



BUDAPEST BRITISH
INTERNATIONAL ACADEMY

Budapest British International Academy

Term Planner 2025-2026

Year 6





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

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| Subject: | Maths | Year: | 6 |
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| 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 larger steps, recognise the place value of digits through decimals, 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 revisit multiplication facts in order to mentally multiply large numbers, understand the commutative and inverse relationships including through decimal places, and solve problems in different contexts. Fractions will be explored more thoroughly, including recognition, equivalence, application in real-life situations, and conversations between fractions, decimals and percentages. Measurement, geometry, position and direction, and statistics will also be covered, focusing on practical applications and problem-solving skills.</p> |
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| TERM | TOPIC | BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD |
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| Term 1 Part 1 | Numbers: Number and Place Value, Addition, Subtraction, multiplicati on, and division | <ol style="list-style-type: none"> 1. Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. 2. Solve numbers and practical problems that involve the above. 3. Round any whole number to a required degree of accuracy. 4. Use negative numbers in context, and calculate intervals across zero. 5. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 6. Solve problems involving addition, subtraction, multiplication, and division. 7. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. 8. Identify common factors, common multiples and prime number. 9. Multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication. 10. Perform mental calculations, including with mixed operations and large numbers. 11. Divide numbers up to four digits by a 2-digit whole number using the formal written method of long division, and interpret remainders a whole number remainders, fractions, or by rounding, as appropriate for the context. 12. Perform mental calculations, including with mixed operations and large numbers. 13. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 14. Perform mental calculations, including with mixed operations and large numbers. 15. Use their knowledge of the order of operations to carry out calculations involving the four operations. 16. Use estimation to check answers to calculations and determine, in the context of a problem, and the appropriate degree of accuracy. |



Budapest British International Academy
Term Planner 2025 - 2026

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| Term 1 Part 2 | Numbers: Fractions | <ol style="list-style-type: none">1. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.2. Compare and order fractions, including fractions > 1.3. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fraction.4. Identify common factors, common multiples, and prime numbers.5. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.6. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.7. Solve problems involving addition, subtraction, multiplication, and division.8. Multiply proper fractions and mixed numbers by whole numbers. supported by materials and diagrams (Y5).9. Multiply simple pairs of proper fractions, writing the answer in its simplest form.10. Divide proper fractions by whole numbers.11. Associate a fraction with division and calculate decimal fraction equivalents. |
| Term 1 Part 3 | Measurement: Converting units | <ol style="list-style-type: none">1. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.2. Use, read, write, and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places. |
| Term 2 Part 1 | Numbers: Ratio and Algebra | <ol style="list-style-type: none">1. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.2. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.3. Solve problems involving similar shapes where the scale factor is known or can be found.4. Use simple formulae.5. Generate and describe linear number sequences.6. Use simple formulae.7. Find pairs of numbers that satisfy an equation with two unknowns.8. Enumerate possibilities of combinations of two variables.9. Express missing number problems algebraically.10. Find pairs of numbers that satisfy an equation with two unknowns.11. Enumerate possibilities of combinations of two variables.12. Find pairs of numbers that satisfy an equation with two unknowns. |



Budapest British International Academy
Term Planner 2025 - 2026

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| Term 2 Part 2 | Numbers: Fractions, Decimals, Percentages Measurement: Converting units | <ol style="list-style-type: none">1. Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.2. Solve problems that require answers to be rounded to specified degrees of accuracy.3. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.4. Multiply 1-digit numbers with up to 2 decimal places by whole number.5. Use written division methods in cases where the answer has up to 2 decimal places.6. Solve problems involving addition, subtraction, multiplication and division.7. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.8. Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.9. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.10. Compare and order fractions, including fractions $>$.11. Solve problems involving the calculation of percentages and the use of percentages for comparison.12. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.13. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places. |
| Term 2 Part 3 | Statistics | <ol style="list-style-type: none">1. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs (Year 4).2. Interpret and construct pie charts and line graphs and use these to solve problems.3. Calculate and interpret the mean as an average. |



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Term Planner 2025 - 2026

Term 3

**Geometry:
Shape,
Position &
Direction**

1. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
2. Draw given angles, and measure them in degrees ($^{\circ}$) (Y5).
3. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (Y5).
4. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
5. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
6. Draw 2-D shapes using given dimensions and angles.
7. Recognise, describe and build simple 3-D shapes, including making nets.
8. Describe positions on the full coordinate grid (all four quadrants).
9. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.



