Stage 2 curriculum. Learning-focused 'Parents in Partnership' presentations are organised by Prep School leaders and teachers, whilst Tea and Topic events, which are of general interest, are designed to further enhance the support that parents can give their children in the home environment.

There are many different ways in which we communicate with parents about their child's learning and progress. The key formal methods for reporting progress are bi-annual school reports, and Parent-Teacher Conferences where we share child's learning and next steps.

In addition, parents will receive information via:

- Weekly email detailing the week in review
- Daily communication through meeting and greeting child and parent / carer at the beginning and end of each day
- Invitations to celebrations
- Each class has a Class Parent Representative
- Opportunity to join Shrewsbury Parents Association (SP)
- Parent communication portal, which includes visibility of any tasks set on Google Classroom.

Although the main point of contact will normally be with the teacher who is closest to your child, you should always feel welcome to contact the Year Team Leader or one of the Assistant Principals (Junior). Appointments with Mr Philip Stewart (Vice Principal, Head of Junior) can be made via his PA, Khun Jib. Mr Robert Millar, the Principal at Shrewsbury International School is also happy to meet with parents - appointments can be arranged through his PA Khun Ploy. All contact details are listed at the back of this guide.

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. 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.

HOMWORK 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. An **example** homework grid is provided as follows:

<p style="text-align: center;">MATHS</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 	<p style="text-align: center;">WRITING</p> <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? 	<p style="text-align: center;">HEALTH & WELLBEING</p> <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> <ul style="list-style-type: none"> • Create a model of a volcano - either one that erupts or not • Make a mixed media (using more than one type of art resource) piece of art work of a natural disaster • Make a model of a building or city that has defenses that would protect it from a natural disaster 		<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> <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? 	<p style="text-align: center;">TOPIC</p> <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 	<p style="text-align: center;">GET OUTSIDE</p> <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



CURRICULUM ENHANCEMENT



ENHANCING THE CURRICULUM

In Prep School, we continue weekly assemblies, and at least 1 year group session per fortnight, plus timetabled library time for all. New opportunities now include the annual residential trips, linked to the year group's curriculum.

The curriculum is also enhanced and supplemented by a range of day trips and workshops, and participation in special celebration days linked to the learning within KS2 and across the school community

Examples of recent school trips and workshops include:

Residential Trips:

- Year 3: Ayutthaya
- Year 4: Nakhon Pathom
- Year 5: Khao Yai
- Year 6: Kanchanaburi

Recent example day trips:

Wat Khai School (Charity Partner), Mercy Centre (Charity Partner), Mahanakon Tower, Siam Ancient City, Bang Krachao.

Recent example workshops and special guests:

Operation Smile (Charity Partner), Khon Theatre Company, Alex Face (Street Artist), Al Sylvester (Antarctic Explorer), Ellie Simmonds (Paralympian).

In addition, there are regular cross-campus trips to and by year groups at Shrewsbury City Campus, helping to establish bonds and friendships in advance of Year 7, where the cohorts from both campuses embark on their Senior School education together.

HOUSE SYSTEM

The House system in Junior school at Shrewsbury is a way to encourage healthy competition and a sense of community. The students from EY1 up to Year 13 are each assigned a House during their time at school. Assigning a House allows students to be divided into smaller groups within the school community.

There are six Houses at Shrewsbury and each House is named after a Nobel Peace Prize winner; Mandela, Malala, Schweitzer, King, Teresa and Williams.

The House System provides an opportunity to foster a sense of belonging among students, as well as a sense of collective pride in representing their House.

Each House is led by two teachers who act as House Leaders and two House Captains elected from Year 6. There are also 2 Deputy House Captains from Year 2 to represent the Pre-Prep school. The House system in Junior School is overseen by a House Coordinator. All teaching staff in Junior school are also assigned a House to support during House events.

Students may earn points for their House through academic, athletic, various competitions and other achievements. House Captains are offered the opportunity for leadership and teamwork through weekly meetings with the House Coordinator, working closely with their staff House Leader and representing their House in assemblies.

The House with the most points is announced every week in assembly for both Pre-Prep and Prep and the overall House winners for each term are awarded a celebration afternoon.

There is a House event held every Half-Term along with various competitions throughout the school year. House events in the past have included: Talent show, Spelling Bee and Poetry Slam. The House Leaders also host a House get-together for their respective Houses at the start of every Half-Term to bolster group camaraderie and an opportunity for student voice.



Mandela
The Foxes

Nelson Mandela



Schweitzer
The Bulls

Albert Schweitzer



Teresa
The Phoenix

Mother Teresa



Malala
The Griffins

Malala Yousafzai



Williams
The Dragons

Jody Williams



King
The Lions

Martin Luther King

CHARACTER STRENGTHS & COMMUNITY CELEBRATION

A Shrewsbury education is about more than just academic excellence. Across the Shrewsbury family of schools we seek to nurture virtues which help our students realise their own potential, to find meaning and direction in their own lives, and also to become engaged, reflective and socially responsible citizens both the Shrewsbury community and of the wider world. Provision of a rich and vibrant co-curriculum is central to this approach.

