



**BUDAPEST BRITISH**  
INTERNATIONAL ACADEMY

# **Budapest British International Academy**

Term Planner 2025-2026

**Year 1**





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<b>Subject:</b>	<b>Literacy</b>	<b>Year:</b>	<b>1</b>
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<b>Course aim:</b>	<p>Our year one English course nurtures a love for learning while building language and literacy skills. Through engaging activities, pupils explore reading, writing, speaking, and listening. They develop reading abilities, enjoy a range of literature, and express themselves confidently through writing. Oral communication skills are honed through discussions and presentations. The course encourages critical thinking and reflection on texts. By the end of Year One, pupils have a solid language foundation, a curiosity for language, and the skills to navigate the world of communication. They are empowered individuals, ready to express themselves, think critically, and engage responsibly in society.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Jolly Phonics</b>  <b>SATPIN Sounds</b>  <b>Supertato</b>  <b>Pencil Control</b>	<ol style="list-style-type: none"> <li>1. Accurately recognise and pronounce letter sounds, blend sounds to read words, and apply phonics rules and strategies in reading and spelling.</li> <li>2. Identify and produce the initial letter sounds of the alphabet (s, a, t, p, i, n), understand the relationship between letters and sounds, and begin reading simple words.</li> <li>3. understand the story's themes, analyse characters, setting, and plot, and make connections and interpretations.</li> <li>4. Develop fine motor skills for precise pencil control, maintain proper grip and technique, and improve handwriting legibility and neatness. They should begin forming letters from A to Z correctly and consistently in print handwriting with support.</li> <li>5. Students should be able to comprehend and follow basic conversations, follow simple instructions, and participate in group activities.</li> <li>6. Nurture a passion for reading by exploring books using visual cues and simple words to comprehend text fragments. Develop early phonics skills and begin to recognise and differentiate between letter sounds.</li> <li>7. Generate ideas and write basic 'I saw' sentences, expressing simple observations and experiences. Learning how to use the support of a word mat and drawings to show an understanding of each sentence.</li> </ol>
<b>Term 1 Part 2</b>	<b>CVCs</b>  <b>Julia Donaldson</b>  <b>Fairy tales</b>  <b>Narrative Writing</b>	<ol style="list-style-type: none"> <li>1. Identify and read words with Consonant-Vowel-Consonant (CVC) 3-letter word patterns.</li> <li>2. Be familiar with the works of Julia Donaldson, a popular children's author known for her engaging and imaginative stories.</li> <li>3. Have an understanding of fairy tales, their common elements, and the moral lessons they convey.</li> <li>4. Be able to compose narratives, including characters, setting, and plot, using descriptive language and proper story structure.</li> <li>5. Students should be able to begin using basic modelled phrases and conversational language. Ask and answer basic questions. Demonstrate active listening skills by engaging with peers.</li> </ol>



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		<ol style="list-style-type: none"> <li>6. Continue developing fine motor skills and work towards forming letters independently. They should be able to form both small and capital letters correctly and consistently in print handwriting.</li> <li>7. Enhance reading proficiency by reading and comprehending basic sentences and short passages with growing fluency. Build word recognition skills and decode letters and words within texts.</li> <li>8. Develop their writing skills by composing paragraphs with clear topic sentences and supporting details, effectively organising their thoughts.</li> </ol>
<p align="center"><b>Term 2 Part 1</b></p>	<p align="center"><b>Digraphs</b></p> <p align="center"><b>Classic Fairy Tales</b></p> <p align="center"><b>Descriptive &amp; Letter Writing</b></p>	<ol style="list-style-type: none"> <li>1. Identify and pronounce digraphs, which are pairs of letters that represent a single sound (e.g., "sh," "ch," "th").</li> <li>2. Be familiar with classic fairy tales, their traditional storylines, and their cultural significance.</li> <li>3. Effectively use descriptive language to vividly portray people, places, objects, or events in their writing.</li> <li>4. Compose various types of letters, including formal and informal letters, with proper structure, tone, and content.</li> <li>5. Be able to with independence engage in longer and more complex conversations, express opinions, and use appropriate communication techniques.</li> <li>6. Demonstrate independence in forming letters correctly and consistently. They should write legibly and fluently, showing consistency and neatness in their handwriting. They should also be able to discuss the contents of their writing with the teacher.</li> <li>7. Strengthen reading comprehension abilities by recognising sight words, decoding letter sounds, and demonstrating a basic understanding of the text. Engage with age-appropriate texts, make predictions, and identify main ideas and supporting details.</li> <li>8. To progress to writing narratives that include characters, setting, and plot, using descriptive language to engage the reader.</li> </ol>
<p align="center"><b>Term 2 Part 2</b></p>	<p align="center"><b>Blends</b></p> <p align="center"><b>Non-Fiction Persuasive &amp; Non-fiction Writing</b></p>	<ol style="list-style-type: none"> <li>1. Be able to recognise and pronounce consonant blends, which are two or more consonant sounds blended together in a word (e.g., "bl," "tr," "sp").</li> <li>2. Understand and be familiar with non-fiction texts, which provide factual information on various topics, and understand the features and purposes of nonfiction.</li> <li>3. Write persuasively, presenting arguments and supporting evidence to convince readers of a particular point of view or to take a specific action supporting them with evidence and logical reasoning.</li> <li>4. Confidently write non-fiction pieces, such as informational articles or reports, using proper structure, factual information, and clear organisation.</li> <li>5. Confidently participate and contribute in whole class presentations and discussions. Actively listen and respond to others' perspectives.</li> <li>6. Maintain proper letter size, spacing, basic punctuation, and alignment in their print handwriting. They should strive for improved legibility and neatness in their written work.</li> </ol>



