



BUDAPEST BRITISH
INTERNATIONAL ACADEMY

Budapest British International Academy

Term Planner 2025-2026

Year 4





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Subject:	Literacy	Year:	4
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Course aim:	<p>Literacy encompasses various English language skills. Year 4 students should understand and speak with a well-developed vocabulary and proper grammar. They should have a sense of adventure in learning and using English socially and understand more complex academic language and instructions. Year 4 reading focuses on independently reading books, stories, poetry, plays and non-fiction to develop vocabulary and grammar. Children learn to understand story structure, figurative language and how to justify their views about what they have read. Prediction, drawing inferences, and identifying main ideas are developed. Pupils learn to write their ideas with neat cursive handwriting, good punctuation and sentence structure and understand linguistic terminology. Teachers help students build more varied grammar, vocabulary and narrative structures; paragraph development and organisation is important as they learn to write creative stories and articles. Understanding basic elements of poetry (line, verse, rhyme) and writing original poems helps pupils master language. Drafting and writing, proofreading their own and others' writing by evaluating and editing for spelling and punctuation errors allows them to reflect on improving their abilities. Writing composition expands by using a range of sentences with conjunctions, fronted adverbials, pronouns, prepositions, and direct speech.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Class Novel Fantasy Biographies Syllabic Poems- Tanka, Haiku and Cinquain	<ol style="list-style-type: none"> 1. Learn a set spelling list to expand spelling skills (-au, -augh, in-, im-, il-, ir-, -sion and homophone words). 2. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation. 3. Explore fantasy stories. 4. Explore biographies. 5. Explore syllabic poems. 6. Write extended sentences using correct punctuation. 7. Revise verbs and adverbs. 8. Explore singular and plural nouns. 9. Study pronouns. 10. Study compound words. 11. Use descriptive language. 12. Write an autobiography or biography.
Term 1 Part 2	Class Novel Stories with a familiar setting Instructions and Explanation Poetry on a Theme (animals)	<ol style="list-style-type: none"> 1. Learn a set spelling list to expand spelling skills (-sion, -ssion, -tion, -cian, -ough and challenging words). 2. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation. 3. Explore stories with a familiar setting. 4. Explore Instructions and explanations. 5. Investigate form, language and make comparisons in poetry. 6. Revise how to use commas. 7. Study frontal adverbials. 8. Study possessive apostrophes and possessive pronouns. 9. Write a new short story. 10. Write a set of instructions or an explanation. 11. Write a poem from the point of view of an animal.



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Term 2 Part 1	Class Novel Traditional Tales and Fables Recounts and Reports Poetry using Imagery	<ol style="list-style-type: none"> 1. Learn a set spelling list to expand spelling skills (homophone, -ation, sub- and plural words). 2. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation. 3. Explore and compare fairytales with alternative endings. 4. Explore recounts and reports. 5. Explore poems using metaphors, similies and powerful imagery. 6. Write a poem using metaphors or similies. 7. Write a recount of a personal event. 8. Produce a report. 9. Edit and evaluate work. 10. Revise adjectives. 11. Study noun phrases.
Term 2 Part 2	Myths and Legends Persuasive Writing Narrative Poetry	<ol style="list-style-type: none"> 1. Learn a set spelling list to expand spelling skills (sc-, soft c with ce and ci, word families and statutory spelling words.) 2. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation. 3. Read captivating stories of mythical sea creatures. 4. Explore persuasive writing- speech writing. 5. Explore a variety of narrative poetry. 6. Write your own sea myth. 7. Use paragraphs. 8. Use expanded noun phrases. 9. Learn, recite and write narrative poems. 10. Study determiners, tenses, inverted commas and prepositional phrases.
Term 3	Class Novel Persuasive Writing Odes and Limericks-Poetry	<ol style="list-style-type: none"> 1. Learn a set spelling list to expand spelling skills (inter-, auto-, anti-, ex-, non- and -ous words). 2. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation. 3. Revise forms of persuasive writing- focusing on letters. 4. Explore animal captivity by reading a range of texts and write a persuasive article for a website or letter. 5. Research, learn and recite odes and limericks (poems). 6. Edit and evaluate writing. 7. Study textual cohesion.