An effective life-longer learner understands their capability to grow from their mistakes and learn from others, and their responsibility to use their education to make a lasting and positive impact on the world around them. At Riverside, these virtues are nurtured through six key character strengths:

- Respect
- Imagination
- Self-awareness
- Resilience
- Courage
- Collaboration

Curriculum learning, assemblies and other community events in each of the six 'half terms' of the academic year provide an opportunity to focus on each of these strengths in turn. However, every aspect of school life is an opportunity for students to nurture and demonstrate all of these characteristics, and so continue their journeys of personal growth.

We celebrate the success of all learners through daily positive feedback in lessons, recognition in regular 'Celebration Assemblies', special certificates and events throughout the year. Outstanding achievement is recognised formally from Year 3 upwards 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.

Each half term one of the six Shrewsbury character strengths is selected to underpin 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.

BEYOND THE CLASSROOM: YOU-TIME

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.

A little way into EY2, children are given their first opportunity to experience after school activities. As they progress through the school, their options will expand, and whilst we do not mandate participation in any activity until year 3 (from which point all students are expected to attend at least 1 activity per week), most students sign up for activities on several days every week.

The programme is divided into three main streams:

- **You-Time activities:**
These activities are for students from EY2 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.
- **Additional activities:**
These activities are for students from EY2 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.
- **Excellence Programme activities:**
Our Excellence Programmes (predominantly Senior School) 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 sporting seasons of British International Schools Association (BISA) in which our sporting sides compete.

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.

SPORT (CO-CURRICULAR)

The aim of our Junior sports programme at Shrewsbury is to inspire and support every pupil on their sporting journey by helping them become confident, well-rounded performers and providing them with the tools they need to enjoy, progress and excel in sport. In the Junior school our provision is based on research that shows a multi-sport approach is the most beneficial for childrens' skill development, robustness, creativity, decision-making and social skills. With this in mind we offer multiple sports all year-round. These sessions are delivered by specialist coaches alongside members of our Junior department to ensure high quality is consistently offered across the board. Our Junior school programme is aligned with that of our Senior School to ensure that the coaching the children are well-prepared for the step up, and to ensure a smooth transition to the next stage of their development. Students can sign up to and take part in our sports You-Time sessions year-round. The days these occur on may change when a new 'block' begins.

Year 3 & 4

Our students can take part in sports all year round. We offer a number of representative opportunities for each sport throughout the year. Most commonly these events take place on a Saturday morning during the term, though there is the occasional midweek fixture. Prior to these occasions, our Sports & Activities team will contact you with further details and information.

Year 5 & 6

Our students can take part in all sports, all year round, and have the option of an additional You-Time training session when the sport is 'in season'. Competitive opportunities are available throughout the year and we encourage our students to take part in the range of fixtures and festivals against other schools. These may take place on a weekend and occasionally on a weekday afternoon. We work to provide equal opportunities for all of our students to play in these events. When selecting our teams, we ensure that each student is playing at a level that is appropriate for their level of experience and skill.

Year-round sports	Major seasonal sports
<ul style="list-style-type: none"> ▪ Athletics ▪ Basketball ▪ Football ▪ Netball ▪ Tennis ▪ Swimming ▪ Golf ▪ Squash ▪ Gymnastics 	Season 1: Football
	Season 2: Basketball
	Season 3: Netball
	Season 4: Touch Rugby

The Bangkok Games

The Bangkok Games is a week-long festival of sport for students in Year 5 & 6 involving numerous schools across the city. Prior to the event we offer training sessions as part of our sports You-Time provision. The current Bangkok Games sports are:

- Athletics
- Basketball
- Football
- Netball
- Tennis
- Touch Rugby
- Swimming

SOME PRACTICALITIES

See parent handbook (and Firefly Parent after enrollment) for further details.

Food and Catering

We provide your child with all their meals during the school day. Options are balanced, healthy and cater to medical, religious and cultural diets. EY1 eat all their food in their classroom with the assistance of teachers and assistance. From EY2, children move to the Pre-Prep canteen, before moving to the main dining hall from Year 3.

To protect students with allergies, no food should be brought in from home. More details about our 10-day menu can be found in our handbook and Firefly Parent.

What to Wear and What to Bring

The school uniform should be worn with pride. The school shop stocks many of the required items, which can be ordered online at <https://shop.shrewsbury.ac.th/>.

Both students and parents will also need their Shrewsbury ID badges to enter the school site. Students receive their cards on the first day of school. Families must submit an application for any adult they wish to be able enter site i.e. themselves, or nannies/carers/drivers who they may nominate to drop-off / collect their child.

