



**BUDAPEST BRITISH**  
INTERNATIONAL ACADEMY

# **Budapest British International Academy**

Term Planner 2025-2026

**Year 3**





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<b>Subject:</b>	<b>Literacy</b>	<b>Year:</b>	<b>3</b>
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<b>Course aim:</b>	<p>The aim of this course is to develop students' language skills in listening, speaking, reading, and writing. Throughout the course, students will learn to effectively listen and respond to others, ask relevant questions, and expand their vocabulary. They will enhance their speaking abilities by articulating and justifying their ideas, participating in collaborative conversations, and using language for speculation and exploration. In reading, students will develop positive attitudes towards reading, comprehend various types of texts, make inferences, identify main ideas, and analyse language and structure. The course will also focus on improving writing skills, including spelling, handwriting, planning, drafting, editing, and using grammar and punctuation accurately. By the end of the course, students will have enhanced their overall language proficiency and be able to communicate effectively in various contexts.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<p align="center"><b>Class Novel</b></p> <p align="center"><b>Newspaper Recounts</b></p> <p align="center"><b>Stories by the same author</b></p> <p align="center"><b>Poetic Language</b></p>	<ol style="list-style-type: none"> <li>1. Construct basic sentences using capital letters and full stops.</li> <li>2. Be familiarised with the structure of statements, questions, and exclamations.</li> <li>3. Ask and answer questions in full sentences during discussions.</li> <li>4. Learn a set spelling list to expand spelling skills (-ei, -eight, -ey, -ear, -ai, homophones and near homophones).</li> <li>5. Confidently differentiate between verbs and nouns and use them when speaking and writing.</li> <li>6. Understand what are pronouns and use them correctly when constructing sentences</li> <li>7. Understand what are conjunctions and how to use them to connect and expand sentences and phrases.</li> <li>8. Enjoy independent, paired and group reading activities to improve reading skills.</li> <li>9. Research, take notes &amp; write newspaper recounts.</li> <li>10. Explore stories from the same author.</li> <li>11. Read poems, exploring images created through language.</li> <li>12. Write and perform image poetry about animals and weather.</li> </ol>
<b>Term 1 Part 2</b>	<p align="center"><b>Class Novel</b></p> <p align="center"><b>Non-Chronological Reports</b></p> <p align="center"><b>Traditional Tales and Fables</b></p>	<ol style="list-style-type: none"> <li>1. When reading, make predictions.</li> <li>2. Retell stories.</li> <li>3. Learn a set spelling list to expand spelling skills (adverbs using suffix -ly and statutory spelling list).</li> <li>4. Understand and use the past tense, present tense and present perfect tense.</li> <li>5. Understand and use direct speech.</li> <li>6. Understand and use commas.</li> <li>7. Explore, read and write non chronological reports.</li> <li>8. Read traditional tales and fables. Analyse, compare and write own versions.</li> <li>9. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation.</li> </ol>



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<b>Term 2 Part 1</b>	<b>Class Novel</b> <b>Diaries and Recounts</b> <b>Performance Poetry</b>	<ol style="list-style-type: none"><li>1. Identify adverbs and understand how to use these to add information about time, place and manner.</li><li>2. Learn a set spelling list to expand spelling skills (short i sound using a y, words with prefixes dis- and mis-, words with suffixes -er, -ed and -ing,).</li><li>3. Explore examples of recount writing and write a recount.</li><li>4. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation.</li><li>5. Listen to performance poems and explore their features.</li></ol>
<b>Term 2 Part 2</b>	<b>Class Novel</b> <b>Instructions and Explanations</b> <b>Myths and Legends</b>	<ol style="list-style-type: none"><li>1. Rewrite popular stories from a different perspective or with an alternative ending.</li><li>2. Learn a set spelling list to expand spelling skills (Homophones or near homophones, words with prefix bi- and re-, -que and -gue words, challenging words).</li><li>3. Use prepositions correctly when speaking and writing.</li><li>4. Use commands to instruct others.</li><li>5. Read and compare the difference between instructions and explanations.</li><li>6. Explore Myths and Legends and retell them orally.</li><li>7. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation.</li></ol>
<b>Term 3</b>	<b>Class Novel</b> <b>Persuasive Writing</b> <b>Poems and Stories on a Theme</b>	<ol style="list-style-type: none"><li>1. Read extracts from the story and answer comprehension questions.</li><li>2. Learn a set spelling list to expand spelling skills (word families and -ary ending words).</li><li>3. Explore the power of persuasion in advertising. Children play with language, create adverts and promote healthy habits.</li><li>4. Use thematic poems and stories to stimulate discussion and analysis.</li><li>5. Through the study of a class novel, children will explore plot, character and tension, spelling, grammar and punctuation.</li></ol>



