



BUDAPEST BRITISH
INTERNATIONAL ACADEMY

Budapest British International Academy

Term Planner 2025-2026

Year 5





Budapest British International Academy
Term Planner 2025 - 2026

Subject:	Maths	Year:	5
-----------------	--------------	--------------	----------

Course aim:	<p>The aim of the maths course is to provide students with a solid foundation in various mathematical concepts. In the area of number and place value, students will learn to count in different steps, recognize the place value of digits, compare and order numbers, and use number lines for representation and estimation. Addition and subtraction skills will be developed through problem-solving, using concrete objects and various methods. Students will also learn multiplication and division facts, understand commutative and inverse relationships, and solve problems in different contexts. Fractions will be investigated further, including recognition, equivalence in regards to the denominator, decimal and percentage equivalents, and application in real-life situations. Measurement, geometry, position and direction, and statistics will also be covered, focusing on practical applications and problem-solving skills.</p>
--------------------	--

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. Read Roman numerals to 1,000 (M) and recognize years written in 2. Roman numerals. 3. Count forwards or backwards in steps of powers of 10 for any given 4. number up to 1,000,000 5. Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 6. Add and subtract numbers mentally with increasingly large numbers 7. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 8. Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. 9. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. 10. Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction).
Term 1 Part 2	Multiplication and Division Fractions	<ol style="list-style-type: none"> 1. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. 2. Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. 3. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. 4. Establish whether a number up to 100 is prime and recall prime numbers up to 19. 5. Recognize and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). 6. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. 7. Multiply and divide numbers mentally, drawing upon known facts. 8. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.



Budapest British International Academy
Term Planner 2025 - 2026

		<ol style="list-style-type: none"> 9. Recognize mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. 10. Compare and order fractions whose denominators are all multiples of the same number. 11. Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
<p align="center">Term 2 Part 1</p>	<p align="center">Multiplication and Division</p> <p align="center">Fractions</p> <p align="center">Decimals and Percentages</p>	<ol style="list-style-type: none"> 1. Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. 2. Divide up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. 3. Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. 4. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. 5. 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 (Y4). 6. Read, write, order and compare numbers with up to 3 decimal places. 7. Read and write decimal numbers as fractions. 8. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. 9. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with denominator of a multiple of 10 or 25. 10. Recognize and use thousandths and relate them to tenths, hundredths and decimal equivalents. 11. Solve problems involving numbers up to 3 decimal places. 12. Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. 13. Recognize the percent symbol (%) and understand that percent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction.
<p align="center">Term 2 Part 2</p>	<p align="center">Perimeter and Area</p> <p align="center">Statistics</p>	<ol style="list-style-type: none"> 1. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. 2. Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes. 4. Solve comparison, sum and difference problems using information presented in a line graph. 5. Complete, read and interpret information in tables, including timetables.



Budapest British International Academy
Term Planner 2025 - 2026

Term 3

Time

Shape

**Position &
Direction**

Decimals

**Negative
numbers.**

Converting Units

Volume

1. Compare and sequence intervals of time.
2. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
3. Know the number of minutes in an hour and the number of hours in a day.
4. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
5. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
6. Draw given angles, and measure them in degrees ($^{\circ}$).
7. Identify angles at a point and 1 whole turn (total 360°)
8. Identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°)
9. Use the properties of rectangles to deduce related facts and find missing lengths and angles.
10. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
11. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
12. Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
13. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
14. Solve problems involving numbers up to 3 decimal places.
15. Read, write, order and compare numbers with up to 3 decimal places.
16. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.
17. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
18. Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre].
19. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
20. Solve problems involving converting between units of time.
21. Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity.
22. Estimate volume and capacity [for example, using water.



**Budapest British International Academy
Term Planner 2025 - 2026**

Subject:	English	Year:	5
-----------------	----------------	--------------	----------

Course aim:	<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.</p>
--------------------	---