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

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| Subject: | English | Year: | 6 |
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| Course aim: | <p>Literacy encompasses various English language skills. Year 4 students should understand and speak with a well-developed vocabulary and proper grammar. They should have a sense of adventure in learning and using English socially and understand more complex academic language and instructions. Year 4 reading focuses on independently reading books, stories, poetry, plays and non-fiction to develop vocabulary and grammar. Children learn to understand story structure, figurative language and how to justify their views about what they have read. Prediction, drawing inferences, and identifying main ideas are developed. Pupils learn to write their ideas with neat cursive handwriting, good punctuation and sentence structure and understand linguistic terminology. Teachers help students build more varied grammar, vocabulary and narrative structures; paragraph development and organisation is important as they learn to write creative stories and articles. Understanding basic elements of poetry (line, verse, rhyme) and writing original poems helps pupils master language. Drafting and writing, proofreading their own and others' writing by evaluating and editing for spelling and punctuation errors allows them to reflect on improving their abilities. Writing composition expands by using a range of sentences with conjunctions, fronted adverbials, pronouns, prepositions, and direct speech.</p> |
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| TERM | TOPIC | BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD |
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| Term 1 Part 1 | <p align="center">Class Novel</p> <p align="center">Grammar concepts and recognising vocabulary and structures.</p> <p align="center">Narrative writing</p> | <ol style="list-style-type: none"> 1. Gaining a deeper understanding of the text. 2. Compare and contrast characters, settings and events. 3. Increasing reading comprehension, expanding vocabulary and improving writing skills 4. Learn a set of spelling with suffixes and prefixes. 5. Exploring Modal verbs and Adverbs to understand the degrees of possibilities. 6. Usage of Noun phrases to convey complicated information concisely. 7. Define and explore the Relative clauses. 8. Understand the function of root words, prefixes, and suffixes. Create new words by adding prefixes and suffixes to root words. 9. Subjunctive form to express doubt, possibility, necessity, or action 10. Explore punctuation to avoid ambiguity in writing and indicate parenthesis. 11. Learn Contraction Apostrophe and correctly use apostrophes to form contractions and show possession. 12. Learn Plural Possessive Apostrophe to show possession when the noun is plural and already ends in 's', you just add an apostrophe to the end of the word 13. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 14. Understanding a narrative contains an orientation, series of events, complication and a resolution. |



Budapest British International Academy
Term Planner 2025 - 2026

**Term 1
Part 2**

Gaining a deeper understanding of the novel

Indicate ownership in a sentence without repeating. Complementing the main clause.

Writing: Narrative Writing

1. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays.
2. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
3. Noting and developing initial ideas, drawing on reading and research
4. Explore the purpose of Possessive Pronouns.
5. Understanding and applying spelling rules, including suffixes and prefixes.
6. Explore Subordinating Conjunctions and to connect an independent clause to a subordinating clause
7. Explore Coordinating conjunctions and learn how to use coordination to include two or more ideas of equal weight in a single sentence.
8. Understanding and using colons to introduce a list or explanation.
9. Understanding semicolons and connecting two complete ideas and separating items in a list.
10. Usage of Present and Past progressive Tense
11. Active and Passive Voice: understand why active or passive voice is appropriate to use in certain contexts
12. Identifying the audience and purpose of the writing, clearly provides reasoned justification of their views.
13. Distinguish between fact and opinion.
14. Use a wide range of devices to build cohesion within and across paragraphs.
15. Use organisational and presentational devices to structure logically the ideas to support the writer's purpose and to guide the reader.
16. Assessing the effectiveness of their own and others' writing.