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		<ol style="list-style-type: none"><li>7. Deepen reading comprehension skills by analysing and interpreting texts, identifying literary elements, and making predictions to gain a deeper understanding of the content.</li></ol>
<b>Term 3</b>	<b>Graphemes</b> <b>Fiction</b> <b>Poetry</b> <b>Punctuation</b>	<ol style="list-style-type: none"><li>1. Recognise and understand graphemes, which are the individual letters or groups of letters that represent specific sounds in written language.</li><li>2. Be familiar with fiction literature, including novels, short stories, and picture books, and understand the elements of fiction such as plot, characters, and setting.</li><li>3. Read and appreciate various forms of poetry, including rhymes, rhythms, and figurative language, and understand the different poetic devices used.</li><li>4. Being to use punctuation marks, such as periods, and question marks. Correctly use finger space and capital letters where appropriate in their writing to convey meaning, clarify sentences, and indicate pauses.</li><li>5. Engage in extended conversations, and demonstrate advanced listening and critical thinking skills. With good expression and tone use and apply both familiar and unfamiliar words when communicating with others and explain the reasons behind choosing words, methods and communication styles.</li><li>6. Refine their handwriting skills, ensuring consistent letter size, spacing, and alignment. They should demonstrate fluency and confidence in their handwriting, displaying improved legibility and neatness in their written compositions.</li><li>7. Foster advanced reading competency by reading and comprehending complex texts independently. Apply critical thinking skills to analyse the author's purpose and perspective, draw well-supported conclusions, and engage in deeper literary discussions.</li><li>8. Demonstrate advanced writing abilities by crafting complex compositions with an organised structure, varied sentence structures, and an expanded vocabulary to convey their ideas effectively.</li></ol>



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<b>Subject:</b>	<b>Maths</b>	<b>Year:</b>	<b>1</b>
<b>Course aim:</b>	<p>Year 1 Maths course aims to provide pupils with foundational mathematical knowledge and skills. In Year 1, the course focuses on developing number sense, including counting, recognising and writing numbers. Understanding addition and subtraction sums by applying a variety of strategies to solve number problems. Pupils explore 2D and 3D shapes, identify and describe patterns, and learn basic measurement concepts. They begin to interpret and represent data using graphs and charts. The course has a big emphasis on the importance of exploring the various ways in which number problems can be solved, ensuring a broad range of skills are taught. By the end of Year 1, pupils should have a solid mathematical foundation, ready to progress to more complex mathematical concepts in subsequent years.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Place value (within 10)</b>  <b>2D Shapes</b>	<ol style="list-style-type: none"> <li>1. Be able to visually recognise and name numbers from 1 to 10 accurately.</li> <li>2. Form numbers up to 10 by writing and forming numbers correctly, ensuring proper number formation and alignment.</li> <li>3. Count and sequence both forwards and backwards from any given number within the range of 1 to 10. They will also practise sequencing numbers in ascending and descending order.</li> <li>4. Develop an understanding of the quantity represented by each number within the range of 1 to 10. They will learn to associate numbers with their corresponding quantities and recognise the value of each number.</li> <li>5. Understand the significance of each digit in a two-digit number.</li> <li>6. Comprehend how numbers can be broken down into groups of tens and ones and develop fluency in combining and splitting numbers.</li> <li>7. Know about the properties of common 2D shapes, such as squares, rectangles, circles, triangles, and hexagons. They will be able to describe the number of sides, corners, and other characteristics of each shape.</li> <li>8. Explore patterns using colours, shapes, and objects. They will be able to identify and extend simple patterns, such as AB, ABB, or ABC patterns, and create their own patterns using various visual elements.</li> <li>9. Develop an awareness of patterns in their everyday surroundings, such as patterns in clothing, patterns in nature, or patterns in daily routines. They will learn to observe and describe these patterns.</li> <li>10. Apply patterns in problem-solving to solve simple mathematical problems or puzzles. They will use patterns to predict the next element in a sequence or complete missing elements in a pattern.</li> </ol>



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<b>Term 1 Part 2</b>	<b>Addition &amp; Subtraction (within 10)</b>  <b>3D Shapes</b>	<ol style="list-style-type: none"><li>1. Be introduced to the concepts of addition and subtraction through hands-on activities using objects and their fingers as manipulatives.</li><li>2. Practice sequencing, ordering, and writing numbers: Pupils will further develop their skills in sequencing numbers in ascending and descending order, ordering sets of numbers, and accurately writing numbers.</li><li>3. Develop addition skills within the range of 1 to 10: Pupils will practise adding numbers within the range of 1 to 10, using concrete materials and pictorial representations to support their understanding.</li><li>4. Build subtraction skills within the range of 1 to 10: Pupils will develop subtraction skills, understanding the concept of "taking away" or "finding the difference" within the range of 1 to 10, using concrete materials and visual aids.</li><li>5. Apply addition and subtraction in problem-solving: Pupils will apply their addition and subtraction skills to solve simple mathematical problems and word problems, using appropriate strategies and methods.</li><li>6. Identify and explore 3D shapes in their environment and their properties. They will identify and describe common 3D shapes such as cubes, spheres, cones, and cylinders, and explore their characteristics.</li><li>7. Explore symmetry in non-number contexts: Pupils will explore the concept of symmetry in non-number contexts, such as shapes, patterns, and objects. They will identify and describe symmetrical and asymmetrical elements in their environment.</li><li>8. Recognise and create symmetrical patterns: Pupils will identify and create symmetrical patterns using shapes, designs, and objects. They will explore lines of symmetry and understand the concept of mirror image symmetry.</li></ol>
<b>Term 2 Part 1</b>	<b>Place Value (within 20)</b>  <b>Addition and Subtraction (within 20)</b>	<ol style="list-style-type: none"><li>1. Recognise and form numbers up to 20</li><li>2. Pupils will extend their understanding of numbers beyond 10 and be able to confidently recognise, identify, and form numbers up to 20.</li><li>3. Understand number bonds in tens and ones: Students will explore the concept of number bonds, focusing on tens and ones. They will understand how numbers can be broken down into groups of tens and ones and develop fluency in combining and splitting numbers.</li><li>4. Analyse and explore patterns in numbers, recognising and extending patterns in number sequences. They will identify and describe the relationships between numbers and use patterns to make predictions.</li></ol>
<b>Term 2 Part 2</b>	<b>Place Value (Within 50)</b>  <b>Length &amp; Height</b>  <b>Mass &amp; Volume</b>	<ol style="list-style-type: none"><li>1. Extend number identification, recognition, and formation up to 50: Students will further develop their understanding of numbers and be able to identify, recognise, and form numbers up to 50 with confidence.</li><li>2. Perform addition and subtraction using mental maths strategies and a number line. Students will develop their mental calculation skills and use number lines to add and</li></ol>



