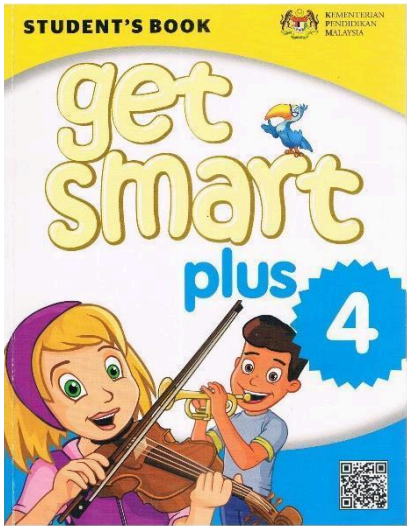


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BAHASA INGGERIS TAHUN 4

2026

NAMA GURU

SITI BALQIS BINTI RAMLI

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS
WEEK/DATE **1** **12 - 16 JANUARY 2026** **2** **19 - 23 JANUARY 2026** **3** **26 - 30 JANUARY 2026** **4** **2 - 6 FEBRUARY 2026** **5** **9 - 13 FEBRUARY 2026** **MODULE 1 : WHERE ARE YOU FROM?**	1.1.1 Recognise and reproduce with support a wide range of target language phonemes 1.2.2 Understand with support specific information and details of longer simple texts 1.2.3 Understand with support short simple narratives on a range of familiar topics 1.2.4 Understand longer supported classroom instructions 1.2.5 Understand longer supported questions	2.1.1 Explain and give reasons for basic opinions 2.1.5 Describe people, and objects using suitable statements 2.2.1 Keep interaction going in short exchanges by using suitable words: (i) to show understanding (ii) to ask for clarification	3.2.1 Understand the main idea of simple texts of one or two paragraphs 3.2.2 Understand specific information and details of simple texts of one or two paragraphs 3.2.3 Guess the meaning of unfamiliar words from clues provided by title and topic 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest	4.1.2 Use cursive writing in written work* *all children 4.2.3 Describe basic everyday routines 4.2.4 Describe people and objects using suitable statements 4.3.1 Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level 4.3.2 Spell most high frequency words accurately in guided writing	5.2.1 Say in simple words and phrases how a text makes them feel 5.3.1 Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories Other imaginative responses as appropriate

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS
6 **16 - 20 FEBRUARY 2026**	1.1.1 Recognise and reproduce with support	2.1.1 Explain and give reasons for basic opinions	3.2.1 Understand the main idea of simple	4.2.1 Explain and give reasons for simple opinions	5.3.1 Respond imaginatively and intelligibly through

7 **23 - 27 FEBRUARY 2026** **8** **2 - 6 MARCH 2026** **9** **9 - 13 MARCH 2026** **MODULE 2 :** **MY WEEK**	a wide range of target language phonemes 1.2.2 Understand with support specific information and details of longer simple texts 1.2.3 Understand with support short simple narratives on a range of familiar topics 1.2.5 Understand longer supported questions	2.1.4 Give reasons for simple predictions 2.1.5 Describe people, and objects using suitable statements	texts of one or two paragraphs 3.2.2 Understand specific information and details of simple texts of one or two paragraphs 3.2.3 Guess the meaning of unfamiliar words from clues provided by title and topic 3.2.4 Recognise and use with little or no support key features of a simple monolingual dictionary 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest	4.2.4 Describe people and objects using suitable statements 4.3.1 Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level 4.3.2 Spell most high frequency words accurately in guided writing 4.3.3 Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback	creating simple picture stories, simple poems and cartoon stories Other imaginative responses as appropriate

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS
10 **16 - 20 MARCH 2026** **11** **23 - 27 MARCH 2026**	1.1.1 Recognise and reproduce with support a wide range of target language phonemes 1.2.2 Understand with support specific	2.1.2 Find out about and describe experiences in the past 2.1.3 Give a longer sequence of basic instructions or directions	3.2.1 Understand the main idea of simple texts of one or two paragraphs 3.2.2 Understand specific information and details of simple	4.2.4 Describe people and objects using suitable statements 4.2.5Connect sentences into a coherent paragraph using basic	5.2.1Say in simple words and phrases how a text makes them feel 5.3.1 Respond imaginatively and intelligibly through

MODULE 3 : IN THE PAST	information and details of longer simple texts 1.2.3 Understand with support short simple narratives on a range of familiar topics 1.2.5 Understand longer supported questions	2.1.4 Give reasons for simple predictions 2.3.1Narrate short basic stories	texts of one or two paragraphs 3.2.4 Recognise and use with little or no support key features of a simple monolingual dictionary 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest	coordinating conjunctions and reference pronouns 4.3.1 Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level	creating simple picture stories, simple poems and cartoon stories Other imaginative responses as appropriate