Budapest British International Academy
Term Planner 2025 - 2026

**Term 2
Part 1**

**Enhance
vocabulary
and usage
of
punctuation**

**Speaking:
Presentatio
ns and
debates**

**Writing:
Non-
Fictional
writing
Biography-
Autobiogra
phy
Plan,
analyse,
evaluate.**

1. Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear.
2. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
3. Provide reasoned justifications for their views.
4. Retrieve, record and present information from non-fiction.
5. Explore Antonyms and Synonyms to build and enhance vocabulary development and reading comprehension.
6. Learn Adverbs of possibility to show how certain we are about something
7. Explore Compound Adjective and modify nouns and pronouns
8. Usage of brackets: insert explanations, corrections, clarifications, or comments into quoted material
9. Reading Comprehension to activate and reinforce the writing, grammar, vocabulary, and punctuation skills of the students.
10. Peer Critique: provide feedback to each other on their work
11. Story Writing: identify and analyse basic story elements and create their own idea for a story using these elements Story Writing: identify and analyse basic story elements and create their own idea for a story using these elements.
12. Use vocabulary and structures that are appropriate for formal speech and writing.
13. Diary Writing: make a collection of notes, observations, thoughts and other relevant materials built- up over a period of time.
14. Creating a checklist and recording tasks or projects and ensuring nothing important is forgotten during execution. To ensure that preparations are carried out completely and in the correct order.
15. Biography writing: to document and explore the life, achievements, experiences, and legacy of an individual.
16. Autobiographical writing: focus on developing students' ability to reflect on their personal experiences, structure their writing effectively, and use descriptive language. Reflect on their personal experiences, structure their writing effectively, and use descriptive language



Budapest British International Academy
Term Planner 2025 - 2026

**Term 2
Part 2**

Grammar:
Subject and
object,
Tense and
figurative
language.

Reading:
non-fiction
texts
Analyse and
create,
make a
collection of
ideas.

Writing:
Persuasive
and opinion
essays

1. Participate in discussions about books that are read to them and those they can read for themselves.
2. Summarise the main ideas drawn from more than one paragraph.
3. Read books that are structured in different ways and read for a range of purposes with a focus on non-fiction.
4. Find and explain the complete subject and object in a sentence
5. Demonstrate an understanding of punctuation through correct usage in writing.
6. Explore tense to indicate the time at which something happened
7. Understand several situations in which present and past perfect tense is necessary to use.
8. Figurative language: To use their knowledge of figurative language to create sentences and to add excitement, action, and interest to writing
9. Identify and discuss themes and conventions in and across a wide range of writing.
10. Proof-read for spelling and punctuation errors.
11. Indicate grammatical and other features by conscious use of punctuation.
12. Differentiate reported speech from direct speech by comparing their features and use at the text level and use appropriately
13. Distinguish between formal and informal writing contexts
14. Practising persuasive writing to convince, motivate, or move readers toward a certain point of view, or opinion.



Budapest British International Academy
Term Planner 2025 - 2026

Term 3

**Grammar:
Parenthesis
, tenses and
punctuation
, Sentence
structure.**

**Writing:
Poetry and
poetic
language**

1. Identify sentence structure and their types (statement/question/command)
2. Reads, reviews and corrects determiners used in sentences
3. Reflexive pronouns: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
4. Tenses: Revisit tenses and learn to apply in writing
5. Parenthesis: Explore brackets, commas, dashes, colon to mark clauses
6. Consciously control sentence structure in their writing and understand why sentences are structured the way they are and helping to be specific with the way to communicate (adverbial cohesion)
7. Formal letter writing: learn to form an acceptable layout and correct content structure
8. Editing and evaluating: to create and to ensure that ideas are presented as clearly as possible
9. Adapt their language and style in and for a range of contexts, purposes and audiences.
10. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
11. Learn and practice a variety of poetic structure including but not limited to limerick, haiku, and poems of various rhyme schemes.
12. Develop confidence in oral presentation by learning and reciting poetry or planned excerpt for an audience, using clear pronunciation, expression and appropriate intonation.



Budapest British International Academy
Term Planner 2025 - 2026

| Subject: | Topic | Year: | 6 |
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| 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, Hungarian, and world history; they should note connections, contrasts and trends over time and expand the appropriate use of historical terms. In geography, students extend their knowledge about the world and the United Kingdom, focusing on Europe (especially Hungary) and the Shanghai Dynasty. 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 |
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| Term 1 Part 1 | Local History Hungary and Budapest | <ol style="list-style-type: none"> Analyse the impact of Ottoman rule by examining its lasting influence on local customs, religious sites, and language. Evaluate the legacy of the Austro-Hungarian Empire by identifying its effects on local architecture, cultural practices, and governance structures. Investigate the 1956 Hungarian Revolution by exploring how the uprising against Soviet influence is remembered and commemorated in a specific city or town. Examine the transition to democracy after 1989 by analysing its effects on local political life, the economy, and social structures. |
| Term 1 Part 2 | Geographical skills and understanding | <ol style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic circle. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Be able to explain the significance of climate zones, the Prime/Greenwich meridian and time zones (including day/night) and how these influence human activity. |
| Term 2 Part 1 | Human Geography | <ol style="list-style-type: none"> Understand and be able to describe different types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Comprehensive understanding of key geographical concepts and environmental awareness. |