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Subject:	Maths	Year:	4
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Course aim:	<p>Year 4 mathematics focuses on number and place value, number operations (adding, subtracting, multiplying, dividing), fractions, decimals, measurement, the geometry of shapes, position and direction, and statistics. Understanding place value helps pupils make sense of numbers. Operations are practised, and pupils develop efficient written and mental methods and perform calculations with larger whole numbers. Multiplication tables up to 12 are memorised, and inverse operations help them understand the relationships between numbers. Simple fractions and decimal place value are taught to solve various problems. Measurement and money are topics that help students understand decimal place value and are practical for everyday life. Basic shapes (2D and 3D), angles, types of triangles, plotting points on grids and describing movement on quadrants build a greater understanding of position and direction. Statistics allow them to interpret and present data in graphical methods, including bar charts, pictograms, tables and other graphs.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Number and Place Value Addition and Subtraction	<ol style="list-style-type: none"> 1. Count in multiples of 6, 7, 9, 25 and 1000 2. Find 1000 more or less than a given number 3. Count backwards through zero to include negative numbers 4. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) 5. Order and compare numbers beyond 1000 6. Round any number to the nearest 10, 100 or 1000 7. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value 8. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 9. Estimate and use inverse operations to check answers to a calculation 10. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
Term 1 Part 2	Area Multiplication and Division A	<ol style="list-style-type: none"> 1. Area: Working out the area of a 2D shape by counting squares inside a shape, usually squares. 2. Multiplication and Division: recall multiplication and division facts for multiplication tables up to 12×12 3. Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1, multiplying together three numbers 4. Recognise and use factor pairs and commutativity in mental calculations; use inverse operations for checking work



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<p>Term 2 Part 1</p>	<p>Multiplication and Division B</p> <p>Length and Perimeter</p> <p>Fractions A</p>	<ol style="list-style-type: none"> 1. Recall multiplication and division facts for multiplication tables up to 12×12 2. Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers 3. Recognise and use factor pairs and commutativity in mental calculations 4. Length and Perimeter: Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 5. Perimeter on a grid; find missing lengths; Equivalent lengths kilometres and metres 6. Fractions: Recognise and show, using diagrams, families of common equivalent fractions 7. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 8. Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number
<p>Term 2 Part 2</p>	<p>Fractions B</p> <p>Decimals A</p>	<ol style="list-style-type: none"> 1. Add and subtract fractions with the same denominator 2. Recognise and write decimal equivalents of any number of tenths or hundredths 3. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ 4. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths 5. Round decimals with one decimal place to the nearest whole number 6. Compare numbers with the same number of decimal places up to two decimal places 7. Solve simple measure and money problems involving fractions and decimals to two decimal places
<p>Term 3</p>	<p>Decimals B</p> <p>Money</p> <p>Time</p> <p>Shape</p> <p>Statistics</p> <p>Position and Direction</p>	<ol style="list-style-type: none"> 1. Measurement: Convert between different units of measure [for example, kilometre to metre; hour to minute] 2. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 3. Find the area of rectilinear shapes by counting squares 4. Estimate, compare and calculate different measures, including money in pounds and pence 5. Read, write and convert time between analogue and digital 12- and 24-hour clocks 6. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days 7. Geometry: compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes 8. Identify acute and obtuse angles and compare and order angles up to two right angles by size 9. Identify lines of symmetry in 2-D shapes presented in different orientations



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10. Complete a simple symmetric figure with respect to a specific line of symmetry
11. Describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down
12. Plot specified points and draw sides to complete a given polygon
13. Statistics: interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
14. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs



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Subject:	Science	Year:	4
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Course aim:	<p>High-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Students develop an understanding of nature, processes and methods of science and the uses and implications of science today and in the future. Year 4 pupils learn science through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments and their functions, relationships and interactions. Working scientifically (using the scientific method) involves enquiry, observation, measurement and experimentation, and classifying and presenting data in simple scientific language and graphs. The main topics in the Year 4 programme of study include working scientifically (data collection), living things and their habitats, animals (including humans), states of matter, sound and electricity.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Group and Classify Living Things Data Collection A	<ol style="list-style-type: none"> 1. Group animals based on their characteristics. 2. Explore vertebrates and invertebrates. 3. Explore classification keys for animals and plants. 4. Group plants. 5. Collect and analyse data.
Term 1 Part 2	States of Matter	<ol style="list-style-type: none"> 1. Explore solids, liquids and gases. 2. Explore change of states. 3. Measure temperature changes 4. Understand the water cycle. 5. Carry out an evaporation experiment.
Term 2 Part 1	Sound Data Collection B	<ol style="list-style-type: none"> 1. Explore vibrations. 2. Learn about the ear. 3. Investigate sound. 4. Explore volume. 5. Explore pitch. 6. Carry out experiments. 7. Collect and analyse data.
Term 2 Part 2	Electricity and Energy	<ol style="list-style-type: none"> 1. Identify common appliances that run on electricity. 2. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 3. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. 4. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. 5. Recognise some common conductors and insulators, and associate metals with being good conductors. 6. Understand what energy is and how we can reduce energy usage.