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS
12 30 MARCH - 3 APRIL 2026 13 6 - 10 APRIL 2026 MODULE 3 : IN THE PAST	1.1.1 Recognise and reproduce with support a wide range of target language phonemes 1.2.2 Understand with support specific information and details of longer simple texts 1.2.3 Understand with support short simple narratives on a range of familiar topics 1.2.5 Understand longer supported questions	2.1.2 Find out about and describe experiences in the past 2.1.3 Give a longer sequence of basic instructions or directions 2.1.4 Give reasons for simple predictions 2.3.1Narrate short basic stories	3.2.1 Understand the main idea of simple texts of one or two paragraphs 3.2.2 Understand specific information and details of simple texts of one or two paragraphs 3.2.4 Recognise and use with little or no support key features of a simple monolingual dictionary 3.3.1 Read and enjoy A1 fiction/non-fiction	4.2.4 Describe people and objects using suitable statements 4.2.5Connect sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns 4.3.1 Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level	5.2.1Say in simple words and phrases how a text makes them feel 5.3.1 Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories Other imaginative responses as appropriate

			print and digital texts of interest		

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS
14 **13 - 17 APRIL 2026** **15** **20 - 24 APRIL 2026** **16** **27 APRIL - 1 MAY 2026** **MODULE 4 : CELEBRATIONS**	1.2.1 Understand with support the main idea of longer simple texts 1.2.2 Understand with support specific information and details of longer simple texts 1.2.3 Understand with support short simple narratives on a range of familiar topics 1.2.5 Understand longer supported questions	2.1.1Explain and give reasons for basic opinions 2.1.4 Give reasons for simple predictions 2.2.1 Keep interaction going in short exchanges by using suitable words: (i) to show understanding (ii) to ask for clarification 2.2.2 Check steps needed to complete short classroom tasks	3.2.1 Understand the main idea of simple texts of one or two paragraphs 3.2.2 Understand specific information and details of simple texts of one or two paragraphs 3.2.3Guess the meaning of unfamiliar words from clues provided by title and topic 3.2.4 Recognise and use with little or no support key features of a simple monolingual dictionary 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest	4.1.2Use cursive writing in written work* *all children 4.2.2Make and respond to simple offers and invitations 4.2.4 Describe people and objects using suitable statements 4.2.5Connect sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns 4.3.1 Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level	5.2.1Say in simple words and phrases how a text makes them feel

				4.3.2Spell most high frequency words accurately in guided writing 4.3.3Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback	

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS
17 **4 - 8 MAY 2026** **18** **11 - 15 MAY 2026** **(REVISON MODULE 1-5)** **MODULE 5 : EATING RIGHT**	1.1.1 Recognise and reproduce with support a wide range of target language phonemes 1.2.2 Understand with support specific information and details of longer simple texts 1.2.5 Understand longer supported questions 1.3.1 Guess the meaning of unfamiliar words from clues provided by knowledge of the topic	2.1.1 Explain and give reasons for basic opinions 2.1.5 Describe people, and objects using suitable statements 2.2.1 Keep interaction going in short exchanges by using suitable words: (i) to show understanding (ii) to ask for clarification 2.2.2 Check steps needed to complete short classroom tasks	3.2.2 Understand specific information and details of simple texts of one or two paragraphs 3.2.3 Guess the meaning of unfamiliar words from clues provided by title and topic 3.2.4 Recognise and use with little or no support key features of a simple monolingual dictionary 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest	4.1.2 Use cursive writing in written work* *all children 4.2.3 Describe basic everyday routines 4.2.5 Connect sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns 4.3.1 Use capital letters, full stops, question marks and commas in lists appropriately in guided	5.2.1 Say in simple words and phrases how a text makes them feel 5.3.1 Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories Other imaginative responses as appropriate

				writing at discourse level 4.3.2 Spell most high frequency words accurately in guided writing	

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS
19 **18 - 22 MAY 2026** **20** **25 - 29 MAY 2026** **(REVISON MODULE 1-5)** **MODULE 5 : EATING RIGHT**	1.1.1 Recognise and reproduce with support a wide range of target language phonemes 1.2.2 Understand with support specific information and details of longer simple texts 1.2.5 Understand longer supported questions 1.3.1 Guess the meaning of unfamiliar words from clues provided by knowledge of the topic	2.1.1 Explain and give reasons for basic opinions 2.1.5 Describe people, and objects using suitable statements 2.2.1 Keep interaction going in short exchanges by using suitable words: (i) to show understanding (ii) to ask for clarification 2.2.2 Check steps needed to complete short classroom tasks	3.2.2 Understand specific information and details of simple texts of one or two paragraphs 3.2.3 Guess the meaning of unfamiliar words from clues provided by title and topic 3.2.4 Recognise and use with little or no support key features of a simple monolingual dictionary 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest	4.1.2 Use cursive writing in written work* *all children 4.2.3 Describe basic everyday routines 4.2.5 Connect sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns 4.3.1 Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level 4.3.2 Spell most high frequency words	5.2.1 Say in simple words and phrases how a text makes them feel 5.3.1 Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories Other imaginative responses as appropriate