Budapest British International Academy
Term Planner 2025 - 2026

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| Term 2 Part 2 | Ancient Civilizations: Beyond Europe | <ol style="list-style-type: none">1. Explore the key features of Indus Valley civilization and how it provides contrast with British and Hungarian history.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. |
| Term 3 | Dynamic Dynasties | <ol style="list-style-type: none">1. Students should gain an understanding of what constitutes an ancient civilization and how these civilizations influenced the development of societies over time.2. Develop a chronological understanding of history by placing the Shang Dynasty in the context of other world civilizations.3. Explore the culture, daily life, and beliefs of the people of the Shang Dynasty.4. Encourage students to investigate historical sources and use evidence to draw conclusions about the past.5. Compare the Shang Dynasty with other ancient civilizations to understand similarities and differences.6. Understand the lasting impact of the Shang Dynasty on later Chinese history and culture.7. Identify the key features of the Shang Dynasty, including its timeline, geography, and major cities such as Anyang.8. Examine the role of Shang kings and rulers, including their use of power, warfare, and the concept of the Mandate of Heaven.9. Describe daily life in the Shang Dynasty, including social hierarchy, jobs, and roles of farmers, warriors, and nobility.10. Analyse the significance of bronze work and jade craftsmanship, understanding their role in Shang culture and rituals.11. Compare the Shang Dynasty with other ancient civilizations, such as Ancient Egypt or Mesopotamia, identifying similarities and differences. |



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

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| Subject: | Science | Year: | 6 |
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| Course aim: | <p>The aim of the Year 6 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 ask questions, make observations, perform tests, classify objects, and use data to answer inquiries. They will explore various topics including living things and their habitats, electricity and renewable energy, the circulatory system, diet, drugs, lifestyle, light, light pollution, variations, adaptations and fossils. By actively participating in hands-on activities, students will continue to develop their scientific curiosity, critical thinking abilities, and understanding of the natural world around them as well as apply their knowledge to solve real word problems.</p> |
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| TERM | TOPIC | BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD |
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| Term Part 1 | Living things and their habitats | <ol style="list-style-type: none"> 1. Know what an organism is. 2. Explain what animals/plants need to survive 3. Understand and explain how animals/plants get their food 4. Recognise how you know if something is a living or non-living thing. 5. Group organisms based on their conditions. 6. Discuss how the conditions for life are similar/different in plants and animals. 7. Classify vertebrates and invertebrates. 8. Classify flowering/non-flowering plants. 9. Recognise the differences between deciduous and evergreen trees. 10. Name the features of coniferous trees 11. Explain the different ways that scientists classify plants. 12. Explain what a microorganism is. 13. Explain where bacteria can be found and what they can do. 14. Name diseases can viruses cause. 15. Name infections can fungi cause. 16. Discuss how some bacteria are helpful for humans. |



