



BUDAPEST BRITISH
INTERNATIONAL ACADEMY

Budapest British International Academy

Term Planner 2025-2026

Year 2





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Term Planner 2025-2026**

Subject:	Literacy	Year:	2
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Course aim:	<p>The aim of the English course is to develop students' language skills in spoken language, reading, writing, and transcription. Students should become effective communicators who can listen, respond, and ask relevant questions, build vocabulary, and express themselves clearly. In reading, they should become fluent readers who can decode words accurately, comprehend a wide range of texts, and discuss their understanding. In writing, they should become proficient writers who can spell words correctly, write legibly, compose well-structured pieces, and use appropriate grammar and punctuation. Overall, the curriculum aims to foster a love for reading, develop writing skills, and enhance language proficiency.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	<p>Traditional tales</p> <p>Stories with a message - Aesop's fables</p>	<ol style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. Be able to construct basic sentences using capital letters and full stops. Get familiar with the structure of statements, questions and exclamations. Take part in discussions about different texts. Be able to ask and answer questions in speaking and writing. Discuss the sequence of events in books and how items of information are related. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Get familiar with the alternative spellings of the /n/, /r/, /s/, /j/ and /l/ sounds. Continue to expand their knowledge of common exception words.
Term 1 Part 2	<p>Informational texts</p> <p>Letters</p>	<ol style="list-style-type: none"> Get familiar with the structure and elements of informational books. Being introduced to non-fiction books that are structured in different ways Be able to use a glossary, index and table of contents in non-fiction books. Consider and evaluate different viewpoints, building on the contributions of others.



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		<ol style="list-style-type: none"> 5. Check that the text makes sense to them as they read and correct inaccurate reading. 6. Get familiar with commas in a list and use them in their own work. 7. Understand and plan the sequence of an informal letter 8. Get familiar with the suffixes -ed, -est, -er, -ing and -y. 9. Continue to expand their knowledge of common exception words.
<p align="center">Term 2 Part 1</p>	<p align="center">Explore a poems from a particular poet (teacher's discretion)</p> <p align="center">Poems on a common theme (teacher's discretion).</p>	<ol style="list-style-type: none"> 1. Be familiar with words connected to poetry and be able to talk about the structure of a poem. 2. Be able to write simple poetry independently using rhymes and rhythm 3. Memorise poems and perform them with appropriate intonation and expression. 4. Be able to act out stories familiar to them. 5. Be able to recognise simple recurring language in stories and poetry. 6. Get familiar with the alternative spellings of the /igh/, /or/, /u/, /ee/, /o/, /zh/ and /er/ sounds 7. Read and spell words containing common suffixes. 8. Continue to expand their knowledge of common exception words.
<p align="center">Term 2 Part 2</p>	<p align="center">Renowned children's author (teacher's discretion).</p>	<ol style="list-style-type: none"> 1. Widen their vocabulary by reading texts from different time periods. 2. Discuss the sequence of events in books and how items of information are related 3. Continue to expand their knowledge of common exception words. 4. Be able to spell words containing the suffixes -ness, -ful, -less and ly. 5. Be able to use contractions correctly.
<p align="center">Term 3</p>	<p align="center">Instructions Recounts and diaries</p>	<ol style="list-style-type: none"> 1. Use commands to instruct others. 2. Use the present and past tenses correctly and consistently including the progressive form 3. Read most words quickly and accurately, without overt sounding and blending. 4. Be able to read and spell the year 2 common exception words independently. 5. Use contractions and the possessive apostrophe independently. 6. Be able to distinguish between common homophones. 7. Be able to spell days, the months of the year and time adverbials correctly including capitalization. 8. Revise all the skills acquired during the course of the school year.



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Subject:	Maths	Year:	2
Course aim:	<p>The aim of the math course is to provide students with a solid foundation in various mathematical concepts. In the area of number and place value, students will learn to count in different steps, recognise the place value of digits, compare and order numbers, and use number lines for representation and estimation. Addition and subtraction skills will be developed through problem-solving, using concrete objects and various methods. Students will also learn multiplication and division facts, understand the commutative and inverse relationships, and solve problems in different contexts. Fractions will be introduced, including recognition, equivalence, and application in real-life situations. Measurement, geometry, position and direction, and statistics will also be covered, focusing on practical applications and problem-solving skills.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Number and Place Value Addition and Subtraction	<ol style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs Read and write numbers to at least 100 in numerals and in word Use place value and number facts to solve problems. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Term 1 Part 2	Properties of Shapes	<ol style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects.