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<b>Subject:</b>	<b>Maths</b>	<b>Year:</b>	<b>3</b>
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<b>Course aim:</b>	<p>In Year 3 Maths we aim to provide a comprehensive and engaging mathematics education for students at the primary school level. The curriculum is designed to build upon the foundational concepts and skills developed in previous years and introduce new mathematical concepts to students in a logical and progressive manner. Overall, the Year 3 curriculum aims to provide a well-rounded and comprehensive mathematics education. It strives to develop students' fluency, deepen their conceptual understanding, enhance their problem-solving skills, promote mathematical reasoning, and connect mathematics to the real world. By achieving these aims, the curriculum seeks to equip students with the necessary mathematical skills, knowledge, and attitudes for their future education and everyday life.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Place Value</b>  <b>Addition and Subtraction A</b>	<ol style="list-style-type: none"> <li>1. Represent numbers to 100, partition numbers to 100, use a number line to 100, represent numbers to 1,000,</li> <li>2. Partition numbers to 1,000, and perform flexible partitioning of numbers to 1,000.</li> <li>3. Find 1, 10 or 100 more or less, use a number line to 1,000, estimate on a number line to 1,000, compare numbers to 1,000, order numbers to 1,000, and count in 50s.</li> <li>4. Apply number bonds within 10, add and subtract 1s, add and subtract 10s, add and subtract 100s, spot the pattern, add 1s across a 10, add 10s across a 100 and subtract 1s across 10.</li> <li>5. Subtract 10s across a 100, make connections, add two numbers (no exchange), subtract two numbers (no exchange).</li> </ol>
<b>Term 1 Part 2</b>	<b>Addition and Subtraction B</b>  <b>Multiplication and Division A</b>	<ol style="list-style-type: none"> <li>1. Add two numbers (across a 10), add two numbers (across a 100), subtract two numbers (across a 10) and subtract two numbers (across a 100).</li> <li>2. Add 2-digit and 3-digit numbers, subtract a 2-digit number from a 3-digit number, estimate answers and perform inverse operations.</li> <li>3. Make equal groups, use arrays, learn multiples of 2, 5 and 10, perform sharing and grouping.</li> <li>4. Multiply by 3, divide by 3, know the 3 times-table, multiply by 4, divide by 4, know the 4 times-table, multiply by 8, divide by 8, know the 8 times-table.</li> <li>5. Combine the 2-, 4- and 8-times tables.</li> </ol>
<b>Term 2 Part 1</b>	<b>Multiplication and Division B</b>  <b>Length and Perimeter</b>	<ol style="list-style-type: none"> <li>1. Use multiples of 10, use reasoning about multiplication.</li> <li>2. Multiply a 2-digit number by a 1-digit number without exchange and multiply a 2-digit number by a 1-digit number with exchange.</li> <li>3. Link multiplication and division, divide a 2-digit number by a 1-digit number using no exchange, divide a 2-digit number by a 1-digit number using flexible partitioning, divide a 2-digit number by a 1-digit number with remainders and perform scaling.</li> <li>4. Measure in metres and centimetres, measure in millimetres, measure in centimetres and millimetres.</li> </ol>



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		<ol style="list-style-type: none"> <li>Use metres, centimetres and millimetres, recognise equivalent lengths (metres and centimetres), recognise equivalent lengths (centimetres and millimetres) and compare lengths.</li> <li>Add lengths, subtract lengths, learn what perimeter is, measure perimeter and calculate perimeter.</li> </ol>
<b>Term 2 Part 2</b>	<b>Fractions A</b>  <b>Mass and Capacity</b>	<ol style="list-style-type: none"> <li>Understand the denominators of unit fractions, compare and order unit fractions and understand the numerators of non-unit fractions,</li> <li>Understand the whole, compare and order non-unit fractions, use fractions and scales, use fractions on a number line, and count in fractions on a number line.</li> <li>Locate equivalent fractions on a number line and understand equivalent fractions as bar models.</li> <li>Use scales, measure mass in grams, measure mass in kilograms and grams, use equivalent masses (kilograms and grams) and compare mass.</li> <li>Add and subtract mass, measure capacity and volume in millilitres, and measure capacity and volume in litres and millilitres.</li> </ol>
<b>Term 3</b>	<b>Fractions B</b>  <b>Money</b>  <b>Time</b>  <b>Shape</b>  <b>Statistics</b>	<ol style="list-style-type: none"> <li>Add fractions, subtract fractions and partition the whole.</li> <li>Understand unit fractions/non-unit fractions of a set of objects and Reason with fractions of an amount.</li> <li>Understand pounds and pence, convert pounds and pence, add money, subtract money and find change.</li> <li>Understand Roman numerals to 12 Step 2 Tell the time to 5 minutes Step 3 Tell the time to the minute Step 4 Read time on a digital clock Step 5 Use am and pm Step 6 Years, months and days Step 7 Days and hours Step 8 Hours and minutes – use start and end times.</li> <li>Use durations, understand minutes and seconds, study units of time and solve problems with time.</li> <li>Study turns and angles, understand right angles, compare angles, measure and draw angles accurately,</li> <li>Understand horizontal and vertical/ parallel and perpendicular, and recognise and describe 2-D shapes Step 8 Draw polygons, recognise, describe and make 3-D shapes.</li> <li>Interpret and draw pictograms, interpret and draw bar charts, collect and represent data and use two-way tables.</li> </ol>