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		<p>subtract numbers efficiently. They will also practise solving equations with missing addends, where one or more numbers are unknown.</p> <ol style="list-style-type: none"><li>3. Compare lengths and heights through practical activities and measurement tasks to develop an understanding of size relationships and mathematical concepts.</li><li>4. Explore measuring length using everyday objects, fostering a hands-on understanding of units and comparisons in the context of their immediate environment.</li><li>5. Measure length in centimeters, employing tools such as rulers and measuring tapes to develop their understanding of standard units and numerical representation in measurement.</li></ol>
<b>Term 3</b>	<p><b>Multiplication &amp; Division</b></p> <p><b>Fractions</b></p> <p><b>Positions &amp; Directions</b></p> <p><b>Place Value (Within 100)</b></p> <p><b>Money</b></p> <p><b>Time</b></p>	<ol style="list-style-type: none"><li>1. Counting in 2's, 5's &amp; 10's.</li><li>2. Explore early division concepts of sharing equally by being introduced to the concept of division as sharing equally among a given number of groups. They will learn to divide objects and quantities into equal parts, developing an understanding of basic division principles</li><li>3. Explore fractions, specifically focusing on halves and quarters. They will understand that fractions represent parts of a whole and apply this knowledge to objects, shapes, and numbers.</li><li>4. Understand the four cardinal directions (north, south, east, west) and their relationship to maps and navigation. They will develop an understanding of basic map reading skills and learn how to follow and give directions.</li><li>5. Expansion of skills in number identification, recognition, and formation, confidently extending their understanding to numbers up to 100 through various activities and exercises.</li><li>6. Use a 100 square to reinforce their understanding of place value and develop strategies for addition and subtraction. They will learn how to break down numbers into tens and ones, making it easier to add or subtract.</li><li>7. Understand the concept of money in pounds. Students will learn about the value of money in pounds and pence. They will practise counting and making amounts using different combinations of coins and notes.</li><li>8. Tell time using analogue and digital clocks, with a focus on half past the hour. Students will learn to read and interpret analogue and digital clocks. They will specifically focus on telling time at half past the hour and understanding the concept of AM and PM.</li></ol>



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<b>Subject:</b>	<b>Science</b>	<b>Year:</b>	<b>1</b>
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<b>Course aim:</b>	<p>The aim of science education is to foster curiosity and exploration of the natural world. Students develop basic scientific inquiry skills, such as observation, prediction, and investigation, through hands-on experiments and activities. They begin to understand key scientific concepts related to living things, materials, and physical processes in their environment. Science education in Year 1 also aims to promote critical thinking and communication skills, laying the foundation for future scientific inquiry and understanding. Through engaging experiences, students develop a lifelong appreciation for the wonders of science and the importance of evidence-based reasoning.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<p><b>The Human Body</b></p> <p><b>Seasonal Changes</b></p>	<ol style="list-style-type: none"> <li>1. Identify and name basic body parts, including the head, arms, legs, hands, and feet</li> <li>2. Explore senses such as sight, hearing, taste, and touch, understanding how these senses help them interact with the world.</li> <li>3. Develop an awareness of healthy habits such as exercise, nutrition, and personal hygiene.</li> <li>4. Learn about the four seasons - spring, summer, autumn, and winter</li> <li>5. How each season affects the environment, animals, and plants differently.</li> <li>6. Develop an understanding of the characteristics of each season, such as changes in temperature, daylight hours, and types of clothing needed.</li> <li>7. Investigate how seasonal changes impact their daily lives, including activities they can do during each season and how humans and animals adapt to seasonal variations.</li> <li>8. Comprehend the cyclical nature of seasons and the importance of conservation and caring for the environment to support seasonal biodiversity.</li> </ol>
<b>Term 1 Part 2</b>	<p><b>Materials</b></p> <p><b>Seasonal Changes</b></p>	<ol style="list-style-type: none"> <li>1. Explore different materials and their properties such as wood, metal, plastic, and fabric, and learning about their characteristics, uses</li> <li>2. Through experiments and observations, they develop an understanding of concepts such as hardness, flexibility, transparency, and conductivity</li> <li>3. Explore how materials can change through processes like cutting, bending, stretching, and mixing.</li> <li>4. The importance of recycling and sustainability, considering the environmental impact of different materials and ways to reduce waste.</li> <li>5. Practice kindness, empathy, and respect towards others, regardless of their physical appearance or abilities.</li> </ol>