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	<p align="center">Class Novel</p> <p align="center">Exploring different genres of writing</p> <p align="center">Instructions and Explanations</p> <p align="center">Poetic Language</p>	<ol style="list-style-type: none"> 1. Learn a set spelling list to expand spelling skills. (-cious, -tious, -ious words, homophones or near homophones and words with a short 'i' sound spelled with a 'y'). 2. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation. 3. Explore how atmosphere, setting and characters are created by reading a range of texts from different genres e.g. Gothic Genre. 4. Explore instructions and explanations. 5. Explore similes, metaphors and personification. 6. Write a chapter of a story focusing on a specific genre studied. 7. Write instructions or an explanation for a given topic. 8. Use adverbs and modal verbs. 9. Use expanded noun phrases.
Term 1 Part 2	<p align="center">Class Novel</p> <p align="center">Non-Fiction: Blogs and Reports</p> <p align="center">Poetry and Stories by the same author</p>	<ol style="list-style-type: none"> 1. Learn a set spelling list to expand spelling skills (statutory spelling words, modal verbs, words with silent letters and words ending with -ment). 2. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation. 3. Explore short stories and poems from the same author e.g. Rudyard Kipling. 4. Write short stories and poetry. 5. Explore blogs and reports about travel. 6. Write your own travel recount e.g. blog for a website. 7. Study punctuation. 8. Study textual cohesion. 9. Use parentheses- brackets, commas and dashes.



**Budapest British International Academy
Term Planner 2025 - 2026**

<p>Term 2 Part 1</p>	<p>Class Novel</p> <p>Short Stories</p> <p>Reports and Journalism</p>	<ol style="list-style-type: none"> 1. Learn a set spelling list to expand spelling skills (homophones or near homophones and words with the suffixes -ity, -ness and -ship). 2. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation. 3. Study a genre of short stories e.g. Spooky Stories. 4. Study reports and journalism. 5. Write predictions and short stories. 6. Write a newspaper report. 7. Study relative clauses and expanded noun phrases, adverbials, commas for meaning and clarity. 8. Study prepositions and coordinating conjunctions.
<p>Term 2 Part 2</p>	<p>Plays of Shakespeare</p> <p>Arguments and Debate</p> <p>Poems by the same poet</p>	<ol style="list-style-type: none"> 1. Learn a set spelling list to expand spelling skills (words spelled with 'or' and 'au' and words with the suffixes -ate, -ise, -ify and -en). 2. Learn about and explore a classic play e.g. Shakespeare and the story of Romeo and Juliet, Tempest, and MacBeth. 3. Study argument and persuasive language. 4. Explore poems by a chosen poet. 5. Write and perform playscripts. 6. Prepare a debate e.g. pros and cons of using mobile phones. 7. Write and perform poetry. 8. Study direct and indirect speech. 9. Study suffixes and prefixes.
<p>Term 3</p>	<p>Class Novel</p> <p>Modern Fiction and Fantasy</p> <p>Persuasion and Argument Letters</p> <p>Poems on a theme and poetic language.</p>	<ol style="list-style-type: none"> 1. Learn a set spelling list to expand spelling skills ('ough' words, adverbials of time and place, statutory spelling words, and 'ere' words.) 2. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation. 3. Read inspirational stories and write a short story based on them. 4. Explore persuasive language through adverts, signs, speeches, protests etc. 5. Write, edit and evaluate, then deliver persuasive speeches based on interests. 6. Using poetry, explore specific themes e.g. aspirations and dreams. 7. Write and perform poems e.g. 'What do you want to be?' 8. Revise letter writing. 9. Write a letter to a hero or an rsvp letter to an event. 10. Read and write poems with a theme e.g. The sea and the Titanic.



Budapest British International Academy
Term Planner 2025 - 2026

Subject:	Topic	Year:	5
Course aim:	<p>A high-quality Humanities 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, focusing on Europe, the United Kingdom and Hungary but expanding beyond this to see connections to their own backgrounds. 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	The Tudors	<ol style="list-style-type: none"> 1. Understand and discuss who The Tudors were. 2. Discuss their lives, describing their clothes, food, drink, housing etc. 3. Explain the Spanish armada. 4. Understand key vocabulary such as heir, monarch, reign, throne etc. 5. Retell the story of King Henry and his 6 wives.
Term 1 Part 2	Human and Physical Geography	<ol style="list-style-type: none"> 1. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. 2. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 3. Understand features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.
Term 2 Part 1	The Victorians	<ol style="list-style-type: none"> 1. Understand and discuss who The Victorians were. 2. Discuss and explain how their discoveries and inventions changed Britain. 3. Understand the Industrial Revolution. 4. Understand key vocabulary industry, invention, revolution etc.
Term 2 Part 2	Locational Knowledge	<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.