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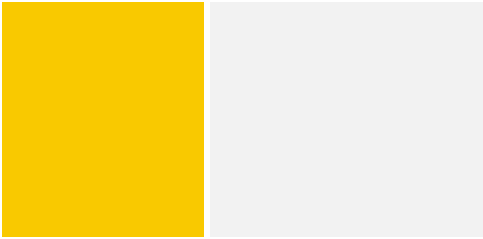
<b>Subject:</b>	<b>Science</b>	<b>Year:</b>	<b>3</b>
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<b>Course aim:</b>	<p>The aim of this course is to provide students in year 3 with a strong foundation in practical scientific methods and skills. Throughout the course, students will learn to ask relevant questions, conduct investigations, make accurate observations, gather and present data, and draw conclusions. The course will cover topics such as plants, animals (including humans), rocks, light, and forces and magnets. By the end of the course, students will have acquired essential scientific knowledge and skills that will enable them to explore and understand the world around them.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Skeleton and Movement</b>	<ol style="list-style-type: none"> <li>1. Name and identify the bones in the human body</li> <li>2. Understand the functions of the skeleton</li> <li>3. Name and identify bones in a range of animals</li> <li>4. Explore animals without a spine</li> <li>5. Explore are all skeletons the same</li> <li>6. Investigate joints and how we move</li> </ol>
<b>Term 1 Part 2</b>	<b>Nutrition and diet</b>  <b>Food Waste</b>	<ol style="list-style-type: none"> <li>1. Understand the five food groups</li> <li>2. Understand a balanced diet</li> <li>3. Compare different diets</li> <li>4. Explore animal diets</li> <li>5. Learn how can we reduce food waste</li> </ol>
<b>Term 2 Part 1</b>	<b>Rocks, Fossils and Soil</b>	<ol style="list-style-type: none"> <li>1. Identify different rocks.</li> <li>2. Group and test rocks.</li> <li>3. Carry out a local rock survey.</li> <li>4. Explore fossils and fossil formation</li> <li>5. Explore soil</li> <li>6. Understand the importance of soil</li> <li>7. Experiment with soil.</li> </ol>
<b>Term 2 Part 2</b>	<b>Light</b>	<ol style="list-style-type: none"> <li>1. Explore different light sources</li> <li>2. Explore the sun</li> <li>3. Investigate how we see</li> <li>4. Investigate shadows</li> <li>5. Understand opaque or transparent?</li> <li>6. Experiment with shadows and light</li> </ol>
<b>Term 3</b>	<b>Forces and magnets</b>  <b>Plants and Biodiversity</b>	<ol style="list-style-type: none"> <li>1. Explore different forces</li> <li>2. Carry out experiments with friction</li> <li>3. Test Magnetic and non-magnetic materials</li> <li>4. Experiment with magnets</li> <li>5. Investigate metals</li> <li>6. Understand North and South poles</li> </ol>



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7. Identify parts of plants
8. Experiment with dissection and growing plants
9. Explore seeds pollination and the life cycle of plants
10. Explore plant growth
11. Learn how can we increase biodiversity



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Subject:	Topic	Year:	3
<b>Course aim:</b>	<p>Topic in Year 3 aims to expand students' geographical knowledge beyond their local area, encompassing Europe, North America, and South America. Through the exploration of key physical and human features, students will develop their understanding of different regions and enhance their skills in using maps and geographic tools. They will study climate zones, biomes, rivers, mountains, settlements, economic activities, and the distribution of natural resources. Topic will also provide students with a solid foundation in local and world history. They will develop a secure chronological understanding and recognise connections, contrasts, and trends over time. Through the study of diverse periods, students will learn to formulate historically valid questions about change, cause, similarity, difference, and significance. They will construct thoughtful responses using relevant historical information from a range of sources. Topics covered include the Stone Age to the Iron Age, early civilizations, Ancient Greece, the Roman Empire, and a local history study focusing on Roman ruins etc.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>History: Stone Age to the Iron Age</b>	<ol style="list-style-type: none"> <li>1. Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).</li> <li>2. Develop a chronologically secure knowledge and understanding of the stone age to the iron age using timelines.</li> <li>3. Understand and discuss the development of food and cooking, homes and settlements, hunting and gathering and farming from the stone age to the iron age.</li> <li>4. Understand and research Stonehenge.</li> <li>5. Recreate some art work of bronze jewellery or beakers.</li> </ol>
<b>Term 1 Part 2</b>	<b>Geography: Continents focusing on Europe</b>	<ol style="list-style-type: none"> <li>1. Name the continents and recognise them on a map of the world.</li> <li>2. Recognise and name countries in Europe.</li> <li>3. Recognise and design these countries' national flags.</li> <li>4. Name capital cities and famous landmarks in Europe.</li> <li>5. Understand and explain similarities and differences between countries.</li> <li>6. Complete a research project on a European country of their choice.</li> </ol>
<b>Term 2 Part 1</b>	<b>History: Ancient Egypt</b>	<ol style="list-style-type: none"> <li>1. Describe the rise of the Egyptian civilisation.</li> <li>2. Analyse the role of the river Nile during this period and discuss daily life.</li> <li>3. Understand and explain the ancient ritual of mummification.</li> <li>4. Understand and explain the ruling system during this time and discuss popular pharaohs.</li> <li>5. Recognise and write in hieroglyphics.</li> </ol>