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<p><b>Term 2</b> <b>Part 1</b></p>	<p><b>Planting</b></p> <p><b>Animals</b></p>	<ol style="list-style-type: none"> <li>1. Lifecycle of plants through hands-on planting activities.</li> <li>2. Through planting seeds and observing plant growth, students develop an understanding of the different stages in a plant's lifecycle, from seed germination to flowering and fruiting.</li> <li>3. Studying a variety of animals, from pets to wild animals, they learn about different habitats and adaptations.</li> <li>4. Investigate animal life cycles, including birth, growth, reproduction, and death, fostering an understanding of the concept of lifecycles.</li> <li>5. Explore the importance of animal conservation and understanding the impact of human activities on animal habitats.</li> </ol>
<p><b>Term 2</b> <b>Part 2</b></p>	<p><b>Caring for the Planet</b></p> <p><b>Planting</b></p> <p><b>Seasonal Changes</b></p>	<ol style="list-style-type: none"> <li>1. Understand the importance of caring for the planet by learning simple actions like recycling, conserving energy, and appreciating nature</li> <li>2. Understanding of the importance of clothing, food, and shelter adaptations in different seasons.</li> <li>3. Explore the role of pollinators such as bees and butterflies in plant reproduction and ecosystem health.</li> <li>4. Investigate the diversity of plants, including trees, flowers, fruits, and vegetables, and their importance to humans and the environment</li> </ol>
<p><b>Term 3</b></p>	<p><b>Plants</b></p> <p><b>Planting</b></p> <p><b>Growing and Cooking</b></p> <p><b>Seasonal Changes</b></p>	<ol style="list-style-type: none"> <li>1. Parts of the plants by learning about their basic needs, life cycles, and importance in our environment.</li> <li>2. planting seeds, observing plant growth, and caring for plants, they develop an understanding of how plants contribute to our lives and ecosystems.</li> <li>3. investigate different types of plants, such as flowers, trees, and vegetables, fostering an appreciation for the diversity of plant life.</li> <li>4. learn about the journey of food from seed to table</li> <li>5. explore planting and nurturing vegetables and herbs, discovering the process of growth and harvest</li> <li>6. Through hands-on cooking activities using ingredients they've grown; children develop skills in food preparation and learn about the importance of healthy eating.</li> <li>7. Understanding how different seasons affect animal behaviour and migration patterns.</li> </ol>



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Subject:	Topic	Year:	1
<b>Course aim:</b>	<p>The aim of Topics taught in Year 1 is to provide a solid foundation for children's learning and development. The Topics encompass a diverse array of units that explore various aspects of our surroundings, the global community, and the individuals within it. Students gain knowledge and understanding of their immediate environment, the interconnectedness of the world, and the diverse characteristics and experiences of people. By delving into these units, students develop a comprehensive perspective and engage in meaningful learning experiences that foster their cognitive, social, and emotional growth.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	<b>All About Me</b>  <b>Super Tato</b>  <b>Community Workers</b>	<ol style="list-style-type: none"> <li>1. Introduce themselves confidently to their peers, identify common interests among their classmates</li> <li>2. Appreciate the uniqueness of each individual</li> <li>3. Understand the concept of a superhero, identify the characteristics of a hero, and explore imaginative storytelling.</li> <li>4. Comprehend various community workers and their roles within the community.</li> </ol>
Term 1 Part 2	<b>Dinosaur Planet</b>  <b>Our local area</b>	<ol style="list-style-type: none"> <li>1. Explore prehistoric times when dinosaurs lived on planet earth.</li> <li>2. Learn about the types of dinosaurs that existed and name them.</li> <li>3. Learn vocabulary related to the dinosaur's bodies and look at dinosaur fossils.</li> <li>4. Read dinosaur stories.</li> <li>5. Demonstrate knowledge of Hungary and home country by exploring the capital city, colours of the flag, food, landmarks etc.</li> <li>6. Explore the local area and draw a simple map e.g. playground, nearby park etc.</li> </ol>
Term 2 Part 1	<b>Creature Report - Land animals</b>  <b>Modes of Transport</b>	<ol style="list-style-type: none"> <li>1. Conduct simple animal research, gather information, and create basic animal reports using appropriate vocabulary and sentence structures.</li> <li>2. Acquire skills in presenting their findings and sharing knowledge about different animals with their peers.</li> <li>3. Knowledge of various modes of transport, such as cars, trains, planes, and boats, and understanding their purposes and characteristics</li> <li>4. Develop an awareness of different transportation options and their roles in everyday life and travel.</li> </ol>
Term 2 Part 2	<b>Creature report – Under the Sea</b>  <b>Castles</b>	<ol style="list-style-type: none"> <li>1. Gain knowledge about marine life, ocean exploration, habitats and ecosystems.</li> <li>2. Through their sea creature report, students deepen their knowledge of different species and their unique adaptations to underwater environments.</li> </ol>



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		<ol style="list-style-type: none"><li>3. Cultivate an understanding of marine ecosystems and the significance of safeguarding and conserving the oceans.</li><li>4. Gain an awareness of castles, including their purpose, structure, and the people associated with them</li><li>5. Develop a basic understanding of the historical context and significance of castles in different time periods.</li></ol>
<b>Term 3</b>	<b>Birds</b> <b>Space</b> <b>Around the World</b>	<ol style="list-style-type: none"><li>1. Acquire an understanding of different birds, their characteristics, habitats, and how they adapt to their environments.</li><li>2. Gain knowledge about the solar system, planets, stars, and basic concepts of space exploration.</li><li>3. Demonstrate knowledge of different countries, cultures, landmarks, and basic geographical concepts.</li></ol>