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Term 2 Part 1	Money Multiplication & Division	<ol style="list-style-type: none">1. Find different combinations of coins that equal the same amounts of money.2. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.3. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.4. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.5. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.6. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.7. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Term 2 Part 2	Length and height Mass, Capacity and temperature	<ol style="list-style-type: none">1. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.2. Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$3. Compare and order masses by observing the numerical values or by using a scale to measure the weights.4. Compare and order volumes/capacities by observing the numerical values or by using measuring vessels or graduated cylinders.
Term 3	Fractions Time Statistics Position & Direction	<ol style="list-style-type: none">1. Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity.2. Write simple fractions for example, of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.3. Compare and sequence intervals of time.4. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.5. Know the number of minutes in an hour and the number of hours in a day.6. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.7. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.8. Ask and answer questions about totalling and comparing categorical data.9. Order and arrange combinations of mathematical objects in patterns and sequences.10. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).



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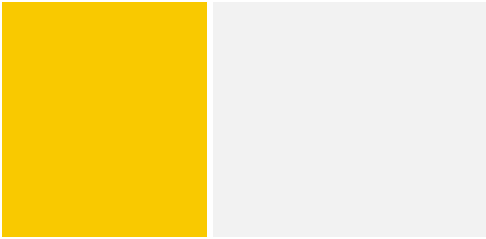
Subject:	Science	Year:	2
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Course aim:	<p>The aim of the Year 2 science course is to provide students with a solid foundation in scientific knowledge and skills while fostering a genuine appreciation for the subject. Through engaging in practical scientific methods and processes, students will learn to ask questions, make observations, perform tests, classify objects, and use data to answer inquiries. They will explore various topics including living things and their habitats, plants, everyday materials and their uses etc. By actively participating in hands-on activities, students will develop their scientific curiosity, critical thinking abilities, and an understanding of the natural world around them.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Animals and their needs for survival Humans	<ol style="list-style-type: none"> 1. Explore animals and their needs. 2. Sort animals into groups e.g. Mammals, birds, fish, amphibians, reptiles, humans. 3. Explore the human body focusing on exercise, food, hygiene and teeth.
Term 1 Part 2	Materials Plastic	<ol style="list-style-type: none"> 1. Exploring different materials such as wood, paper, cardboard, brick and rock, glass and plastic, metal, different fabrics etc. 2. Compare objects made out of different materials 3. Explore how materials can change shape by bending, squashing, twisting and stretching 4. Explore waterproof materials. 5. Investigate how plastic is helpful and harmful. 6. Learn how we can reduce plastic waste in school.
Term 2 Part 1	Plants (light and dark) Living things and their habitats	<ol style="list-style-type: none"> 1. Explore different plants and their parts 2. Learn about what plants need to grow? 3. Explore how light affects plants 4. Explore habitats in the local area 5. Investigate different habitats (Polar, desert, ocean, forest habitats) 6. Investigate microhabitats
Term 2 Part 2	Living things and their habitats	<ol style="list-style-type: none"> 1. Explore animal diets and food chains. 2. Explore living and non-living things and sort objects into living, non-living or never alive.
Term 3	Plants (Bulbs and Seed) Growing Up Wild Life	<ol style="list-style-type: none"> 1. Differentiate between bulbs or seeds? 2. Plant different plants 3. Explore what do plants need to grow 4. Mother and offspring 5. Life cycle of humans 6. Life cycle of different mammals 7. Life cycle of amphibians



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8. Life cycle of a butterfly
9. Seeing patterns between the different animals
10. What does wildlife do for us?
11. What can we do for wildlife?