Budapest British International Academy
Term Planner 2025 - 2026

**Term 1
Part 2**

**Electricity
Renewable
Energy**

1. Relate the components of a circuit to their symbols.
2. Draw a circuit diagram from a circuit.
3. Investigate how a switch can be placed anywhere in a simple circuit to break it.
4. Investigate how to connect two cells together to make a circuit work.
5. Identify the unit of measure for the electric current (ampere).
6. Measure electric current in a circuit with an ammeter.
7. Explore how the size and direction of an electric current are the same all around a simple circuit.
8. Investigate how the length and thickness of a wire affect the electric current passing through the circuit.
9. Relate the size of an electric current to how bright the bulb shines in a simple circuit.
10. Distinguish between a series and a parallel circuit.
11. Investigate how adding bulbs in a series makes them shine less brightly.
12. Recognise that bulbs connected in parallel are equally bright.
13. Associate the brightness of a bulb with the number of cells connected to the circuit.
14. Investigate how adding cells in series to a circuit increases the electric current.
15. Compare the way the buzzer or a motor works depending on the voltage of the battery connected to the circuit.
17. Investigate which materials allow an electric current to pass through and which materials don't.
18. Distinguish between electrical conductors and insulators.
19. Investigate how an electric current doesn't pass through distilled water but it passes through water with salts dissolved in it.
20. Investigate which metals are good electrical conductors.
21. Run electrical conductors based on the electric current they conduct.
22. Explain why some metals are not used as electrical conductors although they are good conductors (i.e. gold).
23. Investigate the effects of a short circuit.
24. Apply knowledge of electrical conductors and insulators to use electricity safely.
25. Understand renewable energy.



Budapest British International Academy
Term Planner 2025 - 2026

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| Term 2 Part 1 | Light Light Pollution | <ol style="list-style-type: none">1. Identify a light source- natural light source or artificial light source.2. Name, label and explain the parts of the eye and explain their functions.3. Discuss and explain how light travels.4. Understand reflections and explain how a reflection works.5. Explain what causes a shadow to form.6. Understand refraction.7. Name some of the colours that make up white light8. Explain the spectrum of light.9. Explain what a rainbow is and how they are formed.10. Explain what is light pollution and list examples.11. Explain how light pollution affects our ability to see the stars at night. |
| Term 2 Part 2 | The circulatory system Diet, drugs and lifestyle | <ol style="list-style-type: none">1. Explain the function of the circulatory system2. Name the three main parts of the circulatory system.3. Explain what blood is.4. Explain the role of blood in the circulatory system5. Name the different parts of the blood and explain the function of each part of the blood.6. Name the three main types of blood vessels.7. Explain the function of each of the main types of blood vessels.8. Recognise what cells in our body need to survive?9. Recognise where we get oxygen/nutrients from and explain why we need oxygen/nutrients.10. Explain the function of the heart.11. Name the four chambers of the heart.12. Understand and explain how the heart works.13. Understand and explain what arteries and veins do.14. Explain how the veins make sure the blood only moves in one direction and understand why it is important that blood only moves in one direction.15. Know what is oxygenated blood and deoxygenated blood.16. Explain a balanced diet.17. Explain the functions of proteins/carbohydrates?18. Explain saturated/unsaturated/trans fats.19. List the positives of eating unsaturated fats.20. Explain how eating too much saturated/trans fat can negatively affect the body.21. Explain and name vitamins and minerals.22. Discuss how humans get vitamins and minerals in their diets.23. List the benefits of eating foods high in vitamins and minerals.24. Recognise what is a drug.25. Name some examples of drugs.26. Understand what painkillers are and what are the effects of painkillers on the body.27. Understand addiction.28. Classify different drugs- legal and illegal.29. Understand the effects of cigarettes and vaping. |



Budapest British International Academy
Term Planner 2025 - 2026

Term 3

Variation
Adaptations
Fossils

1. Understand what an organism is and list some examples.
2. Explain what is variation.
3. Explain what a species is and list some examples of species.
4. Understand and explain offspring and list examples.
5. Discuss how organisms show variation
6. Explain what would happen if organisms did not show variation.
7. Understand what are characteristics and list examples of characteristics in humans.
8. Understand what inheritance is.
9. Understand desirable characteristics.
10. List what type of animals can be bred for desirable characteristics.
11. Explain overbreeding and its effects.
12. Understand and explain the word 'adaptation'.
13. Understand and explain why organisms undergo 'evolution'.
14. Understand and explain how fossils are formed.
15. Discuss where fossils can be found.