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<b>Term 2 Part 2</b>	<b>Geography: Rainforests</b>	<ol style="list-style-type: none"><li>1. Be able to explain what a rainforest is, where they are in the world and why they are there.</li><li>2. Name the layers of the rainforest and explain them.</li><li>3. Recognise and name plants and animals that live in the rainforest.</li><li>4. Understand and explain how people live in the rainforest e.g., the Kayapo People.</li><li>5. Recognise and explain ways that rainforests are under threat and vanishing.</li><li>6. Understand the actions that can be taken to help rainforests.</li><li>7. Create rainforest art.</li></ol>
<b>Term 3</b>	<b>History: Ancient Rome</b>  <b>Geography: Rivers, Mountains and Coasts</b>	<ol style="list-style-type: none"><li>1. Describe the rise of the Roman Empire.</li><li>2. Retell the legend of how Rome was created.</li><li>3. Understand and explain the ruling system and its changes during this period.</li><li>4. Identify and discuss features of Roman architecture.</li><li>5. Understand how tectonic plates work causing earthquakes, and forming mountains and volcanoes.</li><li>6. Understand the water cycle and journey of a river.</li><li>7. Understand what is a coast and name features of the coast e.g., rock pool, sand spit, sea arch etc.</li><li>8. Complete research on coastal plants and animals.</li></ol>



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<b>Subject:</b>	<b>ICT</b>	<b>Year:</b>	<b>3</b>
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<b>Course aim:</b>	<p>In Year 3 ICT we aim to provide learners with a solid foundation in Information and Communication Technology (ICT) skills. 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 three main areas: digital literacy, software proficiency, and data handling. Overall, the Year 3 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>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>My devices</b>  <b>Introduction to Scratch</b>	<ol style="list-style-type: none"> <li>1. Recognise all types of storage devices, not only by name, but also by which device to use on what occasion</li> <li>2. Recognise the different types and characteristics of printers.</li> <li>3. Recognise by name various capture devices, their characteristics as well as when to use each one.</li> <li>4. Recognise and name interactive devices, but also to learn when to use them.</li> <li>5. Add/change characters and backgrounds in Scratch.</li> </ol>
<b>Term 1 Part 2</b>	<b>My files</b>  <b>Animation on Scratch</b>	<ol style="list-style-type: none"> <li>1. Realise that there are different types of files and learn how to organise their files on a computer. Not only to search for files and programs using the Start Menu and Chrome, and also to apply some search filters.</li> <li>2. Open programs such as Calculator and to use Help to solve queries.</li> <li>3. Animate their name in Scratch.</li> </ol>
<b>Term 2 Part 1</b>	<b>My first article</b>  <b>Create a story on Scratch</b>	<ol style="list-style-type: none"> <li>1. Learn how to give a form to their text and to use the Search and Zoom tools and learn how to format a document.</li> <li>2. Learn how to create bullet and number lists and add symbols to their documents.</li> <li>3. Learn how to use Spelling and Grammar checks and save their work.</li> <li>4. Create a story in Scratch.</li> </ol>
<b>Term 2 Part 2</b>	<b>My wired world</b>	<ol style="list-style-type: none"> <li>1. Learn how to visit web pages in order to search for information on the Internet.</li> <li>2. Learn how to use wikis and how to copy text from the Internet and paste it into a Word file.</li> <li>3. Learn what Netiquette is and how to apply its rules.</li> <li>4. Learn what an antivirus program is and what dangers there are on the Internet.</li> <li>5. Make a simple game in Scratch.</li> </ol>



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**Term 3**

**My first  
presentation**  
  
**Follow a tutorial  
on Scratch.**

1. Learn to create and format the slides of a presentation as they wish and add text to a slide and format it.
2. Add pictures to a presentation, format them, change their size and move and rotate them.
3. Run a presentation with properly arranged and designed slides
4. Independently follow a tutorial in Scratch.