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Term 3

**Habitats and
Deforestation**

**Digestive System
and Food Chains**

Data Collection C

1. Explore living things and their habitats.
2. Read and create classification keys.
3. Learn and understand the impacts humans have on habitats.
4. Understand what is deforestation and it's impacts.
5. Explore human and animal teeth.
6. Explore the human digestive system.
7. Understand what is a food chain.
8. Interpret and draw a food chain.



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Subject:	Topic	Year:	4
Course aim:	<p>A high-quality Topic course combines history and geography to provide an understanding of British and world history while helping build English language skills. This understanding of the wider world becomes even greater as pupils explore the geography of diverse places, people, and natural environments. Pupils continue to develop a chronologically secure knowledge and understanding of British and world history; they should note connections, contrasts and trends over time and expand the appropriate use of historical terms. In geography, students extend their knowledge about the world and the United Kingdom, focusing on Europe (especially Hungary) and North and South America. Pupils should be taught locational knowledge, place knowledge, human and physical geography, and geographical skills. History and geography help pupils widen their understanding of the world within the overall context of English literacy.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	History: Invaders (Anglo-Saxons and Vikings)	<ol style="list-style-type: none"> 1. Understand where Anglo-Saxons and Vikings came from. 2. Understand how Anglo-Saxons and Vikings invaded Britain. 3. Understand how kings dealt with invaders. 4. Understand how invaders worked and lived and discuss how they were warriors. 5. Recognise and discuss artefacts. 6. Britain's settlement by Anglo-Saxons and Scots. 7. Locate the world's countries, using maps to focus on Europe and the Americas, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
Term 1 Part 2	Geography: Locational Knowledge (The Americas)	<ol style="list-style-type: none"> 1. Confidently locate North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 2. Understand geographical similarities and differences through the study of human and physical geography of a region within North and South America 3. Case study of Brazil. 4. Research and prepare project on one South American country.
Term 2 Part 1	History: Norman Conquest	<ol style="list-style-type: none"> 1. Understand and discuss who were The Normans. 2. Understand who William the Conqueror was and explain the Battle of Hastings. 3. Recognise the Bayeux Tapestry. 4. Understand key vocabulary such as Norsemen, Normandy, invade, conquest and census. 5. Describe clothing and motte and bailey castles.



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Term 2 Part 2	Geography: Human and physical geography	<ol style="list-style-type: none">1. Learn the features and characteristics of mountains and rivers around the world including details of ecosystems and processes that helped shape them and the land around them.2. Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom and a region in a European country (Hungary).3. Use a globe and an atlas.
Term 3	Ancient Civilisations <i>European - Ancient Greece</i> <u>or</u> <i>Non-European- Mesopotamia (Teacher's choice)</i> Geographical skills and fieldwork	<ol style="list-style-type: none">1. Learn about and discuss in detail an ancient civilisation European or Non-European.2. Understand how our knowledge of the past is constructed from a range of sources3. Be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms.4. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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Subject:	ICT	Year:	4
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Course aim:	<p>In Year 4 ICT, pupils become digitally literate using computers effectively and express themselves and their ideas through information and communication technology. The Year 4 ICT course begins with learning the basics of the desktop, creating shortcuts, copying and moving files and creating and saving documents. Pupils create compressed files, use the recycle bin properly, learn about antivirus software, and use the control panel to change settings. Students learn to work with text by formatting paragraphs, using images and checking work with spelling and grammar check. They work with media sound clips and videos, fix photos by applying photo effects and use animations. Inserting sound and video clips into PowerPoint documents adds to the detail and appeal of presentations. Learning to transfer data from Microsoft Word to PowerPoint helps create PowerPoints more seamlessly. Pupils will learn the basics of spreadsheets and how they help us organise information, analyse data, and produce graphs and pie charts.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	My desktop Files and Folders Control Panel	<ol style="list-style-type: none"> 1. Create a shortcut and create a shortcut directly on the desktop. 2. Open a file from its shortcut; move a shortcut; delete a shortcut 3. Realise what a compressed file is and why they are so important. 4. Change the appearance of the list of folders. 5. Open the Recycle Bin and decide if it should be emptied or if you should only restore/delete certain files. 6. Change the date and time. 7. Change the computer screen settings and change the sound settings.
Term 1 Part 2	Protect My Computer Format a Paragraph Images— Advanced Formatting	<ol style="list-style-type: none"> 1. Learn how to protect your computer from malware. 2. Learn how important it is to make a backup. 3. Distinguish the different ways in which a paragraph can be aligned and adjust the left and right borders of a paragraph. 4. Adjust the space between lines in a paragraph. Adjust the space between paragraphs. 5. Choose the background colour of a paragraph. 6. Distinguish the frame of a border in a paragraph 7. Adjust a picture, and apply a style to a picture. 8. Arrange a picture to the page's right side, crop an image, and change its size.
Term 2 Part 1	Spelling and Grammar Check Printing Creating Sound Clips	<ol style="list-style-type: none"> 1. Find mistakes in spelling, grammar and context in their texts. 2. Note that Microsoft Word cannot find all the mistakes. 3. Replace a word with a synonym. 4. Distinguish the differences between Landscape and Portrait orientations. 5. Learn how to change page orientation. 6. Recognise and choose page sizes. 7. Recognise and choose envelope sizes.