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

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| Subject: | ICT | Year: | 6 |
| Course aim: | <p>In Year 6, 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 6 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 |
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| Term 1 Part 1 | Creating a document | <ol style="list-style-type: none"> 1. Master adding extra space to text effectively. 2. Quickly locate any word within a document. 3. Replace words or phrases confidently with just a few clicks. 4. Navigate and manipulate tables with confidence. |
| Term 1 Part 2 | Producing Multimedia | <ol style="list-style-type: none"> 1. Import images from a scanner or camera. 2. Edit audio recordings. 3. Discover and utilise videos and images from the internet. 4. Create a basic slideshow with music. |
| Term 2 Part 1 | Using communication tools | <ol style="list-style-type: none"> 1. Understand what a network is and its importance. 2. Safely communicate with friends online. 3. Securely share photos, music, and videos over the internet. 4. Learn and practise online safety. 5. Follow guidelines to stay protected from online dangers. 6. Respect intellectual property rights. |
| Term 2 Part 2 | Formatting Numbers | <ol style="list-style-type: none"> 1. Format data effectively. 2. Perform calculations. 3. Create a graph to visualise information. 4. Print the finalised information. |



Budapest British International Academy
Term Planner 2025 - 2026

Term 3

**Collecting
information**

1. Understand the concept of a database.
2. Learn how to collect data of the same type.
3. Organise information within a database.
4. Grasp the meaning of a record.
5. Manage data through sorting and filtering.
6. Print a database.



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

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| Subject: | Personal, Social Health and Economic Education (PSHE) | Year: | 6 |
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| Course aim: | <p>The PSHE course in year six 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> |
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| TERM | TOPIC | BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD |
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| Term 1 Part 1 | Health and wellbeing- | <ol style="list-style-type: none"> 1. Understand how mental and physical health are linked. 2. Understand how positive friendships and being involved in activities such as clubs and community groups support wellbeing. 3. Understand how to make choices that support a healthy, balanced lifestyle including how to plan a healthy meal, how to stay physically active, how to maintain good dental health, including oral hygiene and food and drink choices. |
| Term 1 Part 2 | Health and wellbeing- | <ol style="list-style-type: none"> 1. Know how to benefit from and stay safe in the sun. 2. Know how and why to balance time spent online with other activities. 3. Understand how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep etc. 4. Understand how to manage the influence of friends and family on health choices and that habits can be healthy or unhealthy. 5. Use strategies to help change or break an unhealthy habit or take up a new healthy one. 6. Know how legal and illegal drugs can affect health and how to manage situations involving them. |



Budapest British International Academy
Term Planner 2025 - 2026

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| Term 2 Part 1 | Living in the Wider World- How can our choices make a difference to others and the environment? | <ol style="list-style-type: none">1. Understand how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions2. Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images3. Know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.4. Understand that text and images can be manipulated or invented; strategies to recognise this.5. Evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.6. Recognise unsafe or suspicious content online and what to do about it.7. Understand how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them.8. Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range.9. Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue. |
| Term 2 Part 2 | Living in the Wider World- How can our choices make a difference to others and the environment? | <ol style="list-style-type: none">1. Recognise the risks involved in gambling related activities.2. Understand what might influence somebody to gamble and the impact it might have.3. Discuss and debate what influences people's decisions, taking into consideration different viewpoints.4. Know how to carry out personal responsibilities in a caring and compassionate way. |
| Term 3 | Relationships and SRE- What changes can happen in my life? | <ol style="list-style-type: none">1. Identify as we grow and change, we have increased independence and responsibility.2. Describe how to keep safe with increased independence (including online).3. Explain why I have more responsibilities as I grow older.4. Identify reasons why transition may be challenging.5. Identify positive qualities and expectations for different relationships.6. Describe different types of relationships including marriage.7. Define forced marriage.8. Explore consent within a relationship.9. Label male and female body parts associated with conception and pregnancy.10. Explain a baby is made when a sperm (male) meets an egg/ovum (female) and then the fertilised egg settles into the lining of the womb.11. Define the term reproduction.12. Describe what pregnancy is, where it occurs and how long it takes in a human. |