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<b>Subject:</b>	<b>Languages</b>	<b>Year:</b>	<b>1</b>
<b>Course aim:</b>	<p>In Year 1 the BBIA Language course has a primary focus on introducing basic vocabulary, pronunciation, and simple sentence structure. While formal grammar rules may not be explicitly taught at this age, children naturally start internalising language patterns through exposure and practice. Language learning in Year 1 utilises interactive and engaging activities, including songs, games, and play-based exercises, to foster a positive and enjoyable learning environment for young children.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Greetings</b>  <b>Alphabet</b>  <b>Colours</b>	<ol style="list-style-type: none"> <li>1. Understand and answer basic questions (what is your name? How old are you? etc.)</li> <li>2. Identify and write the letters of the alphabet, including both uppercase and lowercase forms.</li> <li>3. Start associating letter sounds with the corresponding letters.</li> <li>4. Learn the basic colours and identify and name different shapes.</li> <li>5. Read and write with spelling help the name of the colours and shapes.</li> </ol>
<b>Term 1 Part 2</b>	<b>Numb 1-10</b>  <b>Family</b>  <b>Body &amp; Emotions</b>	<ol style="list-style-type: none"> <li>1. Learn to count from 1 to 10.</li> <li>2. Identify and recognise numbers in different contexts.</li> <li>3. Learn vocabulary related to the family members.</li> <li>4. Identify and name parts of the body.</li> <li>5. Learn to express basic emotions in the language.</li> </ol>
<b>Term 2 Part 1</b>	<b>Clothing</b>  <b>Weather</b>  <b>Food</b>	<ol style="list-style-type: none"> <li>1. Identify and name clothing items.</li> <li>2. Learn the names of the seasons and describe the weather.</li> <li>3. Associate the clothes to each season.</li> <li>4. Name and identify the fruits and basic food.</li> <li>5. Play role games about going to the market.</li> </ol>
<b>Term 2 Part 2</b>	<b>Various</b>  <b>Animals</b>	<ol style="list-style-type: none"> <li>1. Identify and name the main animals from the Savannah, the Jungle, the Farm and the Sea.</li> <li>2. Learn the different sounds from the animals and learn the songs about them.</li> <li>3. Describe the animals using basic adjectives (big, small, colours, etc.) and where they live.</li> </ol>
<b>Term 3</b>	<b>Classroom</b>  <b>Calendar</b>  <b>Revision</b>	<ol style="list-style-type: none"> <li>1. Identify and learn the name of the objects that are in the class.</li> <li>2. Learn to ask simple questions using the vocabulary. Where is it? Can I borrow? Etc.</li> <li>3. Learn the days of the week and the months of the year through songs.</li> <li>4. Play games and activities involving all the vocabulary learnt through the year.</li> </ol>



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<b>Subject:</b>	<b>Art &amp; Crafts</b>	<b>Year:</b>	<b>1</b>
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<b>Course aim:</b>	<p>Fostering creativity, self-expression, and appreciation for various forms of artistic expression are the significant objectives of the art and crafts course in Year 1. Students will engage in a wide range of artistic activities, including drawing, painting, collage, sculpture, and crafts. They will explore different art techniques, materials, and tools, developing fine motor skills and spatial awareness. Through hands-on experiences, they will learn about colour, shape, texture, and composition. The course aims to cultivate imagination, confidence, and the ability to communicate ideas visually. It also encourages students to appreciate and respect diverse artistic styles and traditions, nurturing a lifelong love for the arts.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Drawing</b>	<ol style="list-style-type: none"> <li>1. Explore with a variety of media; pencils, rubbers, crayons, pastels, felt tips, ballpoints, chalk</li> <li>2. Control the types of marks made with the range of media, for example, drawing lines, and dots of different thicknesses.</li> <li>3. Name, match and draw lines/marks from observations.</li> </ol>
<b>Term 1 Part 2</b>	<b>Painting</b>	<ol style="list-style-type: none"> <li>1. Use a variety of tools and techniques including different brush sizes and types</li> <li>2. Identify primary colours by name.</li> <li>3. Engage in artistic exploration using watercolours and tempera pain</li> </ol>
<b>Term 2 Part 1</b>	<b>Expressive</b>	<ol style="list-style-type: none"> <li>5. Utilise drawing, painting, and sculpture as mediums to foster the development and expression of their ideas, experiences, and imagination.</li> <li>6. Provide a comprehensive explanation of the artistic process and its components.</li> <li>7. Recognise and describe some simple characteristics of different kinds of art, craft and design.</li> </ol>
<b>Term 2 Part 2</b>	<b>Crafts</b>	<ol style="list-style-type: none"> <li>1. Engage in group activities, and develop their confidence and communication skills through creative projects.</li> <li>2. Fold, crumple, tear and overlap papers</li> <li>3. Demonstrate enhanced precision, dexterity, and creativity through the safe utilisation of cutting tools in artistic projects.</li> <li>4. Creative and hands-on craft activities to foster artistic expression and imaginative thinking.</li> </ol>



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**Term 3**

**Motor Skills**

1. Exhibit enhanced fine motor skills and precise control when engaging in artistic activities.
2. Demonstrate basic art techniques and explore different materials and mediums



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<b>Subject:</b>	<b>Music</b>	<b>Year:</b>	<b>1</b>
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<b>Course aim:</b>	<p>The aim of the Key Stage 1 school music course is to introduce students to the world of music, foster a love for music, and develop their musical skills, knowledge and understanding. Through engaging and interactive activities, students will explore various aspects of rhythm, melody, pitch, dynamics, and different musical instruments. They will have opportunities to listen, perform, create and respond to a wide range of music from different cultures and genres. By providing a well-rounded music education, this course aims to cultivate students' appreciation for music, nurture their musical talents and lay the foundation for further exploration and growth in their musical journey.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Introduction to Music</b>	<ol style="list-style-type: none"> <li>1. Gain an introduction to basic musical notation and note values.</li> <li>2. Explore different genres of music and instrumentation.</li> <li>3. Understand the concept of rhythm and clapping to a beat.</li> <li>4. Identify instruments used in various genres of music.</li> <li>5. Listen to and discuss different genres and express personal opinions.</li> <li>6. Be able to work together as a team to complete rhythmic exercises.</li> </ol>
<b>Term 1 Part 2</b>	<b>Music Fundamentals</b>	<ol style="list-style-type: none"> <li>1. Identify and explore different sounds in the environment.</li> <li>2. Differentiate between music and non-musical sounds.</li> <li>3. Understand basic musical elements like rhythm and melody.</li> <li>4. Develop basic listening skills.</li> <li>5. Recognise and reproduce simple rhythmic patterns.</li> <li>6. Understand and perform primary note values (whole, half, quarter notes).</li> </ol>
<b>Term 2 Part 1</b>	<b>Dynamics and Rhythm.</b>	<ol style="list-style-type: none"> <li>1. Develop their aural skills by listening to various tempos.</li> <li>2. Clap or play along to simple rhythms using body percussion and percussion instruments.</li> <li>3. Recognise and reproduce simple rhythmic patterns.</li> <li>4. Understand and demonstrate basic dynamics (loud, soft).</li> </ol>
<b>Term 2 Part 2</b>	<b>Music Fundamentals 2</b>	<ol style="list-style-type: none"> <li>1. Be able to sing simple songs with accurate pitch and rhythm.</li> <li>2. Recognise and perform simple melodic patterns.</li> <li>3. Identify high and low pitches in music.</li> <li>4. Begin to familiarise themselves with a musical stave.</li> <li>5. Be able to make musical instruments out of recycled materials.</li> <li>6. Explore the different structures of a song.</li> </ol>



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**Term 3**

**Music and the  
Wider World.**

1. Recognise and explore different cultures through a musical lens.
2. Identify various musical instruments by their sound and characteristics, as well as their historical background.
3. Recognise key features of music from specific cultures (e.g., African drumming, Indian sitar).
4. Identify and discuss emotions and moods conveyed through music.
5. Develop confidence in participating in group performances.