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		<ol style="list-style-type: none"> 8. Record your sound clips. Play your own sound clips. 9. Download sound clips from the Web and save them on the computer.
<p>Term 2 Part 2</p>	<p>View Images and Video</p> <p>Fix a Photo</p> <p>Apply Photo Effects</p> <p>Transitions and Animations</p>	<ol style="list-style-type: none"> 1. View saved photos, pictures and illustrations using Windows Live Photo Gallery. 2. Use the Next and Previous arrows and delete an image. 3. View the images in Slide Show. 4. Use the Zoom slider. 5. Watch videos using Windows Media Player. 6. Play/Stop a video. To adjust the volume of a video. 7. Realise that Paint includes tools that enable us to create and edit images. To be able to edit photos and create drawings 8. Apply effects to a photo, change the photo's colour and change the photo's exposure. 9. Add transition effects to a presentation to make it more appealing.
<p>Term 3</p>	<p>Insert a Sound or Video Clip</p> <p>Spreadsheets</p> <p>Insert Numbers and Text</p> <p>Simple Calculations</p>	<ol style="list-style-type: none"> 1. Insert an audio clip in a presentation slide from the computer or website. 2. Insert a video clip in a presentation from the computer or website. Add Clip Art audio and video. 3. Learn the different ways to transfer data from Microsoft Word to PowerPoint. 4. Understand that there are Web pages you can transfer to PowerPoint 5. Understand how to use a spreadsheet. 6. How to insert text in cells and insert numbers in cells. 7. To understand how to make calculations with spreadsheets and which symbols are used for various calculations.



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Subject:	Hungarian	Year:	4
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Course aim:	<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. This is a unified course of literature, grammar and cultural knowledge; students will develop their reading skills, learn about Hungarian grammar rules, and broaden their knowledge of Hungarian culture, including classic stories, cultural heritage and history. Students will be learning valuable lessons through mythical and folk stories, refine their vocabulary and learn intermediate level grammar. They will engage in more complex creative writing tasks and writing for a specific purpose. Pupils will have an overarching sense of Hungarian history and culture from arriving in Pannonia to settling, up to King Matthias.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	<p>Reading: trad. fairy tales</p> <p>Writing: sentence types, spelling</p>	<ol style="list-style-type: none"> 1. Revise the basics from the previous year 2. Solidify their knowledge of types of sentences, employ them in practice 3. Be familiar with the concept of suffixes and roots, being able to break up words into their constituents 4. introduction to the two spellings of 'yod' phonemes 5. Introduction to synonyms and antonyms 6. Know when to employ capital letters
Term 1 Part 2	<p>Reading: texts for purposes</p> <p>Writing: spelling (yod, suffixes)</p>	<ol style="list-style-type: none"> 1. Learn to read texts for different purposes 2. introduction to compound words 3. Get familiar with common suffix spellings 4. learn the most common words with the two spellings of 'yod' 5. Be able to identify verbal prefixes
Term 2 Part 1	<p>Reading: trad. fairy tales</p> <p>Writing: medium length texts</p>	<ol style="list-style-type: none"> 1. Be able to follow complex instructions 2. Write using correct sentence structure 3. Use adjectives in superlatives 4. Keep learning vocabulary including 'yod's 5. Expand their vocabulary with synonyms and antonyms 6. Introduction to verbal prefixes
Term 2 Part 2	<p>Reading: myths</p> <p>Writing: spelling, verbal prefixes</p>	<ol style="list-style-type: none"> 1. Read simple texts with correct intonation, good fluency and solid comprehension 2. Be able to follow complex storylines 3. Be able to spell the common 'yod' words 4. Use verbal prefixes correctly, with special focus on when they separate from their root words