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Subject:	Topic	Year:	2
Course aim:	<p>The aim of Topic is to provide students with a comprehensive understanding of both Geography and History, fostering their knowledge about the world, their locality, and the past. In Geography, students will develop locational awareness by identifying continents, countries, and oceans. They will explore human and physical geography, including weather patterns and key features. Students will also develop geographical skills and fieldwork abilities. In History, students will learn about the passing of time, significant events, and the lives of influential individuals. They will compare different periods, understand historical representation, and investigate local historical events and places. The class aims to broaden students' understanding of the world, cultivate critical thinking, and enhance their cultural and historical awareness.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Locational knowledge: Local Geography	<ol style="list-style-type: none"> 1. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 2. Locate their home country and Hungary on a map. 3. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 4. Devise a simple map, use and construct basic symbols in a key
Term 1 Part 2	Changes within living memory	<ol style="list-style-type: none"> 1. Compare the scope of their lives to their parents' and grandparents'. 2. Compare and contrast their childhood experiences. 3. Creating a family tree for themselves. 4. Compare toys from the past with toys of the present. 5. Discuss and design a toy or game from the future
Term 2 Part 1	Locational knowledge: the world	<ol style="list-style-type: none"> 1. Name and locate the world's seven continents and five oceans 2. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom 3. Use world maps, atlases and globes to identify the United Kingdom and its countries, Hungary and their home countries as well as the countries, continents and oceans studied at this key stage.
Term 2 Part 2	Lives of significant individuals	<ol style="list-style-type: none"> 1. Compare aspects of life in different periods in time. 2. Compare the life and achievements of significant people in similar fields.



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Term 3

**Human &
Physical
geography**

1. Identify seasonal and daily weather patterns locally and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
2. Recognise and name: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
3. Recognise and name: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop



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Subject:	ICT	Year:	2
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Course aim:	<p>The aim of the Computing course in year 2 is to provide students with a solid foundation in essential computer skills and digital literacy. Throughout the course, students will become familiar with the layout and basic features of a computer keyboard, learn the function of various keys, and practice typing simple words and sentences. They will also be introduced to word processing software like Microsoft Word, where they will explore creating, editing, and formatting text. Additionally, students will gain an understanding of email as a digital communication tool, learning the purpose and etiquette of sending and receiving emails. They will also be educated on the importance of internet safety, recognizing online risks, and practising safe internet usage. Furthermore, students will be introduced to basic digital drawing and painting using MS Paint, engaging in creative activities to enhance their artistic skills. Moreover, they will learn about FMSLogo, a programming language, and use it to draw basic shapes. They will also develop skills in creating and debugging simple programs, applying logical reasoning to predict program behaviour. Students will understand how to use technology purposefully to organise, manipulate, and retrieve digital content. They will also recognise common uses of information technology beyond school and understand the importance of using technology safely, respectfully, and responsibly.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	My computer The desktop Mouse and Keyboard	<ol style="list-style-type: none"> 1. Identify and describe the various parts of a desktop computer, including the monitor, CPU, keyboard, mouse, speakers, power supply unit, and more. 2. Understand the function and purpose of each desktop part and how they contribute to the overall functionality of the computer. 3. Demonstrate familiarity with the layout and basic features of a computer keyboard. 4. Understand the functions of various keys, including letters, numbers, space bar, enter, and delete. 5. Type simple words and sentences using the keyboard with increased speed and accuracy.
Term 1 Part 2	MS Word Start typing Change the font Insert pictures Save and Print	<ol style="list-style-type: none"> 1. Explore basic features of MS Word, including creating, editing, and formatting text. 2. Practice typing and editing short passages using MS Word. 3. Insert pictures into their documents from different sources, including files saved on their computer and images found on the internet using a web browser like Google Chrome. 4. Understand how to scale, adjust the height and width of a picture to fit within the document and maintain its aspect ratio. 5. Resize pictures proportionally to make them larger or smaller while preserving their quality and aspect ratio. 6. Save and print the documents, selecting the desired printer, page orientation, and other printing options.