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<b>Subject:</b>	<b>Hungarian</b>	<b>Year:</b>	<b>3</b>
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<b>Course aim:</b>	<p>The Hungarian course aims to provide students with essential reading and writing skills, as well as a more refined speech development, which forms the foundation for further language education. This is a unified course of literature, grammar and cultural knowledge; students will develop their reading skills, learn about general grammar rules and rules that are specific to Hungarian, and broaden their knowledge of Hungarian culture, including classic stories, cultural heritage and history. Pupils will learn how to recognise literary themes, analyse stories and discuss them. They will learn cursive handwriting, correct spelling for the most frequent tricky words, and engage in creative writing, making simple stories. Lastly, students will learn about using spoken language in an appropriate form depending on social context.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Reading:</b> trad. fairy tales,  <b>Writing:</b> grammatical foundations	<ol style="list-style-type: none"> <li>1. Introduction to cursive</li> <li>2. Be able to put words in alphabetical order</li> <li>3. follow simple instructions on their own</li> <li>4. Introduction to phoneme length</li> <li>5. Differentiate between vowels and consonants</li> <li>6. Introduction to reasoning</li> </ol>
<b>Term 1 Part 2</b>	<b>Reading:</b> trad. fairy tales,  <b>Writing:</b> basic grammar, handwriting	<ol style="list-style-type: none"> <li>1. Getting familiar with cursive</li> <li>2. Learn general spelling rules for frequent root and suffix combinations</li> <li>3. Recognise parts of speech</li> <li>4. Read simple texts with correct intonation and expression</li> <li>5. Be able to cut words into syllables</li> </ol>
<b>Term 2 Part 1</b>	<b>Reading:</b> Folk tales,  <b>Writing:</b> spelling rules	<ol style="list-style-type: none"> <li>1. Form cursive letters correctly</li> <li>2. Spell the most frequent tricky words correctly</li> <li>3. Be familiar with the most common fairy tale vocabulary</li> <li>4. Recognise long and short phonemes</li> <li>5. Be able to summarise texts by answering questions about them</li> <li>6. Introduction to compound words</li> </ol>
<b>Term 2 Part 2</b>	<b>Reading:</b> Myths <b>Speaking:</b> registers, reasoning	<ol style="list-style-type: none"> <li>1. Be able to use cursive in reading and writing with help</li> <li>2. Be able to create simple stories</li> <li>3. Understand more complex stories, being able to follow storylines and picking up on story logic</li> <li>4. Be able to express themselves in different situations</li> </ol>
<b>Term 3</b>	<b>Reading:</b> history  <b>Writing:</b> advanced grammar	<ol style="list-style-type: none"> <li>1. Independently use cursive, both reading and writing</li> <li>2. Use answer word suffixes with ease</li> <li>3. Be familiar with a wide range of vocabulary</li> <li>4. Recognise sentence types</li> <li>5. Know to differentiate phonemes by length in frequent words</li> <li>6. Use formal and informal language correctly</li> </ol>



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<b>Subject:</b>	<b>Languages</b>	<b>Year:</b>	<b>3</b>
<b>Course aim:</b>	<p>Through the course, students will expand their vocabulary and conversational skills by participating in a variety of activities, such as songs, games, and role-playing, to enhance their listening and speaking abilities. The main goal is to foster a positive attitude and interest in learning the language and culture. Additionally, the course will focus on building a foundation in grammar and sentence structure. Students will gradually develop their reading and writing skills by working with simple texts and engaging in writing exercises. Cultural awareness will be developed by exploring traditions, and celebrations from the language-speaking countries. The overall aim is to create a supportive and engaging learning environment that promotes confidence and fluency in communication for young learners.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<p><b>Review and reinforce: Greetings, colours and shapes, family, body, clothes and animals.</b></p> <p><b>Personal information</b></p>	<ol style="list-style-type: none"> <li>1. Ask and answer questions about personal information such as name, age and nationality.</li> <li>2. Utilise appropriate greetings and responses in social interactions.</li> <li>3. Identify and memorise the colours and the basic shapes.</li> <li>4. Count to 50 and recognise the numbers in different contexts.</li> <li>5. Expand vocabulary related to the family, the body and the clothes. Practice writing and using these words in simple sentences.</li> <li>6. Recognise and name the animals of the farm, the jungle, the savannah and the sea. Use basic adjectives to describe them.</li> </ol>
<b>Term 1 Part 2</b>	<p><b>Food and drinks II.</b></p> <p><b>The classroom II.</b></p>	<ol style="list-style-type: none"> <li>1. Recognise and name the new words related to food and drinks, including fruits and basic vegetables learnt in previous years.</li> <li>2. Use simple sentences and expressions to order food at restaurants. Role-play game to practice sentence formation and pronunciation.</li> <li>3. Identify and name the objects of the class and the school subjects.</li> <li>4. Use and write short sentences with the structure I like/I don't like.</li> <li>5. Use and recognise the prepositions of place and answer the interrogative questions about where the things are.</li> </ol>
<b>Term 2 Part 1</b>	<p><b>My home and my neighbourhood.</b></p>	<ol style="list-style-type: none"> <li>1. Recognise the name of the parts of the house and the furniture.</li> <li>2. Recognise the names of the main buildings in a neighbourhood.</li> <li>3. Use and write simple sentences using present tense verbs to describe a house or a neighbourhood.</li> </ol>



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<b>Term 2 Part 2</b>	<b>Calendar and weather.</b>  <b>Hobbies and leisure activities</b>	<ol style="list-style-type: none"><li>1. Recognise the days of the week, months of the year and seasons.</li><li>2. Express and discuss various types of weather, along with common phrases associated with them.</li><li>3. Engage in spoken and written communication by constructing simple sentences and short texts about hobbies and leisure activities.</li><li>4. Express preferences using I like and I don't like sentences and participate in conversations with peers.</li><li>5. Use the days of the week to construct the sentences and involve vocabulary from other topics promoting a comprehensive understanding and integration of language skills.</li></ol>
<b>Term 3</b>	<b>The clock.</b>  <b>Daily life and routine.</b>  <b>Review.</b>	<ol style="list-style-type: none"><li>1. Develop the ability to identify and articulate the time using analogue clocks specifically for o'clock and half past.</li><li>2. Acquire a wide range of vocabulary related to daily routines.</li><li>3. Express and write coherent sentences and short texts about personal daily routines and hobbies, incorporating the concepts of hours and days of the week.</li><li>4. Engage in interactive games and activities that serve as a comprehensive review of the topics learned throughout the year.</li></ol>