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<b>Subject:</b>	<b>Personal, Social, Health and Economic Education (PSHE)</b>	<b>Year:</b>	<b>1</b>
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<b>Course aim:</b>	<p>The PSHE course in Year 1 serves as the basic building blocks for the PSHE UK curriculum. It is studied in great depth in order to shape and holistically develop students. It cultivates a comprehensive understanding of the interconnected nature of physical, mental, and emotional well-being. Through age-appropriate activities and discussions, the objective is to promote healthy habits, develop self-awareness, and nurture positive emotional and social skills. Students learn about the importance of nutrition, exercise, hygiene, and rest for their physical well-being. They explore strategies to manage their emotions, build resilience, and develop a positive mental and emotional well-being mindset. By empowering students with skills, knowledge and information about themselves and the complex world around them, Year 1 PSHE education aims to lay the foundation for a healthy and balanced life.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Health and Wellbeing- What helps us stay healthy?</b>	<ol style="list-style-type: none"> <li>1. Understand what being healthy means.</li> <li>2. Know who helps help them to stay healthy (e.g. parent, dentist, doctor).</li> <li>3. Understand that things people put into or onto their bodies can affect how they feel e.g. healthy foods are good for energy and brain power.</li> <li>4. Understand how medicines and vitamins can help people stay healthy and that some people need to take medicines every day to stay healthy.</li> <li>5. Understand why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>6. Discuss what they can do to take care of themselves on a daily basis e.g. brushing teeth and hair, hand washing.</li> </ol>
<b>Term 1 Part 2</b>	<b>Health and Wellbeing- Who helps us stay safe?</b>	<ol style="list-style-type: none"> <li>1. Recognise that people have different roles in the community to help them (and others) keep safe.</li> <li>2. Name and explain who can help them in different places and situations; how to attract someone's attention or ask for help, what to say? Etc. (Including Online)</li> <li>3. Know how to respond safely to adults they don't know (including online).</li> <li>4. Know what to do if they feel unsafe or worried for themselves or others, and the importance of keeping on asking for support until they are heard.</li> </ol>
<b>Term 2 Part 1</b>	<b>Living in the wider world- How do we feel?</b>	<ol style="list-style-type: none"> <li>1. Understand what money is and that money comes in different forms.</li> <li>2. Know how money is obtained (e.g. earned, won, borrowed, presents).</li> <li>3. Know how people make choices about what to do with money including spending and saving.</li> <li>4. Recognise the difference between needs and wants.</li> </ol>



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		<ol style="list-style-type: none"><li>5. Know that people may not always be able to have the things they want.</li><li>6. Understand how to keep money safe and the different ways of doing this.</li></ol>
<b>Term 2 Part 2</b>	<b>Living in the Wider World- How can we look after each other and the world?</b>	<ol style="list-style-type: none"><li>1. Understand how kind and unkind behaviour can affect others.</li><li>2. Know how to be polite and courteous.</li><li>3. Know how to play and work co-operatively.</li><li>4. Understand the responsibilities they have in and out of the classroom.</li><li>5. Know how people and animals need to be looked after and cared for.</li><li>6. Understand what can harm the local and global environment.</li><li>7. Discuss how they and others can help care for it</li><li>8. Know how people grow and change and how people's needs change as they grow from young to old.</li><li>9. how to manage change when moving to a new class/year group.</li></ol>
<b>Term 3</b>	<b>Relationships and SRE- Who are the people who care for me? How are girls and boys similar?</b>	<ol style="list-style-type: none"><li>1. Identify the important relationships in my life and those that provide love.</li><li>2. Describe a family and understand that all families are special and different.</li><li>3. Recognise the different ways our special people care for us and how we can care for them in return.</li><li>4. Identify similarities and differences in people.</li><li>5. Recognise that we are all equal and that it is acceptable to be different.</li><li>6. Respect and value difference this</li><li>7. Describe similarities and differences between ourselves and others.</li><li>8. Name the main parts of the body.</li><li>9. Name body parts including male and female genitalia.</li></ol>