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Term 2 Part 1	MS Paint	<ol style="list-style-type: none">1. Understand the basics of digital drawing and painting using MS Paint or similar software.2. Familiarise themselves with the user interface and tools available in MS Paint.3. Demonstrate proficiency in using different drawing tools, such as brushes, pencils, erasers, and fill tools.4. Utilise various shapes and lines to create simple and complex drawings.5. Understand the concept of layers and utilise them effectively to organise and modify their artwork.6. Explore and experiment with different colours, gradients, and patterns to add depth and visual interest to their artwork.7. Apply basic techniques such as blending, shading, and highlighting to create more realistic and visually appealing drawings.8. Understand the importance of composition and balance in their artwork and apply these principles in their drawings.
Term 2 Part 2	How to surf The web page Educational games Copy from the web	<ol style="list-style-type: none">1. Understand the importance of using the internet safely and responsibly.2. Learn and practice internet safety rules, such as not clicking on unknown links, not sharing passwords, and using strong and unique passwords for different accounts.3. Discuss the benefits of educational games for learning and skill development, such as enhancing problem-solving abilities, improving critical thinking, and reinforcing academic concepts.4. Engage in age-appropriate online educational games that align with the subjects and topics covered in the course, reinforcing the concepts learned in a fun and interactive manner.5. Develop skills in navigating and surfing the web, including using search engines effectively to find relevant information.6. Learn how to copy and extract information from web pages, using techniques such as selecting and copying text, capturing screenshots, or saving images.7. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Term 3	Digital Literacy Email- Send a message, Read and Reply Email rules FMSLogo: Logo and the Turtle	<ol style="list-style-type: none">1. Understand the concept of email as a digital communication tool.2. Discuss the purpose and etiquette of sending and receiving emails.3. Explore the basic features of an email interface, such as composing, sending, and reading messages.4. Familiarise themselves with the FMSLogo interface and its basic commands and tools.5. Understand the concept of Logo's turtle graphics and how it can be used to draw basic shapes and designs.6. Use FMSLogo to draw various geometric shapes, such as squares, circles, triangles, and polygons.



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**Draw basic
shapes**



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Subject:	Hungarian	Year:	2
Course aim:	<p>The Hungarian course aims to provide students with essential reading and writing skills, as well as a more refined speech development, which forms the foundation for further language education. The focus is on achieving age-appropriate reading and writing proficiency, as progress in other topics depends on these skills. Vocabulary expansion, understanding nuances, and the stylistic value of words are emphasised for effective communication. Engaging with texts of different kinds enhances reading comprehension, enabling students to understand and summarise texts and follow task instructions. The course aims to foster students' conscious understanding of the language and develop their foundational knowledge of the Hungarian language system.</p>		

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



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Term 2 Part 2	Folk tales Sentence writing: Part 2	<ol style="list-style-type: none">1. Read longer stories out loud working on correct intonation.2. Get familiar with the structure and language of folk tales.3. Be able to summarise, and answer questions about a text independently.4. Widen the range of words they can spell correctly and confidently.5. Be able to formulate simple sentences independently.6. Be able to use a range of vocabulary including set phrases commonly used in fairy tales.
Term 3	Writing for a purpose Reading texts for different purposes Writing simple stories	<ol style="list-style-type: none">1. Read stories and non-fiction texts with near fluency.2. Be able to get information from a non-fiction text.3. Be able to work with the texts independently.4. Be able to independently spell unfamiliar words using their phonetic knowledge.5. Be able to create their own story based on a topic or a theme.6. Be able to check their own work for mistakes and for clarity of meaning independently.



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Subject:	Languages	Year:	2
Course aim:	<p>In Year 2 the aim is to develop basic communication skills, the acquisition of basic vocabulary, improving pronunciation and listening abilities, fostering cultural awareness, building reading and writing readiness. Through engaging activities and materials, the course aims to provide a solid foundation in the foreign language, enhance vocabulary acquisition, and instil a positive attitude towards language learning.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Greetings Colours & shapes Numbers 1-20 Family	<ol style="list-style-type: none"> Understand and answer basic questions about personal information. Identify the sounds of the alphabet. Learn the colours and identify the different shapes. Learn to count from 1 to 20 and recognise the numbers in different contexts. Learn vocabulary related to family members.
Term 1 Part 2	Body & Emotions Clothes	<ol style="list-style-type: none"> Identify and name the parts of the body. Learn to express basic emotions. Learn the name of the clothes. Introduce basic adjectives and learn to make descriptions using them. Introduce the seasons and associate items of appropriate clothing.
Term 2 Part 1	Animals Food & drinks	<ol style="list-style-type: none"> Identify the sounds and name the main animals from the Farm, Jungle, Savanah and Sea. Describe the animals using basic adjectives and simple sentences. Learn vocabulary about food and drinks. Express food preferences, using I like and I don't like sentences. Playing a role game about going to the market.
Term 2 Part 2	Classroom objects Calendar & weather	<ol style="list-style-type: none"> Identify and name the objects of the class and the subjects. Continue learning the sentences with the structure I like and I don't like. Introduce the prepositions of place and the interrogative questions, where is it? Learn the days of the week and the months of the year. Learn how to express the weather.
Term 3	Hobbies Leisure time Review	<ol style="list-style-type: none"> Introduce and practice vocabulary related to hobbies and leisure activities, such as sports, music, reading, cooking, and outdoor activities. Expressing preferences using simple sentences. Asking and answering questions using familiar vocabulary. Review with games and activities all the vocabulary.