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Term 3

**Reading:
history**

**Writing:
creative stories,
writing for a
purpose**

1. Myth vs. folktale – identify the recurring elements of stories, develop a basic understanding of them
2. Write well-structured stories independently, using mythical and folk elements in appropriate ways
3. Be able to use registers according to complex social situations, in writing or speech
4. Identify parts of speech with ease
5. Be able to reason pro and contra
6. Introduction to metric poetry



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Subject:	Languages	Year:	4
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Course aim:	<p>The main objective of the course is to cultivate a positive attitude and a strong interest in learning the language and culture. Throughout the course, students will actively participate in diverse activities, including songs, games, and role-playing, designed to enhance their listening and speaking abilities while expanding their vocabulary and conversational skills. An essential focus of the course is to establish a solid grammar and sentence structure foundation. Students will progressively develop their reading and writing proficiencies by engaging with appropriate texts and practising writing exercises. By creating an inclusive and dynamic learning environment, the course aims to help students feel more confident and fluent when communicating.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Review: Greetings, personal information, colours and shapes, animals and numbers 1- 100 and calendar and weather.	<ol style="list-style-type: none"> 1. Use appropriate greetings and responses in social interactions. 2. Participate in conversations and fill out forms about personal information such as name, age and nationality. 3. Identify and memorise the colours and the basic shapes. 4. Count to 100 and recognise the numbers in different contexts. 5. Expand vocabulary related to the family. Recognise the gender of the words and practice writing and using these words in simple sentences. 6. Recognise and name the animals of the farm, the jungle, the savannah and the sea. Use adjectives to describe them. 7. Name and write the days of the week and the months of the year.
Term 1 Part 2	Parts of the body. Clothes.	<ol style="list-style-type: none"> 1. Have a broader vocabulary of body parts and express oneself when a body part hurts, using expressions of the language. 2. Have a larger vocabulary of clothing items and be able to classify them by seasons. 3. Use present tense verbs to describe individuals using the related vocabulary, both written and oral forms.
Term 2 Part 1	Food and drinks III. My house and my neighbourhood.	<ol style="list-style-type: none"> 1. Learn and remember new words about food and drinks, including those taught in previous years. 2. Practice ordering food in restaurants using simple sentences and expressions. Play role-playing games to practice forming sentences and saying them correctly. 3. Naming the different parts of the house and linking the activities that take place in them and the furniture that can be found in them. 4. Identify the main buildings in a neighbourhood, like restaurants, hospitals, post offices, etc. 5. Use simple sentences to describe a house.



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Term 2 Part 2	The clock. The school and the classroom.	<ol style="list-style-type: none">1. Learn to identify and tell the time in an analogue clock, specifically at o'clock, quarter to, quarter past, and half hours.2. Recognise and label classroom objects and school subjects.3. Formulate and write simple sentences using the structure "I like/I don't like, or I prefer."4. Use present tense verbs and the times to describe the school schedule.5. Apply and identify prepositions of place and respond to interrogative questions regarding the location of objects.6. Formulate sentence structures for requesting to borrow something.
Term 3	Hobbies and leisure activities. Daily life and routine. Review.	<ol style="list-style-type: none">1. Engage in oral and written communication by constructing simple sentences and short texts about hobbies and leisure activities.2. Express preferences using sentences such as "I like" and "I don't like," and actively participate in conversations with peers.3. Use the days of the week to create sentences and incorporate vocabulary from various topics to enhance language skills and understanding.4. Expand the vocabulary and actions related to daily routines.5. Write sentences and short texts that describe personal daily routines and hobbies, incorporating concepts such as time and the days of the week.6. Engage in interactive games and activities that comprehensively review the topics learned throughout the year.



