



Year 4 Curriculum Map 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Reading (Master Readers)	The Last Bear – Hannah Gold	The Lion, the Witch and the Wardrobe – CS Lewis	The Explorer – Katherine Rundell	Anglo Saxon Boy – Tony Bradman	Kensuke's Kingdom – Michael Morpurgo	Oh Maya Gods – Maz Evans
Writing to entertain 	- Description of April's ride on the bear - Diary entry in role as Dad	- Character description of the Queen - Narrative - going through the wardrobe and entering the winter wonderland	- Setting description – crashed in the Jungle - Narrative opening with dialogue	Letter in role	- Diary as Michael arriving on the island - Character description of Kensuke - Narrative retelling from Kensuke's perspective	Interview script for TV show about Mayan gods
Purpose	- Effect on reader: imagine a setting, empathise with character - Vocabulary: descriptive, figurative (similes, onomatopoeia, personification) emotive, show not tell - In narratives, a balance of dialogue, action and description					
Grammar objectives	- Choose nouns or pronouns appropriately for clarity and cohesion (e.g. Sam unwrapped his snack and picked up the wrapper. It tasted great.) Use determiners a, an, the appropriately - A full range of conjunctions to write sentences with more than one clause Powerful verbs to describe (e.g the man collapsed, instead of the man fell suddenly) - Tense: simple past, past and present progressive, present perfect for narrative - Fronted adverbials - Conjunctions, adverbs and prepositions to express time, place and cause (e.g. I'd never been before/She ate before she went out/He washed before tea) - Use expanded noun phrases with modifying adjectives and prepositional phrases (e.g....in an isolated cottage at the top of the hill) - Pronouns (personal, subject, object, possessive)					

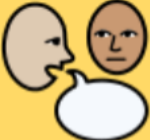


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Punctuation	• Question marks • Exclamation marks • Commas in lists and after fronted adverbials • Inverted commas and speech punctuation • Apostrophes for contractions and possession					
Writing to inform 	• Non-chronological report on polar bears	• Instructions – a truth recipe		• News commentary/recount about the Battle of Hastings		• Biography - character profile on chosen Mayan god
Purpose	• Effect on reader: learn new information, details of an event • Vocabulary: formal, informative, factual, technical					
Grammar objectives	• Paragraph structure • Causal conjunctions - so that, in order, as a result • Adverbials of time- to begin with, firstly • Chronological order for events • Non-narrative structure: Headings, subheadings, bullet points, numbered instructions • A full range of conjunctions to write sentences with more than one clause					
Punctuation	• Commas after adverbials • Commas in lists					
Writing to persuade	• Formal letter about global warming	• Persuasive speech from the Queen to her spies	• Report on the importance of rainforests / letter to government			



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			on use of palm oil			
Purpose	• Effect on reader: convey an opinion, make them think/question their own ideas, change their mind • Vocabulary: formal, factual, first person, personal (for leaflet and speech), exaggerated, emotive					
Grammar objectives	• Time conjunctions for structuring letters (furthermore, in addition,) • Present perfect tense - <i>You may have decided</i> • First person • Rhetorical questions • Direct address • Introduction and conclusion • A full range of conjunctions to write sentences with more than one clause					
Punctuation	• Apostrophes for possession • Question marks • Commas after adverbials and time conjunctions • Commas in lists					