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Subject:	Art & Crafts	Year:	2
Course aim:	<p>The aim of the arts and crafts curriculum for Year 2 is to build upon the creative foundation established in Year 1 and further develop students' artistic skills, self-expression, and aesthetic appreciation. The curriculum seeks to provide a diverse range of artistic experiences, including drawing, painting, sculpture, printmaking, and crafts. Students will expand their knowledge of artistic techniques, materials, and tools, refining their fine motor skills and spatial awareness. Through engaging projects and activities, they will explore themes, experiment with different styles, and express their ideas and emotions. The curriculum aims to nurture artistic confidence, critical thinking, and an enduring passion for artistic exploration and cultural expression.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Refine Identify Recognise	<ol style="list-style-type: none"> 1. Further develop fine motor skills through activities such as drawing, colouring, and cutting. 2. Describe the names of the tools, techniques and formal elements (colours, shapes, tones etc.) that they use. 3. Recognise and describe some simple characteristics of different kinds of art, craft and design.
Term 1 Part 2	Manoeuvre Expression Exploration	<ol style="list-style-type: none"> 1. Fold, crumple, tear and overlap papers 2. Express ideas and emotions through art, focusing on personal narratives and self-portraits. 3. Engage in artistic exploration using watercolours and tempera paint
Term 2 Part 1	Experiment Investigate Discover	<ol style="list-style-type: none"> 1. Investigate colour by mixing a primary colour 2. Mix colours and know which primary colours make secondary colours, for example making colours wheels. 3. Gain knowledge about the historical and cultural context behind various art forms, deepening their understanding of their development over time
Term 2 Part 2	Innovate Sculpt	<ol style="list-style-type: none"> 1. Experiment with various printmaking techniques, such as stamping and stencilling. 2. Create three-dimensional art using materials like clay and recycled objects.
Term 3	Assemble Eco-Art Evaluate	<ol style="list-style-type: none"> 1. Arrange and glue materials to different backgrounds 2. Explore the concept of environmental art and engage in nature-inspired projects 3. Gain an understanding of art appreciation and critique through discussions and analysis of artworks.



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Subject:	Music	Year:	2
Course aim:	<p>The aim of the Year 2 school music curriculum is to build upon the foundational musical skills developed in Year 1 and further expand students' musical knowledge, understanding, and creativity. Students will continue to explore various aspects of music including rhythm, melody, harmony, form, and different musical genres. They will engage in listening, performing, composing, and evaluating activities to deepen their appreciation for music and develop their musical abilities.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Music Theory & Notation	<ol style="list-style-type: none"> 1. Understand basic music notation symbols and terms. 2. Identify and perform rhythms with different note values (eight, sixteenth notes). 3. Recognise and interpret basic musical symbols (dynamics, tempo). 4. Begin to explore the concept of melody and harmony. 5. Sing melodies with accurate pitch, rhythm and expression. 6. Explore basic harmony through singing in two parts or more.
Term 1 Part 2	Music Fundamentals	<ol style="list-style-type: none"> 1. Recognise and perform simple harmonic patterns (chords, intervals). 2. Identify and analyse different musical forms (AB/ABA). 3. Demonstrate an understanding of simple musical phrases and sections. 4. Explore repetition, variation, and contrast in music. 5. Listen to and appreciate music from different historical eras (Baroque, Classical, Romantic). 6. Recognise and discuss stylistic characteristics of each period.
Term 2 Part 1	Performance / Composing	<ol style="list-style-type: none"> 1. Participate in ensemble performances, playing instruments or singing. 2. Develop skills in listening, blending, and synchronising with others. 3. Perform music of varying styles and genres as part of a group. 4. Create original melodies and harmonies using notation or digital tools. 5. Understand basic principles of music composition and structure.
Part 2	Music Technology	<ol style="list-style-type: none"> 1. Utilise basic music software or apps for composing or recording. 2. Explore different sound effects and timbres using electronic instruments. 3. Understand basic concepts of sound recording and music technology. 4. Be able to evaluate personal performances and compositions with constructive feedback.