				accurately in guided writing	

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS
21 **1 - 5 JUNE 2026** **22** **8 - 12 JUNE 2026** **23** **15 - 19 JUNE 2026** **MODULE 6 : GETTING AROUND**	1.1.1 Recognise and reproduce with support a wide range of target language phonemes 1.2.1 Understand with support the main idea of longer simple texts 1.2.2 Understand with support specific information and details of longer simple texts 1.2.3 Understand with support short simple narratives on a range of familiar topics 1.2.5 Understand longer supported questions	2.1.3 Give a longer sequence of basic instructions or directions 2.1.4 Give reasons for simple predictions 2.1.5 Describe people, and objects using suitable statements 2.2.1 Keep interaction going in short exchanges by using suitable words: (i) to show understanding (ii) to ask for clarification 2.2.2 Check steps needed to complete short classroom tasks 2.3.1Narrate short basic stories	3.2.2 Understand specific information and details of simple texts of one or two paragraphs 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest	4.1.2 Use cursive writing in written work* *all children 4.2.1 Explain and give reasons for simple opinions 4.2.2 Make and respond to simple offers and invitations 4.2.3 Describe basic everyday routines 4.2.4 Describe people and objects using suitable statements 4.3.3 Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback	5.3.1 Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories Other imaginative responses as appropriate

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS

24 **22 - 26 JUNE 2026** **25** **29 JUNE - 3 JULY 2026** **26** **6 - 10 JULY 2026** **27** **13 - 17 JULY 2026** **28** **20 - 24 JULY 2026** **MODULE 7 : HELPING OUT**	1.2.2 Understand with support specific information and details of longer simple texts 1.2.3 Understand with support short simple narratives on a range of familiar topics 1.2.5 Understand longer supported questions	2.1.2 Find out about and describe experiences in the past 2.1.3 Give a longer sequence of basic instructions or directions 2.1.4 Give reasons for simple predictions 2.1.5 Describe people, and objects using suitable statements 2.2.2 Check steps needed to complete short classroom tasks	3.2.1 Understand the main idea of simple texts of one or two paragraphs 3.2.2 Understand specific information and details of simple texts of one or two paragraphs 3.2.3 Guess the meaning of unfamiliar words from clues provided by title and topic 3.2.4 Recognise and use with little or no support key features of a simple monolingual dictionary 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest	4.2.3 Describe basic everyday routines 4.3.1 Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level 4.3.2 Spell most high frequency words accurately in guided writing	5.2.1 Say in simple words and phrases how a text makes them feel 5.3.1 Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories Other imaginative responses as appropriate

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS
29 **27 - 31 JULY 2026** **30** **3 - 7 AUGUST 2026** **31**	1.1.1Recognise and reproduce with support a wide range of target language phonemes	2.1.1Explain and give reasons for basic opinions 2.1.4 Give reasons for simple predictions	3.2.2 Understand specific information and details of simple texts of one or two paragraphs	4.2.4 Describe people and objects using suitable statements 4.2.5 Connect sentences into a	5.2.1 Say in simple words and phrases how a text makes them feel

10 - 14 AUGUST 2026 **32** **17 - 21 AUGUST 2026** **MODULE 8 : AMAZING ANIMALS**	1.2.2 Understand with support specific information and details of longer simple texts 1.2.5 Understand longer supported questions 1.3.1Guess the meaning of unfamiliar words from clues provided by knowledge of the topic	2.1.5 Describe people, and objects using suitable statements 2.2.2 Check steps needed to complete short classroom tasks 2.3.1Narrate short basic stories	3.2.4 Recognise and use with little or no support key features of a simple monolingual dictionary 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest	coherent paragraph using basic coordinating conjunctions and reference pronouns 4.3.2 Spell most high frequency words accurately in guided writing 4.3.3 Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback	5.3.1 Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories Other imaginative responses as appropriate