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<b>Subject:</b>	<b>Art &amp; Crafts</b>	<b>Year:</b>	<b>3</b>
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<b>Course aim:</b>	<p>The aim of the arts and crafts curriculum for Year 3, is to cultivate holistic artistic development in students. It seeks to foster creativity, self-expression, and imagination by providing opportunities for exploration across various art forms. Through engaging in hands-on activities, students will develop essential artistic skills, such as drawing, painting, and sculpture, while also gaining an understanding of art history and cultural diversity. Additionally, the curriculum aims to promote critical thinking, problem-solving, and collaboration, enabling students to communicate their ideas and emotions effectively through art. Ultimately, it aims to nurture a lifelong appreciation and passion for the arts.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Skills Activities Expression</b>	<ol style="list-style-type: none"> <li>1. Develop foundational artistic skills</li> <li>2. Engage in a variety of activities that include drawing, painting, and collage, using a range of materials such as pencils, paint, colour pencils, markers and clay</li> <li>3. Channel personal narratives and self-portraits as a means of artistic expression, showcasing ideas and emotions.</li> </ol>
<b>Term 1 Part 2</b>	<b>Painting Observation</b>	<ol style="list-style-type: none"> <li>1. Explore different art mediums and experiment with colour mixing, shading, and composition.</li> <li>2. Acquire knowledge of various colour palettes and their applications in artistic expressions.</li> <li>3. Maintain sketchbooks, and record their observations and ideas, facilitating reflection and the ability to review their artistic journey.</li> </ol>
<b>Term 2 Part 1</b>	<b>Materials Experiment</b>	<ol style="list-style-type: none"> <li>1. Explore different materials and mixed media to create their three-dimensional artworks.</li> <li>2. Facilitate the development of a comprehensive understanding of form and texture</li> <li>3. Engage in hands-on projects that encourage experimentation and foster spatial awareness</li> </ol>
<b>Term 2 Part 2</b>	<b>Artists Environmental Art</b>	<ol style="list-style-type: none"> <li>1. Gain knowledge on renowned artists, analysing their contributions and impact on the art world.</li> <li>2. Delve into the realm of environmental art, immersing in nature-inspired projects that foster a deeper connection with the environment and promote sustainable creative practices.</li> </ol>
<b>Term 3</b>	<b>Precision Refinement Elements of Art</b>	<ol style="list-style-type: none"> <li>1. Develop proficient cutting skills and utilise them in crafting imaginative creations using various types of materials.</li> <li>2. Further develop art appreciation and critique skills by engaging in meaningful discussions and conducting in-depth analysis of diverse artworks.</li> </ol>



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3. acquire knowledge of the fundamental elements and principles of art and effectively integrate them into their artistic endeavours.



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<b>Subject:</b>	<b>Music</b>	<b>Year:</b>	<b>3</b>
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<b>Course aim:</b>	<p>The aim of the Year 3 school music curriculum is to continue building students’ musical skills, knowledge, and creativity. This year focuses on expanding their understanding of musical elements and genres while fostering a deeper appreciation for music. Students will engage in various activities, including listening, performing, composing and analysing, to further develop their musical abilities and confidence. By providing a well-rounded music education, this course aims to cultivate students’ appreciation for music, nurture their musical talents and lay the foundation for further exploration and growth in their musical journey.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Music Theory and Notation</b>	<ol style="list-style-type: none"> <li>1. Be able to identify basic music notation and terms.</li> <li>2. Explore and understand the various elements of music (pitch, rhythm, dynamics, tempo).</li> <li>3. Understand and apply dynamic markings (piano, forte) and tempo indications.</li> <li>4. Identify and perform rhythms using different note values.</li> <li>5. Sing melodies with accurate pitch, rhythm and expression.</li> <li>6. Explore different vocal styles and genres (folk, pop, traditional).</li> </ol>
<b>Term 1 Part 2</b>	<b>Music Fundamentals</b>	<ol style="list-style-type: none"> <li>1. Recognise different instrument families (strings, woodwinds, brass, and percussion).</li> <li>2. Identify and categorise various instruments within each family.</li> <li>3. Demonstrate an understanding of simple musical phrases and sections.</li> <li>4. Further explore repetition, variation, and contrast in music.</li> <li>5. Explore basic music theory concepts (scales, intervals).</li> </ol>
<b>Term 2 Part 1</b>	<b>Performance / Composing</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an ability to write basic composition using the correct note value and rhythmic structures.</li> <li>2. Write melodies on a music staff using various time signatures.</li> <li>3. Explore composition techniques (melody writing, chord progressions).</li> <li>4. Create and perform short musical compositions using notation or digital tools.</li> </ol>
<b>Part 2</b>	<b>Music Technology</b>	<ol style="list-style-type: none"> <li>1. Familiarise themselves with music software for composing and recording.</li> <li>2. Listen to a variety of musical works and analyse their elements.</li> <li>3. Further explore the concepts of sound recording and music technology.</li> <li>4. Understand the basic elements and emotional impact of music.</li> <li>5. Develop their skills in recognizing acoustic and electronic instruments.</li> </ol>



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**Term 3**

**Music and the  
Wider World.**

1. Build their confidence in comparing and identifying various instruments.
2. Discover and appreciate music from various cultures and regions.
3. Participate in multicultural music activities and performances.
4. Develop skills in listening, blending and performing to a tempo.
5. Engage in practical activities, such as performing and composing, to reinforce their learning.