Budapest British International Academy
Term Planner 2025 - 2026

Term 3

**Early History
beyond Europe:
Mayan
Civilization**

**Geographical
skills and
fieldwork**

1. Explore the key features of non-European societies that provide contrast with British and Hungarian History- Mayan civilization c AD 900.
2. Understand how our knowledge of the past is constructed from a range of sources
3. Be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms.
4. Be able to describe and explore the eight points of a compass, four and six-figure grid references, symbols and key to build on their knowledge of the United Kingdom, Hungary, and the wider world.
5. Use maps, atlases, globes and digital mapping to locate countries and describe features studied.
6. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.
7. 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.



**Budapest British International Academy
Term Planner 2025 - 2026**

Subject:	Science	Year:	5
-----------------	----------------	--------------	----------

Course aim:	<p>The aim of the Year 5 science course is to provide students with a solid foundation in scientific knowledge and skills while fostering a genuine appreciation for the subject. Through engaging in practical scientific methods and processes, students will learn to ask questions, make observations, perform tests, classify objects, and use data to answer inquiries. They will explore various topics including the Earth and Space, forces, life cycles etc. by actively participating in hands-on activities and real-world investigation, students will develop their scientific curiosity, critical thinking abilities, and an understanding of the natural world around them.</p>
--------------------	---

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Forces Intro to Space	<ol style="list-style-type: none"> 1. Explore friction. 2. Explore air resistance. 3. Carry out a parachute experiment. 4. Investigate water resistance. 5. Explore gravity. 6. Use small forces for greater effects. 7. Explore the solar system and the planets.
Term 1 Part 2	Space Global Warming	<ol style="list-style-type: none"> 1. Create a model to represent the solar system. 2. Explore the motion of the earth and the planets. 3. Explore planet earth and the moon. 4. Compare night and day. 5. Understand the definition of global warming and its impact on living things.
Term 2 Part 1	Properties of Materials Animals including humans	<ol style="list-style-type: none"> 1. Test materials- magnetic, transparency and hardness. 2. Test materials- electrical conductivity. 3. Carry out an insulated heat experiment. 4. Use everyday materials- plastic, wood and metal. 5. Understand the human life cycle. 6. Explore babies and children.
Term 2 Part 2	Animals including humans Life Cycles	<ol style="list-style-type: none"> 1. Explore adolescence and puberty. 2. Explore adults and the elderly. 3. Explore gestation periods of mammals. 4. Explore gestation periods and lifespans. 5. Investigate life cycles of mammals, amphibians, insects, birds. 6. Compare life cycles.
Term 3	Reproduction A Reversible and Irreversible Change Plastic Pollution	<ol style="list-style-type: none"> 1. Sexual reproduction in animals 2. Reproductive parts in plants 3. Pollination 4. Asexual reproduction 5. Plant - cloning plant 6. Plant - cloning plants 7. Dissolving



Budapest British International Academy
Term Planner 2025 - 2026

Reproduction B

8. Separate materials - filtering and sieving
9. Solutions and evaporating
10. Reversible changes
11. Irreversible changes - burning
12. Irreversible changes - acid
13. What is plastic pollution?
14. What are the impacts of plastic pollution on the planet?
15. Answer questions - cloning plants
16. Present findings - cloning plants
17. Evaluate - cloning plants



**Budapest British International Academy
Term Planner 2025 - 2026**

Subject:	ICT	Year:	5
Course aim:	<p>In Year 5, pupils become digitally literate using computers effectively and express themselves and their ideas through information and communication technology. The course is designed to equip participants with the necessary knowledge and practical skills required to navigate and excel in the digital world. The course focuses on five modules: creating documents, producing multimedia, using communication tools, formatting numbers and collecting information. Overall, the Year 5 ICT course aims to provide participants with a well-rounded set of ICT skills, including digital literacy, software proficiency, data handling, problem-solving, collaboration, communication, adaptability, and a mindset for lifelong learning. By achieving these aims, the course aims to empower participants to confidently navigate the digital landscape, contribute effectively in various professional settings, and continue to grow and thrive in the ever-evolving field of ICT.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Creating a document	<ol style="list-style-type: none"> 1. Understand how to add more space to a text. 2. Understand how to find a word anywhere in a document quickly. 3. Confidently replace a word or phrase with a few clicks. 4. Confidently work with tables.
Term 1 Part 2	Producing Multimedia	<ol style="list-style-type: none"> 1. Get images from a scanner or camera. 2. Edit sound recordings. 3. Find and use videos and images from the internet. 4. Create a simple slideshow with music.
Term 2 Part 1	Using communication tools	<ol style="list-style-type: none"> 1. Explain what a network is and why you need it. 2. Communicate with friends through the internet safely. 3. Exchange photos, music and videos via the internet safely. 4. Understand and follow online safety. 5. Follow rules to be protected from the dangers of the internet. 6. Respect intellectual property.
Term 2 Part 2	Formatting Numbers	<ol style="list-style-type: none"> 1. Format information. 2. Make calculations. 3. Create a graph to present some information. 4. Print this information.
Term 3	Collecting information	<ol style="list-style-type: none"> 1. Understand what a database is. 2. Know how to gather data of the same type. 3. Understand how to organise information into a database. 4. Understand what a record is. 5. Manage data by sorting and selecting. 6. Print a database.