Special Events

At Shrewsbury we enjoy celebrating many different cultures and festivals such as Diwali, Loy Krathong and Chinese New Year. There are a number of different community celebrations throughout the year, as well as fun days that are designed to enhance children's learning. For many of these events we encourage children to come to school dressed in a special costume for the day.

Many of these special events will be listed in the main school calendar, which can be found on the the school website. We will also notify you of some events by email.

Communication and Information Sharing

All families are given access to our primary information-sharing platform, Firefly Parent, upon a child's enrollment. This system also links to our email messaging service for parent communications, as well as access to educational materials, timetables, practical information, and our after-school activities selection platform, amongst other things. Year 3 children have their own Seesaw account, whilst Y4-Y6 have a google suite account. Prior to enrollment, parents may access further practical information about the school both through our school website, and our parent handbook.



Handbook



School Shop



Calendar

APPENDIX: TRACKING PROGRESS

We monitor each child's progress against the objectives set by the English National Curriculum for Key Stage 2. These are divided into different component areas, each with a list of criteria which are covered throughout the key stage. For **English** (Writing & Reading) and **Maths** these are as follows:

WRITING	MATHEMATICS
<ul style="list-style-type: none"> ▪ Spelling ▪ Handwriting ▪ Punctuation ▪ Sentence Structure ▪ Cohesion / Composition ▪ Effect ▪ Tense ▪ Editing 	<ul style="list-style-type: none"> ▪ Number: Place Value ▪ Number: Addition / Subtraction ▪ Number: Fractions ▪ Number: Division - Multiples ▪ Number: Decimals (from Year 4) & Percentages (from Year 5) ▪ Number: Algebra (from Year 6) ▪ Number: Ratio (from Year 6) ▪ Geometry: Shape ▪ Geometry: Properties of Shape ▪ Geometry: Position & Direction ▪ Measurement: Length and Perimeter ▪ Measurement: Area (from Year 4) ▪ Measurement: Mass and Capacity ▪ Measurement: Money ▪ Measurement: Time ▪ Measurement: Mass, Capacity and Temperature ▪ Measurement: Converting Units (from Year 5) ▪ Measurement: Volume (from Year 5) ▪ Problem Solving and Efficient Methods ▪ Statistics ▪ Problem Solving (from Year 6)
READING	
<ul style="list-style-type: none"> ▪ Codebreaker ▪ Text Participant ▪ Text User ▪ Text Analyst 	

Each of these areas comprises component elements, each of which has a detailed set of sub-criteria which we are seeking to develop in every child.

As an example, in Year 5 and 6, the Maths curriculum will cover the following criteria for **Statistics**:

Year 5

- Complete, read and interpret information in tables, including timetables and two way tables
- To read, interpret and draw line graphs.

Year 6

- Draw and interpret pie charts and line graphs

KEY CONTACTS



Mr Rob Millar

Principal
principal@shrewsbury.
ac.th



Mr Philip Stewart

Vice Principal
(Head of Junior)
philip.s@shrewsbury.
ac.th



Ms Deborah Brown

Assistant Principal
deborah.b@shrewsbury.
ac.th



Mr Steven Morris

Assistant Principal
steven.m2@shrewsbury.
ac.th



Ms Claire Nash

Year 3 Team Leader
claire.n@shrewsbury.
ac.th



Mr Joel Cuthbertson

Year 4 Team Leader
joel.c@shrewsbury.ac.th



Mr Joseph Keane

Year 5 Team Leader
joseph.k2@shrewsbury.
ac.th



Ms Rebecca Wilson

Year 6 Team Leader
rebecca.w@shrewsbury.
ac.th



Mr James Nash

Curriculum Lead
james.n@shrewsbury.
ac.th



Mr Tom O'Brien

Curriculum Lead
thomas.o@shrewsbury.
ac.th



Ms Rebecca Mazie

SEN Coordinator
rebecca.m@shrewsbury.
ac.th



Mr Philip Pethybridge

Director of EAL
philip.p2@shrewsbury.
ac.th



Khun Jip

Director of Admissions
jip@shrewsbury.ac.th



Will Davies-Jenkins

Admissions Executive
william.d@shrewsbury.
ac.th



Liz Stewart

Admissions Executive
elizabeth.s@shrewsbury.
ac.th



Khun Jib

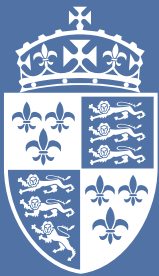
PA to Vice Principal
tatchaya.s@shrewsbury.
ac.th



Excited for
my first day

Happy
to see my teachers

CHRISTIAN
2023
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SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • RIVERSIDE

SHREWSBURY INTERNATIONAL SCHOOL BANGKOK, RIVERSIDE

1922 Charoen Krung Road, Wat Prayakrai, Bang Kholaem, Bangkok 10120, Thailand.

Tel: +66 2 675 1888 Fax: +66 2 675 3606

Email: enquiries@shrewsbury.ac.th

Website: shrewsbury.ac.th/riverside