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<b>Subject:</b>	<b>Personal, Social, Health and Economic Education (PSHE)</b>	<b>Year:</b>	<b>3</b>
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<b>Course aim:</b>	<p>In Year Three, PSHE aims to deepen students' knowledge and skills in physical, mental, and emotional well-being as part of the PSHE UK curriculum. They expand their understanding of balanced diets, exercise routines, and personal hygiene practices for their physical well-being. Simultaneously, they learn strategies for managing emotions, developing empathy, and building positive relationships with others to enhance their mental and emotional well-being. The curriculum also addresses personal safety, healthy relationships, effective communication, and respect for others, empowering students to make responsible decisions that promote their own well-being and the well-being of those around them. By providing these tools and knowledge, the Year Three PSHE curriculum sets the foundation for students to lead healthy, balanced lives.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Health and Wellbeing- Feelings and Emotions</b>	<ol style="list-style-type: none"> <li>1. Further expand their emotional vocabulary, including more complex emotions like jealousy, pride, and embarrassment.</li> <li>2. Have developed a deeper understanding of the complex nature of emotions, recognising that emotions can be influenced by thoughts and situations.</li> <li>3. Learn to regulate their emotions more effectively, using strategies like taking time-outs or engaging in activities that bring them joy.</li> <li>4. Demonstrate empathy by understanding and considering the feelings and perspectives of others, and showing kindness and support.</li> </ol>
<b>Term 1 Part 2</b>	<b>Health and Wellbeing- Why should we eat well and look after our teeth?</b>	<ol style="list-style-type: none"> <li>1. Know how to eat a healthy diet and the benefits of nutritionally rich foods.</li> <li>2. Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.</li> <li>3. Understand not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>4. Understand how people make choices about what to eat and drink, including who or what influences these choices.</li> <li>5. Know how, when and where to ask for advice and help about healthy eating and dental care</li> </ol>
<b>Term 2 Part 1</b>	<b>Living in the Wider World- What makes community?</b>	<ol style="list-style-type: none"> <li>1. Understand how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>2. Know what is meant by a diverse community; how different groups make up the wider/local community around the school.</li> <li>3. Know how the community helps everyone to feel included and values the different contributions that people make.</li> <li>4. Understand how to be respectful towards people who may live differently to them.</li> </ol>



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<b>Term 2 Part 2</b>	<b>Living in the Wider World- UNICEF Rights of the Child Conflict Resolution</b>	<ol style="list-style-type: none"><li>1. Express their thoughts and opinions confidently, knowing that their voice matters.</li><li>2. Seek knowledge and access information from various sources, and responsibly share it with others.</li><li>3. Participate in social activities, develop friendships, and work collaboratively with others.</li><li>4. Understand the difference between fair discipline and abuse, advocating for their well-being and promoting positive discipline approaches.</li><li>5. Understand how conflict affects people.</li><li>6. Understand and use strategies for conflict resolution.</li></ol>
<b>Term 3</b>	<b>Relationships and SRE- What is personal space? What does a healthy relationship look like?</b>	<ol style="list-style-type: none"><li>1. List reasons why touch is important.</li><li>2. Describe what kind of physical contact is acceptable or unacceptable.</li><li>3. Define and explain consent.</li><li>4. Describe how to respond to unacceptable contact.</li><li>5. Define what is personal space.</li><li>6. Describe what makes a relationship unhealthy.</li><li>7. Understand how to develop positive relationships, including recognising and responding to someone feeling lonely.</li><li>8. Identify who to talk to if worried and required support.</li><li>9. Define the meaning of respect in relationships and the importance of working with others collaboratively.</li><li>10. Listen to others and respond or challenge other views appropriately.</li><li>11. Understand the importance of respecting other people's feelings.</li></ol>



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<b>Subject:</b>	<b>PE</b>	<b>Year:</b>	<b>3</b>
<b>Course aim:</b>	<p>The aim of the Physical Education (PE) course is to introduce students to the fundamental principles of physical fitness, health, and well-being. Through a variety of activities and exercises, the course aims to foster a positive attitude towards physical activity and promote the development of basic motor skills, coordination, and teamwork. Students will have the opportunity to engage in a range of sports and physical exercises, allowing them to explore their physical capabilities and understand the importance of leading an active lifestyle. Overall, the aim of the PE course is to lay a solid foundation for a lifetime of physical activity and encourage students to adopt healthy habits that contribute to their overall well-being.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
<b>Term 1 Part 1</b>	<b>Team Games</b>  <b>Jump Rope</b>  <b>Handball</b>	<ol style="list-style-type: none"> <li>Engage in team-based games and activities that require cooperation, communication, and strategic thinking. Students should demonstrate the ability to work collaboratively with their peers, follow game rules, and contribute to the overall success of their team, fostering teamwork and sportsmanship. These games include 'Steal the Bacon' and 'Circle DodgeBall'.</li> <li>Exhibit advanced handball skills, including the ability to execute different types of throws (e.g., overhand, sidearm) and perform basic defensive techniques (e.g., blocking, intercepting passes). They should also demonstrate a deeper understanding of game strategies, such as positioning on the court and transitioning between offence and defence. Moreover, they should display effective communication and teamwork during handball games.</li> <li>After completing Year Three, students should have developed the ability to perform double under jumps, where the rope passes under their feet twice in one jump. They should have improved their jump speed, timing, and coordination, and be able to incorporate different jump rope combinations and tricks.</li> </ol>
<b>Term 1 Part 2</b>	<b>Awareness of Ability</b>  <b>Swimming</b>  <b>Football</b>	<ol style="list-style-type: none"> <li>Foster awareness of ability in Year 3 students through self-reflection, goal setting, peer feedback, differentiated instruction, individual conferences, and celebrating diversity.</li> <li>Will attend weekly swimming sessions with a professional instructor. This will provide a structured and safe environment for students to develop fundamental water skills such as floating, kicking, and basic arm movements. They will learn to submerge and exhale underwater, as well as safely enter and exit the pool. Building water confidence and developing foundational swimming techniques will be the focus.</li> <li>Showcase advanced dribbling skills in football, demonstrating the ability to change direction quickly and maintain control of the ball in challenging situations. They should exhibit precise passing abilities, including using different techniques (e.g., lofted passes)</li> </ol>