Budapest British International Academy
Term Planner 2025 - 2026

Subject:	Hungarian	Year:	5
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 the lost battle of Mohacs to recent days.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Reading: trad. fairy tales Writing: sentence types, spelling	<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. identify the two spellings of 'yod' phonemes 5. Introduction to parts of speech (noun, adjective, preposition) 6. get familiar with different genres of writing (news, invitation card, postcard and report card)
Term 1 Part 2	Reading: texts for purposes Writing: spelling (yod, suffixes)	<ol style="list-style-type: none"> 1. Learn to read texts for different purposes 2. extend vocabulary with 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	Reading: trad. fairy tales Writing: medium length texts	<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 parts of speech (pronoun, adverb, verb)
Term 2 Part 2	Reading: myths Writing: personal letter and description	<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 the elements and the correct method to write an informal letter and to describe something or someone



Budapest British International Academy
Term Planner 2025 - 2026

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



Budapest British International Academy
Term Planner 2025 - 2026

Subject:	Languages	Year:	5
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 a diverse range of activities, including 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 foundation in grammar and sentence structure. Students will progressively develop their reading and writing proficiencies through 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>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Where I live and where I am from.	<ol style="list-style-type: none"> 1. Use appropriate greetings and responses in social interactions. 2. Participate in basic conversations giving and asking for personal information. 3. Fill forms such as inscriptions and small interviews about personal information. 4. Expand vocabulary related to this topic: nationalities, professions/occupations, 5. Recognize the gender of the words and write and use these words in simple sentences.
Term 1 Part 2	My family and other animals.	<ol style="list-style-type: none"> 1. Have a broader vocabulary about the family and engage in conversations about it. 2. Have a larger vocabulary, including verbs and their conjugation, about family and all the animals from the different places. 3. Use present tense verbs in different persons to describe individuals using the related vocabulary both written and oral forms.
Term 2 Part 1	My home, school and leisure time.	<ol style="list-style-type: none"> 1. Learn and remember new words about the house, the school and the leisure time. 2. Naming the different parts of the house and linking the activities that take place in them and the furniture that can be found in. 3. Expand the vocabulary including furniture, food, hobbies and the time. 4. Understand and answer questions about daily routine and activities done in the leisure time. 5. Formulate and write simple sentences using the structure "I like/I don't like or I prefer."
Term 2 Part 2	My neighbourhood and my city.	<ol style="list-style-type: none"> 1. Learn to identify and tell the time in analog clock specifically at o'clock, quarter to, quarter past, and half hours. 2. Identify the months of the year and the days of the week. 3. Formulate and write simple sentences to ask about the location of the main buildings in the city. 4. Identify the basic buildings, transportation and services of the city. 5. Apply and identify prepositions of place and respond to interrogative questions regarding the location of the places.



Budapest British International Academy
Term Planner 2025 - 2026

Term 3

**How I feel
and review**

1. Engage in both oral and written communication by constructing simple sentences and short texts about how we feel.
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 the language skills and understanding.
4. Expand the vocabulary and actions related to different topics.
5. Engage in interactive games and activities that serve as a comprehensive review of the topics learned throughout the year.