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

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| Subject: | Arts and Crafts | Year: | 6 |
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| Course aim: | <p>The arts and crafts curriculum for Year 6 aims to provide students with a comprehensive and enriching artistic experience. The curriculum fosters students' creativity, self-expression, and critical thinking skills by engaging them in various creative activities. Students will develop and refine their artistic techniques, such as drawing, painting, and sculpting, using different materials. They will explore art history, learning about renowned artists and their contributions. Additionally, the curriculum aims to develop an understanding of cultural diversity and appreciation for different art forms. Through hands-on projects and collaborative activities, students will strengthen their artistic abilities and cultivate a lifelong passion for the arts.</p> |
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| TERM | TOPIC | BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD |
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| Term 1 Part 1 | <p>Skills</p> <p>Principles of Design</p> | <ol style="list-style-type: none"> Utilise a variety of materials including pencils, paint, clay and mixed medium to craft their artwork. Continue developing technical proficiencies in both drawing and painting. Acquire an understanding of design principles and composition. |
| Term 1 Part 2 | <p>Observation</p> <p>Painting</p> | <ol style="list-style-type: none"> Continue to maintain sketchbooks to record observations and ideas. Cultivate the skill of self-assessment by reflecting on past work. Explore diverse art mediums including colour mixing, shading techniques and depth and dimension. Apply the principles of focal points, symmetry and asymmetry to create various compositions. |
| Term 2 Part 1 | <p>Three-Dimensional Art</p> <p>Form and Structure</p> | <ol style="list-style-type: none"> Understand the methodologies and materials used in three-dimensional art forms. Investigate diverse approaches to capturing form, encompassing shading and perspective. Employ shading techniques to convey three dimensionality. Recognise how light and shadow interact to define the contours of different forms. Apply historical and cultural context to understand how artists from different periods utilised form and structure. |



Budapest British International Academy
Term Planner 2025 - 2026

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| 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. |
| Term 3 | Cultural Art Refinement | <ol style="list-style-type: none">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

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| Subject: | PE | Year: | 5 |
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| Course aim: | <p>The Physical Education (PE) course aims to introduce students to the fundamental principles of physical fitness, health, and well-being. The course aims to foster a positive attitude towards physical activity and promote the development of basic motor skills, coordination, and teamwork through various activities and exercises. Students can engage in various sports and physical exercises, allowing them to explore their physical capabilities and understand the importance of leading an active lifestyle. The PE course aims to lay a solid foundation for a lifetime of physical activity and encourage students to adopt healthy habits that contribute to their overall well-being.</p> |
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| TERM | TOPIC | BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD |
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| 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 of advanced football game rules, tactics, and strategies, while |



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

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| | | <p>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 being hit themselves. Demonstrate improved throwing and dodging |



Budapest British International Academy
Term Planner 2025 - 2026

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

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| Subject: | Hungarian | Year: | 6 |
| Course aim: | <p>The Hungarian course aims to advance the reading comprehension and writing skills that were established in earlier grades. The focus is on improving students' ability to write effectively in various communication contexts while enhancing their writing and spelling skills. Key objectives include developing writing skills and vocabulary usage, promoting precise and effective language use in both spoken and written forms, and integrating grammar instruction with text-based learning to boost reading comprehension and text creation. Emphasis is placed on spelling awareness, reading comprehension, and the development of both traditional and digital communication skills. Additionally, the curriculum aims to help students understand their cultural and personal contexts, maintain curiosity, and foster self-improvement. It also emphasises emotional and social development, ensuring students become proficient in their language use and continue to grow in their literacy and communication abilities.</p> | | |

| TERM | TOPIC | BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD |
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| Term 1 Part 1 | <p>Reading: family, home, and nation in poetry</p> <p>Writing: written communication strategies</p> | <ol style="list-style-type: none"> 1. Revise the basics from the previous year. 2. Solidify their knowledge of types of sentences, employ them in practice. 3. Be familiar with the concept of suffixes and roots, being able to break up words into their constituents. 4. 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 | <p>Reading: fairy tales, myths, and legends</p> <p>Writing: fun spelling and grammar activities</p> | <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 | <p>Reading: Petőfi Sándor: János vitéz (narrative poetry)</p> <p>Writing: set phrases</p> | <ol style="list-style-type: none"> 1. Be able to follow complex instructions. 2. Write using correct sentence structure. 3. Use adjectives in superlatives. 4. Keep learning vocabulary including 'yod's. 5. Expand their vocabulary with synonyms and antonyms. 6. Introduction to parts of speech (pronoun, adverb, verb). |



Budapest British International Academy
Term Planner 2025 - 2026

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| Term 2 Part 2 | Reading: Poems about the homeland Writing: language structures | <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. |
| Term 3 | Reading: Molnár Ferenc: A Pál utcai fiúk (novel) Writing: word form and meaning | <ol style="list-style-type: none">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**