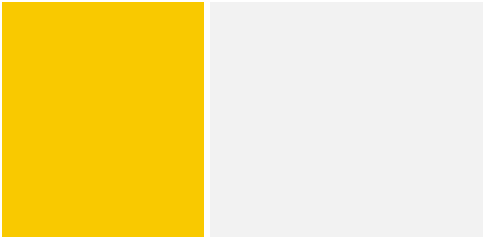


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		<p>with accuracy and consistency. Additionally, they should display a solid understanding of more complex football game rules, such as fouls and penalties, while consistently exhibiting fair play, sportsmanship, and teamwork.</p>
<b>Term 2 Part 1</b>	<p><b>Athletics</b></p> <p><b>Yoga</b></p>	<ol style="list-style-type: none"> <li>1. Showcase advanced running skills, including the ability to sprint longer distances with endurance and improved running mechanics. They should exhibit advanced jumping abilities, such as executing long jumps and high jumps with proper approach and technique. Moreover, they should demonstrate refined throwing skills, including accurate and powerful throws of various objects. They should also develop a deeper understanding of different athletics events, rules, and strategies, and display leadership qualities, fair play, and respect for their peers.</li> <li>2. Have increased strength and coordination, as they engage in more dynamic yoga sequences and flows. They should explore a wider range of yoga poses, including backbends with proper form and alignment. They should demonstrate mindfulness and the ability to stay present during yoga practice.</li> </ol>
<b>Term 2 Part 2</b>	<p><b>Circuit Training</b></p> <p><b>Aerobics</b></p> <p><b>Dance</b></p>	<ol style="list-style-type: none"> <li>1. Perform each exercise for a set duration or number of repetitions before moving to the next exercise. Continuing to use visual timers and countdowns to help regulate exercise durations. They should now understand the importance of rest periods between exercises to prevent fatigue and promote recovery. Finally, use visual logs or charts to track progress and celebrate improvements.</li> <li>2. Perform aerobic routines, combining different movements and steps, such as high knees, cross jacks, and lunges, to challenge their endurance, coordination, and flexibility.</li> <li>3. Performing more complex movement sequences inspired by using resources such as music and rhythm to enhance coordination, balance, and spatial awareness.</li> </ol>
<b>Term 3</b>	<p><b>Volleyball</b></p> <p><b>Badminton</b></p> <p><b>Sports Day</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate basic volleyball skills, including serving, bumping, and setting, with proper technique and form.</li> <li>2. Understand and apply the rules and concepts of volleyball, including positioning, rotation, and teamwork.</li> <li>3. Participate effectively in team drills and small-sided games, showing good communication, spatial awareness, and sportsmanship on the volleyball court</li> <li>4. Demonstrate improved hand-eye coordination and racket control, accurately hitting the shuttlecock over the net using basic forehand and backhand strokes. They should also understand the basic rules of the game and engage in simple rallies with a partner.</li> <li>5. Participate in the school sports day to show off various skills and developments made in PE. They should display a good sense of competence and confidence through successful participation in</li> </ol>



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sports events and challenges. Demonstrating fair play, respect for opponents, and leadership qualities while participating.



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The Year three 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 3:**

Sources		
Subject	Primary source	Additional sources
Literacy	Authentic Texts Hamilton Trust	Twinkl
Maths	White Rose Math Programme	Classroom secrets Hamilton Trust Twinkl
Topic	Hamilton Trust	Cornerstones Twinkl
Science	White Rose Science Programme	Cornerstones Hamilton Twinkl
Health and Well-being	Twinkl	
ICT	Binary Logic – e-skills 3.	



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<b>Hungarian</b>	Olvasás munkatankönyv 2. I.-II. (OH NAT 2020)  Édes anyanyelvem munkatankönyv 2. (OH NAT 2020)  Nagybetűs írás munkafüzet 2. (OH NAT 2020)	<a href="http://www.wordwall.net">www.wordwall.net</a>  <a href="http://www.okosdoboz.hu">www.okosdoboz.hu</a>
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