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Subject:	Art & Crafts	Year:	4
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Course aim:	<p>The arts and crafts curriculum for Year 4 aims to provide students with a comprehensive and enriching artistic experience. The curriculum fosters students' creativity, self-expression, and critical thinking skills by engaging them in various creative activities. Students will develop and refine their artistic techniques, such as drawing, painting, and sculpting, using different materials. They will explore art history, learning about renowned artists and their contributions. Additionally, the curriculum aims to develop an understanding of cultural diversity and appreciation for different art forms. Through hands-on projects and collaborative activities, students will strengthen their artistic abilities and cultivate a lifelong passion for the arts.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Skills Principles of Design	<ol style="list-style-type: none"> Continue to use diverse materials, such as pencils, paint, colour pencils, markers, and clay, to create their artwork. Further, develop their creativity, refine technical skills, and discover new ways of expressing themselves artistically. Gain knowledge on principles of design and composition, applying them to their artistic creations.
Term 1 Part 2	Observation Painting	<ol style="list-style-type: none"> Continue to maintain sketchbooks and record their observations and ideas, facilitating reflection and the ability to review their artistic journey. Explore various art mediums and engage in colour mixing, shading, and composition experiments to enhance their artistic expressions.
Term 2 Part 1	Three-Dimensional Art Form & Structure	<ol style="list-style-type: none"> Delve into three-dimensional art forms, learning about their techniques and materials Explore various methods of capturing form, including shading, highlighting, and texture Expand their comprehension of form and structure, gaining the skills to create visually compelling and dynamic compositions.
Term 2 Part 2	Artists Environmental Art	<ol style="list-style-type: none"> Learn about art history and renowned artists, critically analyse their artworks, and gain a deeper understanding of their contributions, techniques, and cultural significance, fostering appreciation and inspiration for their artistic growth Venture into the domain of environmental art, engaging in immersive projects inspired by nature to nurture a deep connection with the environment and foster sustainable creativity.
Term 3	Cultural Knowledge Refinement	<ol style="list-style-type: none"> Explore art from different cultures and historical periods, expanding their cultural knowledge and appreciation. Engage in art critique and appreciation, analysing diverse artworks and developing their artistic voice A Deeper understanding of the fundamental elements and principles of art.



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Subject:	Music	Year:	4
Course aim:	<p>The aim of the Year 4 school music curriculum is to further develop students’ musical skills, knowledge, and creativity. This year focuses on expanding their understanding of music theory, introducing more complex musical concepts, and encouraging active participation in musical activities. Students will engage in listening, performing, composing and using their critical thinking skills to enhance their musical abilities and deepen their appreciation for music. This course aims to build their confidence and nurture their talents as they continue on their musical endeavours.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Music Theory and Notation	<ol style="list-style-type: none"> 1. Expand knowledge of music notation symbols and terms. 2. Read and perform melodies using different key signatures. 3. Understand basic concepts of harmony and chord progressions. 4. Develop vocal techniques, including breath control, articulation and expression. 5. Sing melodies with accurate pitch, rhythm and expression.
Term 1 Part 2	Music Fundamentals	<ol style="list-style-type: none"> 1. Analyse different musical forms (rondo, theme, and variations). 2. Recognise and perform musical phrases, sections, and transitions. 3. Understand the concept of musical motifs and their development. 4. Explore music from different historical periods (Medieval, Renaissance). 5. Identify stylistic characteristics of each period and recognise famous composers. 6. Understand the influence of historical events on music development.
Term 2 Part 1	Performance / Composing	<ol style="list-style-type: none"> 1. Further develop their ability to write basic composition using the correct note value and rhythmic structures. 2. Create their own compositions using a music stave and time signature. 3. Explore composition techniques (variation, melodic sequences). 4. Perform simple melodies and participate in ensemble playing.
Term 2 Part 2	Music Technology	<ol style="list-style-type: none"> 1. Familiarise themselves with music software for composing. 2. Analyse and identify different musical forms and structures. 3. Further explore the concepts of sound recording and music technology. 4. Develop an understanding of the basic tools for recording and mixing. 5. Demonstrate an ability to write a basic song structure.



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Term 3

**Music and the
Wider World.**

1. Build their confidence in performing in group exercises.
2. Explore and appreciate music characteristics from diverse cultures.
3. Participate in multicultural music activities and performances.
4. Reflect on personal musical performances and provide constructive feedback.
5. Be able to perform in a group setting with accuracy, expression and understanding of different vocal styles.