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| Subject: | Languages | Year: | 6 |
| Course aim: | <p>The aim of the Year 6 Spanish and German course is to develop students' confidence in speaking, listening, reading, and writing. Through engaging activities, students will expand their vocabulary, practice basic grammar, and improve pronunciation. The course will focus on everyday topics such as family, school, hobbies, and food, encouraging meaningful communication. Cultural aspects of Spanish-speaking countries will be integrated to foster global awareness. By the end of the year, students will be able to hold simple conversations, understand short texts, and express themselves with greater fluency and accuracy. The program also aims to cultivate a positive attitude towards language learning and intercultural understanding.</p> | | |

| TERM | TOPIC | BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD |
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| Term 1 Part 1 | Review: Greetings, personal information, colours and shapes, animals and numbers 1- 100 and calendar and weather. | <ol style="list-style-type: none"> 1. Use appropriate greetings and responses in social interactions. 2. Participate in conversations and fill out forms about personal information such as name, age and nationality. 3. Identify and memorise the colours and the basic shapes. 4. Count to 100 and recognise the numbers in different contexts. 5. Expand vocabulary related to the family. Recognise the gender of the words and practice writing and using these words in simple sentences. 6. Recognise and name the animals of the farm, the jungle, the savannah and the sea. 7. Use adjectives to describe them. 8. Name and write the days of the week and the months of the year. |
| Term 1 Part 2 | Parts of the body. Clothes. | <ol style="list-style-type: none"> 1. Have a broader vocabulary of body parts and express oneself when a body part hurts, using expressions of the language. 2. Have a larger vocabulary of clothing items and be able to classify them by seasons. 3. Use present tense verbs to describe individuals using the related vocabulary, both written and oral forms. |



Budapest British International Academy
Term Planner 2025 - 2026

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| Term 2 Part 1 | Food and drinks III. My house and my neighbourhood. | <ol style="list-style-type: none">1. Learn and remember new words about food and drinks, including those taught in previous years.2. Practice ordering food in restaurants using simple sentences and expressions. Play role-playing games to practice forming sentences and saying them correctly.4. Naming the different parts of the house and linking the activities that take place in them and the furniture that can be found in them.5. Identify the main buildings in a neighbourhood, like restaurants, hospitals, post offices, etc.6. Use simple sentences to describe a house. |
| Term 2 Part 2 | The clock. The school and the classroom. | <ol style="list-style-type: none">1. Learn to identify and tell the time in an analogue clock, specifically at o'clock, quarter to, quarter past, and half hours.2. Recognise and label classroom objects and school subjects.3. Formulate and write simple sentences using the structure like/I don't like, or I prefer."4. Use present tense verbs and the times to describe the school schedule.5. Apply and identify prepositions of place and respond to interrogative questions regarding the location of objects.6. Formulate sentence structures for requesting to borrow something. |
| Term 3 | Hobbies and leisure activities. Daily life and routine. Review. | <ol style="list-style-type: none">1. Engage in oral and written communication by constructing simple sentences and short texts about hobbies and leisure activities.2. Express preferences using sentences such as "I like" and "I don't like," and actively participate in conversations with peers.3. Use the days of the week to create sentences and incorporate vocabulary from various topics to enhance language skills and understanding.4. Expand the vocabulary and actions related to daily routines.5. Write sentences and short texts that describe personal daily routines and hobbies, incorporating concepts such as time and the days of the week.6. Engage in interactive games and activities that comprehensively review the topics learned throughout the year. |



Budapest British International Academy
Term Planner 2025 - 2026

The Year 6 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 6:

| Sources | | |
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| Subject | Primary source | Additional sources |
| English | Authentic texts | Twinkl, Hamilton Trust |
| Maths | White Rose Math Programme | Twinkl Classroom secrets |
| Topic | Twinkl, BBC Bitesize | Cornerstones, Twinkl, Hamilton Trust. |
| Science | White Rose Science Programme | BBC Kids Twinkl National Geographic Kids |
| Hungarian | Irodalom tankönyv és munkafüzet 5. (OH NAT 2020) Magyar nyelv tankönyv és munkafüzet 5. (OH NAT 2020) | www.nkp.hu www.wordwall.net |
| PSHE | Twinkl | |
| ICT | Twinkl | eskills |