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		5. Develop critical listening skills and articulate musical interpretations.
Term 3	Music and the Wider World	<ol style="list-style-type: none">1. Explore music from different cultures and genres.2. Identify and appreciate the unique features and instruments of various world music traditions.3. Participate in multicultural music activities and performances.4. Listen to a wide range of music genres and styles (classical, jazz, folk).5. Identify and interpret the emotional and expressive qualities of music.



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Subject:	Personal, Social, Health and Economic Education (PSHE)	Year:	2
Course aim:	<p>The PSHE course aims to provide Year Two students with a comprehensive foundation for their physical, mental, and emotional well-being as part of the PSHE UK curriculum. Through age-appropriate activities and discussions, they develop an understanding of the importance of a balanced diet, regular exercise, and personal hygiene, while also exploring emotions and building positive relationships. The curriculum emphasises personal safety and fosters responsible decision-making that positively impacts themselves and others. By equipping Year Two students with these skills and knowledge, the curriculum establishes a strong basis for a healthy and balanced life, integrating physical, mental, and emotional well-being.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	<p>Health and Wellbeing- What helps us grow and stay healthy?</p> <p>Personal space.</p>	<ol style="list-style-type: none"> Understand that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest. Understand that eating and drinking too much sugar can affect their health, including dental health. Understand how to be physically active and know how much rest and sleep they should have every day. Understand that there are different ways to learn and play and to know when to take a break from screen-time. Understand how sunshine helps bodies to grow and how to keep safe and well in the sun. Explain that we all have personal space and that people's personal space may be different than theirs.
Term 1 Part 2	<p>Health and Wellbeing- How do we recognise our feelings?</p>	<ol style="list-style-type: none"> Know how to recognise, name and describe a range of feelings. Discuss what helps them to feel good, or better if not feeling good. Understand how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group). Know how feelings can affect people in their bodies and their behaviour. Understand and use ways to manage big feelings. Understand the importance of sharing their feelings with someone they trust. Know how to recognise when they might need help with feelings and how to ask for help when they need it.
Term 2 Part 1	<p>Living in the Wider World- What jobs do people do?</p>	<ol style="list-style-type: none"> Understand how jobs help people earn money to pay for things they need and want. Know about a range of different jobs, including those done by people they know or people who work in their community. Understand how people have different strengths and interests that enable them to do different jobs. Know how people use the internet and digital devices in their jobs and everyday life.



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Term 2 Part 2	Living in the Wider World- What is fair, unfair, kind and unkind? How can we look after each other and the world.	<ol style="list-style-type: none">1. Recognise what is fair and unfair behaviour.2. Give examples of kindness and unkind behaviours.3. What is the difference between right and wrong?4. Understand how kind and unkind behaviour can affect others.5. Understand how to be polite and courteous, how to play and work co-operatively and how to carry out the responsibilities they have in and out of the classroom.6. Know how people and animals need to be looked after and cared for.7. Understand what can harm the local and global environment and how they and others can help care for it.8. Recognise how people grow and change and how people's needs change as they grow from young to old.9. Know how to manage change when moving to a new class/year group.
Term 3	Relationships and SRE- What is fair, unfair, kind and unkind? What happens when our bodies grow from young to old. Moving to a new class year/group	<ol style="list-style-type: none">1. Recognise what is fair and unfair behaviour.2. Give examples of kindness and unkind behaviours.3. What is the difference between right and wrong?4. Develop understanding that all living things including humans start life as babies.5. Identify key stages in the human life cycle.6. Explore how I have changed since I was a baby.7. Recognise I have the right to protect my body from inappropriate or unwanted contact.8. Explain consent and the right to protect my body from inappropriate or unwanted contact.9. Label the parts of the body that are private.10. Explain who they would speak to if their privacy was not respected.11. Know how to manage change when moving to a new class/year group.