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Subject:	Social, Personal, Health and Economic Education (PSHE)	Year:	4
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Course aim:	<p>The PSHE course in Year Four aims to further enhance students' physical, mental, and emotional well-being as part of the PSHE UK curriculum. They continue to develop their understanding of healthy eating habits, exercise regimens, and personal hygiene routines, aligning with their advanced physical development. Students delve deeper into emotional awareness, self-expression, and fostering positive relationships with peers. The curriculum also focuses on personal safety, including digital safety and responsible technology use. Students develop critical thinking skills to make responsible decisions that consider the consequences for themselves and others, nurturing their overall well-being. By catering to their developmental needs, the Year Four PSHE curriculum equips students with the necessary tools and knowledge to make informed choices and lead healthy, balanced lives as they progress in their educational journey.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Health and Wellbeing- Feelings and Emotions	<ol style="list-style-type: none"> 1. Continue expanding their emotional vocabulary, including complex emotions like empathy, gratitude, and resilience. 2. Have developed a greater understanding of the interconnectedness of emotions, thoughts, and behaviours. 3. Further refined their emotional regulation skills, using techniques like problem-solving, positive self-reflection, and seeking help when needed.
Term 1 Part 2	Health and Wellbeing- How can we manage risks in different places.	<ol style="list-style-type: none"> 1. Know how to recognise, predict, assess and manage risk in different situations. 2. Know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road, fire/firework safety, sun safety and the safe use of digital devices when out and about). 3. Understand how people can be influenced by their peers' behaviour and by a desire for peer approval and know how to manage this influence including online. 4. Understand how people's online actions can impact on other people. 5. Recognise how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online. 6. Know how to report concerns, including inappropriate online content and contact. 7. Understand that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.
Term 2 Part 1	Living in the Wider World- How can our choices make a difference to	<ol style="list-style-type: none"> 1. Understand how people have a shared responsibility to help protect the world around them. 2. Explain how everyday choices can affect the environment. 3. Understand how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity).



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	<p>others and the environment?</p>	<ol style="list-style-type: none"> 4. Work on skills and vocabulary to help share their thoughts, ideas and opinions in discussion about topical issues. 5. Understand how to show care and concern for others (people and animals). 6. Know how to carry out personal responsibilities in a caring and compassionate way.
<p>Term 2 Part 2</p>	<p>Living in the Wider World- UNICEF Rights of the Child.</p> <p>Bullying</p>	<ol style="list-style-type: none"> 1. Understand and respect the rights of individuals to have their own thoughts and beliefs, engage in respectful discussions about diverse ideas and beliefs, seek guidance from trusted adults when making personal decisions about beliefs and religious practices, and advocate for freedom of thought and religion. 2. Know about diverse sources of information, develop critical thinking skills to evaluate reliability, seek accurate and balanced information from reliable sources, and practice responsible and safe internet usage to avoid risks and harmful content. 3. Recognise and respect the rights of children with disabilities, promote inclusivity and acceptance by treating everyone with respect and dignity, advocate for equal access to education and support services, and actively contribute to creating an inclusive and supportive environment for children with disabilities. 4. Comprehend the importance of respectful expression of opinions, develop effective communication skills, value active listening and respect for differing opinions, and advocate for the right to be heard and participate in decision-making processes that impact their lives. 5. Recognise how bullying can affect people. 6. Identify signs that someone is being bullied.
<p>Term 3</p>	<p>Relationships and SRE- What is diversity? Do girls and boys have the different roles?</p>	<ol style="list-style-type: none"> 1. Identify how we are the same in some ways and different in others. 2. Recognise diversity in my community. 3. Describe the groups I am part of. 4. Recognise common stereotypes about men and women. 5. Explain what 'stereotype' and 'discrimination' means. 6. Reflect and challenge stereotypes I hear. 7. Remember the main parts of the body for boys and girls. 8. Describe the key body changes when boys and girls become adults. 9. Explain how to keep clean as I grow.



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Subject:	PE	Year:	4
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Course aim:	<p>The Physical Education (PE) course aims to introduce students to the fundamental principles of physical fitness, health, and well-being. The course aims to foster a positive attitude towards physical activity and promote the development of basic motor skills, coordination, and teamwork through various activities and exercises. Students can engage in various sports and physical exercises, allowing them to explore their physical capabilities and understand the importance of leading an active lifestyle. The PE course aims 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
Term 1 Part 1	Teams Games Jump Rope Handball	<ol style="list-style-type: none"> 1. Participate in more complex team games that involve advanced strategies, positions, and tactics. Students should exhibit improved decision-making skills, adaptability, and problem-solving abilities within the context of team sports, promoting their overall physical fitness, social interaction, and critical thinking. Through games like 'Ultimate Frisbee' and 'Steal the Flag' 2. Display a wide range of jump rope skills, including criss-cross jumps, side swings, and multiple under jumps. They should have excellent coordination, timing, and endurance, and be able to create their own jump rope routines or participate in group jump rope activities. 3. Showcase excellent handball skills, including precise and powerful throws, as well as advanced defensive techniques. They should demonstrate a comprehensive understanding of handball rules, tactics, and positions, and be able to make strategic decisions during gameplay. Additionally, they should display leadership qualities and effectively contribute to their team's success. Furthermore, they should exhibit good sportsmanship, respect for opponents, and a passion for playing handball.