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<b>Subject:</b>	<b>PE</b>	<b>Year:</b>	<b>1</b>
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<b>Course aim:</b>	<p>The aim of the BBIA Physical Education (PE) course is to introduce students to the fundamental principles of physical fitness, health, and well-being. Through a variety of activities and exercises, the course aims to foster a positive attitude towards physical activity and promote the development of basic motor skills, coordination, and teamwork. Students have the opportunity to engage in a range of sports and physical exercises, allowing them to explore their physical capabilities and understand the importance of leading an active lifestyle. Overall, the aim of the PE course is to lay a solid foundation for a lifetime of physical activity and encourage students to adopt healthy habits that contribute to their overall well-being.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<p align="center"><b>Basic Movement</b></p> <p align="center"><b>Following Direction</b></p> <p align="center"><b>Jump Rope</b></p>	<ol style="list-style-type: none"> <li>1. Practise basic movements like jumping, hopping, clapping, and stretching during a game of 'Simon Says'. They should be able to follow directions as the teacher gives instructions such as "Simon says jump up and down" and students follow the actions.</li> <li>2. Follow the assigned animal and imitate the movements of that animal, such as crawling like a bear, hopping like a frog, or wriggling like a snake. This helps to develop basic coordination and body awareness.</li> <li>3. Successfully balance bean bags on different parts of their bodies, such as their heads, shoulders, or hands. Using a range of motions like walking, hopping, or skipping while keeping the bean bag balanced, to develop balance and control.</li> <li>4. Perform basic jump rope skills such as single jumps, hopping on one foot, and side-to-side jumps. They should have developed coordination and rhythm while jumping rope.</li> </ol>
<b>Term 1 Part 2</b>	<p align="center"><b>Regulation Awareness</b></p> <p align="center"><b>Playground Games</b></p> <p align="center"><b>Football</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate breath awareness and regulation, through activities like 'Breathing Buddies', students should have developed the ability to take slow, deep breaths and regulate their breathing. They should be able to use these techniques to promote relaxation, reduce stress, and improve focus and concentration.</li> <li>2. Understand the impact of physical activity on body temperature. They should be able to identify whether they feel warm or cool after different types and intensities of exercise and understand the importance of regulating this.</li> <li>3. Be able to participate in playground games like: Duck, Duck, Goose, various tag games and hoop games, in order to learn how to play with others. They should be able to follow the steps, understand the rule of the game and apply learned skills during daily outdoor playtime.</li> <li>4. Demonstrate basic dribbling skills in football, including maintaining close control of the ball while moving around obstacles in a designated course. They should also show the ability to pass the ball accurately using inside-of-the-foot passes in partner activities. Additionally, they should have a basic understanding of football game rules, such as staying inside</li> </ol>



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		boundaries and not using their hands, while displaying fair play and sportsmanship.
<b>Term 2 Part 1</b>	<b>Athletics</b> <b>Handball</b> <b>Yoga</b>	<ol style="list-style-type: none"> <li>1. Demonstrate basic running skills, including the ability to run short distances with proper form and technique. They should also display basic jumping and throwing abilities, such as jumping off two feet and throwing lightweight objects with control and accuracy. Furthermore, they should show an understanding of basic athletics concepts, such as starting and finishing lines, and exhibit enthusiasm for participating in athletic activities.</li> <li>2. Demonstrate basic handball skills, including the ability to catch and throw a ball with both hands. They should also understand the basic rules of the game, such as the concept of dribbling and the objective of scoring goals. Additionally, they should exhibit teamwork and cooperation while engaging in handball activities.</li> <li>3. Be able to hold basic yoga poses and movements, such as Mountain Pose, Forward Fold, and Child's Pose. They should understand the importance of breathing and be able to practise simple breathing exercises.</li> </ol>
<b>Term 2 Part 2</b>	<b>Circuit Training</b> <b>Aerobics</b> <b>Dance</b>	<ol style="list-style-type: none"> <li>1. Use visuals to engage in simple circuit training exercises such as jumping jacks, squats, push-ups, and lunges. Students should actively seek support visual diagrams to help follow the correct form and technique for each exercise. Students should rotate between stations once given time to do so and perform a set number of repetitions at each station.</li> <li>2. Engage in basic aerobic exercises, such as jumping jacks, marching in place, and simple dance movements, while following a rhythm or music.</li> <li>3. Engage in fun dance games and activities to explore basic movement and develop rhythm, body awareness, and coordination.</li> <li>4. Participate in the school sports day to show off various skills and developments made in PE. They should display basic motor skills and coordination through participation in various fun and inclusive sports activities. They should approach the day with a positive attitude towards physical activity, emphasising the importance of fair play, teamwork, and good sportsmanship.</li> </ol>
<b>Term 3</b>	<b>Tag Rugby</b> <b>Badminton</b> <b>Sports Day</b>	<ol style="list-style-type: none"> <li>1. Understand the basic rules and objectives of tag rugby, including scoring tries and avoiding being tagged by opponents.</li> <li>2. Demonstrate fundamental skills of running, dodging, and passing in tag rugby games, showing fair play, teamwork, and sportsmanship.</li> <li>3. Demonstrate basic hand-eye coordination by consistently hitting the shuttlecock with the racket, showing improvement in control and accuracy.</li> <li>4. Participate in the school sports day to show off various skills and developments made in PE. They should display basic motor skills and coordination through participation in various fun and inclusive</li> </ol>



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sports activities. They should approach the day with a positive attitude towards physical activity, emphasising the importance of fair play, teamwork, and good sportsmanship.



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<b>Subject:</b>	<b>ICT</b>	<b>Year:</b>	<b>1</b>
<b>Course aim:</b>	<p>In Year 1 ICT, the primary aim is to spark children’s curiosity in the world of computers and cultivate their confidence in digital skills. Throughout the course, students will enhance their foundational computer skills through hands-on exploration. Our syllabus focuses on introducing students to various components of the computer including navigating the desktop, using programmes such as paint and notepad for creative expression and writing, word processing etc. Additionally, learners will begin to explore and understand the internet with a huge focus on internet safety.</p>		

<b>TERM</b>	<b>TOPIC</b>	<b>BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD</b>
<b>Term 1 Part 1</b>	<b>My computer</b>	<ol style="list-style-type: none"> <li>1. Understand how technology has changed overtime.</li> <li>2. Discuss where we would see and use laptops and computers.</li> <li>3. Identify parts of the computer.</li> <li>4. Learn how to click and type using a mouse and a keyboard.</li> </ol>
<b>Term 1 Part 2</b>	<b>Let’s start</b>	<ol style="list-style-type: none"> <li>1. Explore the computer desktop and recognise some programmes logos.</li> <li>2. Turn on and off the computer.</li> <li>3. Open and close a programme.</li> <li>4. Minimise and maximise a window.</li> <li>5. Understand and practice how to keep the workspace tidy and safe.</li> </ol>
<b>Term 2 Part 1</b>	<b>Let’s paint</b>	<ol style="list-style-type: none"> <li>1. Learn how to open ‘<i>paint</i>’.</li> <li>2. Explore the tools and draw simple pictures.</li> <li>3. Include shapes.</li> <li>4. Change the colour and width of lines.</li> <li>5. Learn how to fill a shape with colour.</li> <li>6. Select and move shapes.</li> <li>7. Copy and paste.</li> <li>8. Save picture from paint.</li> </ol>
<b>Term 2 Part 2</b>	<b>Let’s type</b>	<ol style="list-style-type: none"> <li>1. Learn how to open ‘<i>Notepad</i>’.</li> <li>2. Type letters and numbers.</li> <li>3. Delete letters and numbers with backspace.</li> <li>4. Save a file.</li> <li>5. Type a list.</li> <li>6. Learn how to use caps lock.</li> <li>7. Select and delete one character or a whole word.</li> </ol>
<b>Term 3</b>	<b>Let’s surf</b>	<ol style="list-style-type: none"> <li>1. Play simple educational online games.</li> <li>2. Learn internet rules and safety.</li> <li>3. Open internet explorer.</li> <li>4. Type a website name.</li> </ol>