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Subject:	PE	Year:	2
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Course aim:	<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>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Movement Following Directions Jump Rope	<ol style="list-style-type: none"> 1. Follow more complex movement patterns and sequences during a game of 'Simon Says'. Students should be able to follow more intricate instructions such as "Simon says jump forward, turn around, and clap twice" to enhance their coordination, agility, and listening skills. 2. Explore a wider range of animal movements and imitations, incorporating more challenging and creative actions. Students should be able to imitate the movements of different animals with increased precision, fluidity, and body control, further developing their coordination and kinaesthetic awareness 3. Have now developed the single under jump and be able to perform it consistently with good technique and timing. They should also be able to perform variations like alternate foot jumps and begin to explore more complex jump rope sequences.
Term 1 Part 2	Regulation and Stamina Playground Games Swimming Football	<ol style="list-style-type: none"> 1. Continue to practise good breath and body temperature regulation as the challenge level increases and build upon year one. 2. Control energy and effort levels: Through pacing exercises like the "Stop and Go" game, students should have learned how to control their energy and effort levels during physical activities. They should be able to adjust their pace based on their own physical capabilities 3. Will start to attend weekly swimming sessions with a professional instructor. This will provide a structured and safe environment for students to develop their swimming abilities, increase water safety awareness, and foster a lifelong enjoyment of swimming as a recreational and fitness activity. 4. Exhibit improved dribbling skills in football with better control and agility, allowing them to navigate through more complex obstacle courses. They should demonstrate accurate and controlled passing abilities, including using both feet, in various partner activities. Furthermore, they should showcase a deeper understanding of football game rules, such as offside and basic tactical concepts, while consistently displaying fair play and sportsmanship.



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<p align="center">Term 2 Part 1</p>	<p align="center">Athletics</p> <p align="center">Handball</p> <p align="center">Yoga</p>	<ol style="list-style-type: none"> 1. Exhibit improved running skills, including the ability to sprint short distances with increased speed and efficiency. They should demonstrate enhanced jumping abilities, such as performing standing long jumps and high jumps with proper technique. Additionally, they should display improved throwing skills, including throwing heavier objects with greater distance and accuracy. They should also deepen their understanding of athletics events and rules, and demonstrate sportsmanship and teamwork in their participation. 2. Display improved handball skills, including the ability to catch and throw with accuracy and control. They should also demonstrate a better understanding of game tactics, such as passing to teammates and creating space on the court. Furthermore, they should exhibit increased confidence in their abilities and show sportsmanship during handball matches. 3. Explore flexibility and balance, as they learn and practise more challenging yoga poses like Tree Pose and Warrior Pose. They should also develop a deeper awareness of their bodies and be able to follow guided relaxation exercises.
<p align="center">Term 2 Part 2</p>	<p align="center">Circuit Training</p> <p align="center">Aerobics</p> <p align="center">Dance</p>	<ol style="list-style-type: none"> 1. Focus on beginning to build strength and endurance. Seek support in charts showing different exercises like burpees, planks, and mountain climbers, along with instructions to be successful. Be aware of timers and countdowns as strategies to regulate and achieve exercise. 2. Explore varied and coordinated aerobic exercises, including side steps, grapevines, and leg kicks, to improve cardiovascular endurance and coordination. 3. Follow more complex movement sequences by mimicking dance routines by using basic resources such as music and rhythm to enhance coordination, balance, and spatial awareness.
<p align="center">Term 3</p>	<p align="center">Dodgeball</p> <p align="center">Badminton</p> <p align="center">Sports Day</p>	<ol style="list-style-type: none"> 1. Understand the rules and objectives of dodgeball, including eliminating opponents by hitting them with the ball and avoiding being hit themselves. 2. Demonstrate improved throwing and dodging skills, showing accuracy and control when aiming at opponents and evading incoming balls. 3. Display good sportsmanship and fair play by following the rules, respecting opponents, and exhibiting teamwork during dodgeball games. 4. Explore different types of serves, including underhand and low serves, with consistency and accuracy. They should also display improved footwork and be able to sustain longer rallies with their peers. 5. Participate in the school sports day to show off various skills and developments made in PE. They should display enhanced fundamental movement skills and basic sports techniques. They should demonstrate improved agility, balance, and coordination in sports-specific activities. Promoting a growth mindset with an emphasis on the value of effort, perseverance, and resilience.



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The Year two 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 2:

Sources		
Subject	Primary source	Additional sources
English	Authentic Texts Twinkl	Reading A-Z Oxford Reading Hamilton Trust
Maths	White Rose Math Programme	Twinkl Hamilton Trust Classroom Secrets
Topic	Twinkl	Hamilton Trust
Science	White Rose Science Programme	Twinkl Hamilton Trust
Health and Well-being	Twinkl	
ICT	Binary Logic – e-skills 2.	



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Hungarian	Ábécés munkatankönyv 1. I.-II. (OH NAT 2020) Kisbetűs írás munkafüzet 1. (OH NAT 2020) Előírt írásfüzet 1. (OH NAT 2020)	www.wordwall.net www.okosdoboz.hu
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