**Budapest British International Academy
Term Planner 2025 - 2026**

Subject:	Art & Crafts	Year:	5
Course aim:	<p>The arts and crafts curriculum for Year 5 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>		

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"> 1. Utilise a variety of materials including pencils, paint, clay and mixed medium to craft their artwork. 2. Continue developing technical proficiencies in both drawing and painting. 3. Acquire an understanding of design principles and composition.
Term 1 Part 2	Observation Painting	<ol style="list-style-type: none"> 1. Continue to maintain sketchbooks to record observations and ideas. 2. Cultivate the skill of self-assessment by reflecting on past work. 3. Explore diverse art mediums including colour mixing, shading techniques and depth and dimension. 4. Apply the principles of focal points, symmetry and asymmetry to create various compositions.
Term 2 Part 1	Three-Dimensional Art Form & Structure	<ol style="list-style-type: none"> 1. Understand the methodologies and materials used in three-dimensional art forms. 2. Investigate diverse approaches to capturing form, encompassing shading and perspective. 3. Employ shading techniques to convey three dimensionality. 4. Recognise how light and shadow interact to define the contours of different forms. 5. Apply historical and cultural context to understand how artists from different periods utilised form and structure.
Term 2 Part 2	Artists Environmental Art	<ol style="list-style-type: none"> 1. Engage in the critical analysis of artistic works throughout history to develop a more profound insight into their techniques, cultural impact and contributions 2. Further explore the growth of sustainable and eco-conscious creativity. 3. Demonstrate an understanding of the interdisciplinary nature of many art projects and how they are inspired by their surroundings.



Budapest British International Academy
Term Planner 2025 - 2026

Term 3

**Cultural
Knowledge**

Refinement

1. Further explore art from different cultures and historical periods, expanding cultural knowledge and appreciation.
2. Engage in art critique and appreciation, analysing diverse artworks from a broad range of mediums.
3. Understand and identify the fundamental elements and principles of art.



Budapest British International Academy
Term Planner 2025 - 2026

Subject:	Music	Year:	5
Course aim:	<p>The primary goal of the Year 5 school music curriculum is to further nurture and advance students' multifaceted relationship with music. This comprehensive approach encompasses the refinement of their musical skills, the enrichment of their knowledge, and the fostering of their innate creativity. Throughout this academic year, the curriculum takes on a deliberate focus, channelling its energies towards an expansive comprehension of music theory and the introduction of more intricate musical concepts.</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. Explore a broader array of musical notation symbols and terms. 2. Engage with more intricate rhythmic patterns, time signatures and dynamics within musical scores. 3. Navigate through a variety of key changes, allowing for a more profound understanding of tonal relationships. 4. Develop a foundational comprehension of harmony and its emotive impact.
Term 1 Part 2	Fundamentals and History of Music	<ol style="list-style-type: none"> 1. Explore various musical forms as well as recurring themes, contrasting sections and unique variations. 2. Develop comprehension of musical motifs. 3. Historical Exploration of musical landscapes: Sounds of the Medieval and Renaissance Periods. 4. Further study composers throughout these historical periods.
Term 2 Part 1	Performance / Composing	<ol style="list-style-type: none"> 1. Progress beyond foundational skills to craft compositions with an understanding of note values and rhythmic patterns. 2. Develop an understanding of more complex techniques such as variation and melodic sequences. 3. Cultivate skills in synchronised performance and listening comprehensions. 4. Further develop an awareness of dynamics, timing and the collective musical intention.
Term 2 Part 2	Music Technology	<ol style="list-style-type: none"> 1. Further develop an understanding of the fundamentals of music production. 2. Progression in sound recording and music technology. 3. Demonstrate an ability to compose a basic song including lyrics, melodies and structure.



Budapest British International Academy
Term Planner 2025 - 2026

Term 3

**Music and the
Wider World**

1. Foster an appreciation for global musical expressions.
2. Analyse and discuss the unique characteristics of different cultural musical styles, including instrumentation.
3. Engage in activities and performances from traditional music.
4. Collaborate effectively in multi-cultural settings.



**Budapest British International Academy
Term Planner 2025 - 2026**

Subject:	Personal, Social, Health and Economic Education (PSHE)	Year:	5
Course aim:	<p>The PSHE course in year five 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 complex emotional awareness, self-expression, and fostering positive relationships with peers. The curriculum focuses on personal safety, including digital safety and responsible technology use. Students further 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 five 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>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Health and Wellbeing- How can we help in an accident or emergency?	<ol style="list-style-type: none"> 1. Understand how to carry out basic first aid including for burns, nose bleeds, cuts etc. 2. Know that if someone has experienced a head injury, they should not be moved 3. Know when it is appropriate to use first aid and the importance of seeking adult help 4. Understand the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.
Term 1 Part 2	Health and wellbeing- What makes up our identity.	<ol style="list-style-type: none"> 1. Know how to recognise and respect similarities and differences between people. 2. Appreciate what they have in common with others. 3. Recognise that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes). 4. Recognise how individuality and personal qualities make up someone's identity. 5. Know and discuss stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. 6. Know how to challenge stereotypes and assumptions about others. 7. Understand how you are responsible for your online identity.
Term 2 Part 1	Living in the Wider World- What jobs we would like to do.	<ol style="list-style-type: none"> 1. Understand that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime. 2. Recognise that some jobs are paid more than others and some may be voluntary (unpaid). 3. Know about the skills, attributes, qualifications and training needed for different jobs.