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<p>Term 1 Part 2</p>	<p>Advance of ability</p> <p>Swimming</p> <p>Football</p>	<ol style="list-style-type: none"> 1. Engage in reflection thought-out PE sessions. During these sessions, students should discuss their performance, strategies, and areas for improvement. By providing and giving constructive feedback and encouraging personal goal-setting, students become more self-aware and motivated to enhance their skills in team games. 2. Will attend weekly swimming sessions with a professional instructor. This will provide a structured and safe environment for students to develop their swimming techniques, including freestyle and backstroke. They will learn proper breathing coordination and body positioning in the water. Introduction to breaststroke and butterfly kicks to expand ability. 3. Display well-rounded skills in football, showcasing advanced techniques such as dribbling past opponents with speed and control. They should display highly accurate and strategic passing abilities, including long-range passes and through balls. Furthermore, they should exhibit a comprehensive understanding of advanced football game rules, tactics, and strategies, while consistently exemplifying fair play, sportsmanship, and leadership qualities on the field.
<p>Term 2 Part 1</p>	<p>Athletics</p> <p>Yoga</p>	<ol style="list-style-type: none"> 1. Have developed excellent running skills, including the ability to maintain speed over longer distances and execute efficient running techniques. They should exhibit advanced jumping abilities, such as performing triple jumps and pole vaults with proper form and technique. Furthermore, they should showcase exceptional throwing skills, including precise and powerful throws in various athletics disciplines. They should also possess a comprehensive understanding of athletics events, rules, and strategies, and display exemplary sportsmanship, leadership, and a passion for athletics. 2. Showcase developed awareness of yoga skills and techniques, such as challenging balancing poses like Crow Pose. They should demonstrate a deeper understanding of the principles of yoga, including breath control, meditation, and relaxation techniques. Additionally, they should have a sense of inner calmness and emotional well-being through their regular yoga practice.
<p>Term 2 Part 2</p>	<p>Circuit Training</p> <p>Aerobics</p> <p>Dance</p>	<ol style="list-style-type: none"> 1. Begin completing more advanced circuit training exercises and concepts. Utilising visual resources like videos or demonstrations and showcasing weighted exercises using household items like water bottles or backpacks as makeshift dumbbells. Students can design their own circuits using visual cue cards or posters representing different exercises. They should track their progress using visual charts or logs. 2. Demonstrate advanced aerobic skills and routines, incorporating higher-intensity exercises like jumping lunges, burpees, and high-impact dance movements. They should also be able to maintain a consistent pace and rhythm throughout the aerobic session, showing improved endurance and stamina. 3. Explore different dance styles and collaborate with peers to create dance routines. Showcase improved expression, confidence, teamwork and performance abilities using basic resources and skills.



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Term 3	Basketball	<ol style="list-style-type: none">1. Demonstrate proficient basketball skills, including dribbling, shooting, and passing with accuracy and control.2. Display enhanced footwork and agility, enabling them to manoeuvre on the court, change direction quickly, and maintain proper defensive positioning.3. Understand and apply basic basketball strategies, such as offensive plays, defensive rotations, and teamwork principles, during game situations. They should also exhibit improved decision-making skills, such as recognizing open teammates, making smart passes, and taking open shots.4. Participate in the school sports day to show off various skills and developments made in PE. They should display refined sports skills, strategies, and tactics in both individual and team sports. Demonstrating a higher level of competence, coordination, and decision-making abilities. They should display a competitive yet respectful attitude, promoting healthy competition, teamwork, and resilience.
	Badminton	
	Sports Day	



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The Year four 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 4:

Sources		
Subject	Primary source	Additional sources
English	Authentic Texts Hamilton Trust	Twinkl
Maths	White Rose Math Programme	Classroom Secrets Hamilton Twinkl
Topic	Hamilton Trust	Cornerstones Twinkl
Science	White Rose Science Programme	Cornerstones Hamilton Trust Twinkl
Health and Well-Being	Twinkl	
ICT	Binary Logic – e-skills 4.	



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Hungarian	Szövegértés munkatankönyv 3. I.-II. (OH NAT 2020) Nyelvhasználat – szövegalkotás munkatankönyv 3. I.-II. (OH NAT 2020)	www.wordwall.net www.okosdoboz.hu
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