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS
33 **24 - 28 AUGUST 2026** **34** **31 AUGUST - 4 SEPTEMBER 2026** **35** **7 - 11 SEPTEMBER 2026** **36** **14 - 18 SEPTEMBER 2026**	1.2.1 Understand with support the main idea of longer simple texts 1.2.2 Understand with support specific information and details of longer simple texts	2.1.1 Explain and give reasons for basic opinions 2.1.5 Describe people, and objects using suitable statements 2.2.1 Keep interaction going in short exchanges by using suitable words: (i) to show understanding (ii) to ask for clarification	3.2.1 Understand the main idea of simple texts of one or two paragraphs 3.2.2 Understand specific information and details of simple texts of one or two paragraphs	4.1.2 Use cursive writing in written work* *all children 4.2.2 Make and respond to simple offers and invitations 4.2.5 Connect sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns	5.2.1 Say in simple words and phrases how a text makes them feel 5.3.1 Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories Other imaginative responses as appropriate

MODULE 9 : GET ACTIVE!		2.3.1Narrate short basic stories		4.3.3 Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback	

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS
37 **21 - 25 SEPTEMBER 2026** **38** **28 SEPTEMBER - 2 OCTOBER 2026** **39** **5 - 9 OCTOBER 2026** **40** **12 - 16 OCTOBER 2026** **(REVISON MODULE 6-10)** ***MODULE 10 : WHAT'S THE MATTER?***	1.1.1Recognise and reproduce with support a wide range of target language phonemes 1.2.2 Understand with support specific information and details of longer simple texts 1.2.3Understand with support short simple narratives on a range of familiar topics 1.2.4Understand longer supported classroom instructions 1.2.5Understand longer supported questions 1.3.1Guess the meaning of unfamiliar words from clues	2.1.1 Explain and give reasons for basic opinions 2.2.1 Keep interaction going in short exchanges by using suitable words: (i) to show understanding (ii) to ask for clarification 2.2.2Check steps needed to complete short classroom tasks	3.2.2 Understand specific information and details of simple texts of one or two paragraphs 3.2.3Guess the meaning of unfamiliar words from clues provided by title and topic 3.2.4Recognise and use with little or no support key features of a simple monolingual dictionary	4.1.2 Use cursive writing in written work* *all children 4.2.2 Make and respond to simple offers and invitations 4.2.4Describe people and objects using suitable statements 4.3.1Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level 4.3.2Spell most high frequency words accurately in guided writing	5.2.1 Say in simple words and phrases how a text makes them feel 5.3.1 Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories Other imaginative responses as appropriate

	provided by knowledge of the topic			4.3.3 Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback	

UNIT/WEEK/ TOPIC	LISTENING	SPEAKING	READING	WRITING	LANGUAGE ARTS
MODULE 10 : WHAT'S THE MATTER?	1.1.1Recognise and reproduce with support a wide range of target language phonemes 1.2.2 Understand with support specific information and details of longer simple texts 1.2.3Understand with support short simple narratives on a range of familiar topics 1.2.4Understand longer supported classroom instructions 1.2.5Understand longer supported questions 1.3.1Guess the meaning of unfamiliar words from clues provided by knowledge of the topic	2.1.1 Explain and give reasons for basic opinions 2.2.1 Keep interaction going in short exchanges by using suitable words: (i) to show understanding (ii) to ask for clarification 2.2.2Check steps needed to complete short classroom tasks	3.2.2 Understand specific information and details of simple texts of one or two paragraphs 3.2.3Guess the meaning of unfamiliar words from clues provided by title and topic 3.2.4Recognise and use with little or no support key features of a simple monolingual dictionary	4.1.2 Use cursive writing in written work* *all children 4.2.2 Make and respond to simple offers and invitations 4.2.4Describe people and objects using suitable statements 4.3.1Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level 4.3.2Spell most high frequency words accurately in guided writing 4.3.3 Produce a plan or draft of one paragraph	5.2.1 Say in simple words and phrases how a text makes them feel 5.3.1 Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories Other imaginative responses as appropriate

				for a familiar topic and modify this appropriately in response to feedback	
40-41			**UJIAN AKHIR SESI AKADEMIK**		
			SEMAKAN BUKU		

CONTENT STANDARD FOR YEAR FOUR

LISTENING	SPEAKING	READING	WRITING	LANGUAGE ART
1.1 Recognise and reproduce target language sounds	**2.1** Communicate simple information intelligibly	**3.1** Recognise words in linear and non-linear texts by using knowledge of sounds of letters	**4.1** Form letters and words in neat legible print using cursive writing	**5.1** Enjoy and appreciate rhymes, poems and songs
1.2 Understand meaning in a variety of familiar contexts	**2.2** Use appropriate communication strategies	**3.2** Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	**4.2** Communicate basic information intelligibly for a range of purposes in print and digital media	**5.2** Express personal responses to literary texts
1.3 Use appropriate listening strategies in a variety of contexts	**2.3** Communicate appropriately to a small or large group	**3.3** Read independently for information and enjoyment	**4.3** Communicate with appropriate language form and style for a range of purposes in print and digital media	**5.3** Express an imaginative response to literary texts