Budapest British International Academy
Term Planner 2025 - 2026

		<ol style="list-style-type: none">4. Know that there are different ways into jobs and careers, including college, apprenticeships and university.5. Know how people choose a career/job and what influences their decision, including skills, interests and pay.6. Know how to question and challenge stereotypes about the types of jobs people can do.7. Know how they might choose a career/job for themselves when they are older.
Term 2 Part 2	Living in the Wider World- What decision can people make with money?	<ol style="list-style-type: none">1. Understand how people make decisions about spending and saving money and what influences them.2. Understand how people can keep track of money so they know how much they have to spend or save.3. Know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans).4. Understand how to recognise what makes something 'value for money' and what this means to them.
Term 3	Relationships and SRE- What is puberty? What is an unwanted touch? What is FGM?	<ol style="list-style-type: none">1. Label the main parts of the body, including genitalia.2. Define puberty and list physical and emotional changes that happen to boys and girls during puberty as they change into adults, and able to reproduce.3. Describe how periods affect girls both physically and emotionally.4. Explain the steps required to look after my body during puberty and how to manage my personal hygiene.5. Name different relationships in my life.6. List the roles of those that care for me.7. Describe what a healthy relationship looks like.8. Know who I would approach for help.9. Recognise that my body belongs to me and recall how to protect my body.10. Explain and explore consent and right to reject inappropriate or unwanted touch.11. Describe inappropriate and appropriate touch.12. Explain the right to privacy and where on my body is private.13. Label the female reproductive organs.14. Recall simple facts about FGM and understand why it is never acceptable.15. List where to access support if I was worried or concerned about this topic.



Budapest British International Academy
Term Planner 2025 - 2026

Subject:	PE	Year:	5
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>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Teams Games Importance of warm up 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. Understand how to help the body and the mind get used to physical activities starting with warm up, through tasks with increasing and decreasing intensity to relaxation. 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.
Term 1 Part 2	Advance of ability Swimming Football	<ol style="list-style-type: none"> 1. Engage in reflection thought-out PE sessions. During these sessions, students should discuss and compare their individual 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. Continue to 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. They need to perform safe self-rescue in different water-based situations. 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



**Budapest British International Academy
Term Planner 2025 - 2026**

		<p>of advanced football game rules, tactics, and strategies, while consistently exemplifying fair play, sportsmanship, and leadership qualities on the field.</p>
<p>Term 2 Part 1</p>	<p>Athletics 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 Aerobics 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.
<p>Term 3</p>	<p>Basketball Dodgeball Sports Day</p>	<ol style="list-style-type: none"> 1. Demonstrate proficient basketball skills, including dribbling, shooting, and passing with accuracy and control. Display enhanced footwork and agility, enabling them to manoeuvre on the court, change direction quickly, and maintain proper defensive positioning. 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. 2. Understand the rules and objectives of dodgeball, including eliminating opponents by hitting them with the ball and avoiding



Budapest British International Academy
Term Planner 2025 - 2026



being hit themselves. Demonstrate improved throwing and dodging skills, showing accuracy and control when aiming at opponents and evading incoming balls. Display good sportsmanship and fair play by following the rules, respecting opponents, and exhibiting teamwork during dodgeball games.

3. 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.



Budapest British International Academy
Term Planner 2025 - 2026

The Year five syllabus 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 5:

Sources		
Subject	Primary source	Additional sources
English	Authentic texts Hamilton Trust	Twinkl British Council
Maths	White Rose Math Programme	Hamilton Trust Classroom secrets 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 5.	
Hungarian	Olvasás – szövegértés tankönyv és munkafüzet 4. (OH NAT 2020)	www.wordwall.net www.okosdoboz.hu



Budapest British International Academy

Term Planner 2025 - 2026

Nyelvhasználat – szövegalkotás
munkafüzet 4. I.-II. (OH NAT
2020)



Budapest British International Academy
Term Planner 2025 - 2026