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<b>Subject:</b>	<b>Hungarian</b>	<b>Year:</b>	<b>1</b>
<b>Course aim:</b>	<p>The Hungarian course aims to provide students with essential reading and writing skills, as well as a more refined speech development, which forms the foundation for further language education. The focus is on achieving age-appropriate reading and writing proficiency, as progress in other topics depends on these skills. Vocabulary expansion, understanding nuances, and the stylistic value of words are emphasised for effective communication. Engaging with texts of different kinds enhances reading comprehension, enabling students to understand and summarise texts and follow task instructions. The course aims to foster students' conscious understanding of the language and develop their foundational knowledge of the Hungarian language system.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<p><b>Reading with a focus on special sounds</b></p> <p><b>Writing preparation activities</b></p>	<ol style="list-style-type: none"> <li>1. Familiarise themselves with the Hungarian alphabet with an emphasis on the special characters</li> <li>2. Connect letters and sounds</li> <li>3. Read simple and familiar words.</li> <li>4. Practice writing the letters of the Hungarian alphabet.</li> <li>5. Be able to spell short and commonly used words based on their phonetic knowledge.</li> <li>6. Be able to compare their spelling, correct spelling, and find their mistakes.</li> </ol>
<b>Term 1 Part 2</b>	<p><b>Reading syllables</b></p> <p><b>Writing preparation activities</b></p>	<ol style="list-style-type: none"> <li>1. Continue working on letter-sound connections.</li> <li>2. Get familiar with reading syllable by syllable.</li> <li>3. Understand simple sentences and be able to work with them.</li> <li>4. Widen the range of words they can spell correctly and confidently.</li> <li>5. Be able to spell words split into syllables.</li> <li>6. Be able to compare their spelling to correct spelling and find their mistakes.</li> </ol>
<b>Term 2 Part 1</b>	<p><b>Reading short sentences</b></p> <p><b>Writing words: Part 1</b></p>	<ol style="list-style-type: none"> <li>1. Have secure letter-sound connections and apply them independently.</li> <li>2. Be able to read simple sentences with the words still separated into syllables.</li> <li>3. Be able to understand and answer questions about a variety of simple oral texts.</li> <li>4. Widen the range of words they can spell correctly and confidently.</li> <li>5. Be able to formulate simple sentences with some help from the teacher.</li> <li>6. Be able to check their work for mistakes and clarity of meaning.</li> </ol>
<b>Term 2 Part 2</b>	<p><b>Reading short sentences, telling tales activities</b></p> <p><b>Writing words: Part 2</b></p>	<ol style="list-style-type: none"> <li>1. Read longer sentences out loud working on correct intonation.</li> <li>2. Get familiar with the structure and language of folk tales.</li> <li>3. Be able to summarise, and answer questions about an oral text independently.</li> <li>4. Widen the range of words they can spell correctly and confidently.</li> <li>5. Be able to formulate simple sentences independently.</li> <li>6. Be able to use a range of vocabulary including set phrases commonly used in fairy tales.</li> </ol>



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**Term 3**

**Reading texts for  
different purposes**

**Writing for a purpose**

1. Read stories and non-fiction texts with near fluency.
2. Be able to get information from a non-fiction text.
3. Be able to work with the texts independently.
4. Be able to independently spell unfamiliar words using their phonetic knowledge.
5. Be able to create their own story based on a topic or a theme.
6. Be able to check their work for mistakes and clarity of meaning independently.



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The Year One curriculum is tailored and adapted to meet the specific needs of our international school community. By employing a variety of resources, we ensure a well-rounded and comprehensive curriculum that caters to all learners. As such our term planner is subject to change based on the interests of the children and progression of the academic year. Our approach includes utilising educational websites and drawing on influential educational sources. These resources provide a wealth of engaging materials, interactive activities, and valuable assessments to enhance student learning. We strive to create an interactive and dynamic learning environment that fosters critical thinking, creativity, and holistic development. Through this blended approach, we deliver a globally-relevant and rigorous education that prepares our students for success in an ever-changing world.

**Below are just some of the core resources used in year 1:**

Sources		
Subject	Primary source	Additional sources
<b>English</b>	Authentic Texts  Twinkl	Jolly Phonics  Reading A-Z  Oxford reading and writing  Hamilton Trust
<b>Maths</b>	White Rose Math Programme	Twinkl  Hamilton Trust  Classroom Secrets
<b>Topic</b>	Twinkl	Hamilton Trust
<b>Science</b>	White Rose Science Programme	Twinkl
<b>Health and Well-being</b>	Twinkl	
<b>ICT</b>	Binary Logic – e-skills 1.	



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<b>Hungarian</b>	Olvasás-írás előkészítő munkafüzet 1. (OH NAT 2020)  Ábécés munkatankönyv 1. I.-II. (OH NAT 2020)  Kisbetűs írás munkafüzet 1. (OH NAT 2020)  Előírt írásfüzet 1. (OH NAT 2020)	<a href="http://www.wordwall.net">www.wordwall.net</a>  <a href="http://www.okosdoboz.hu">www.okosdoboz.hu</a>
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