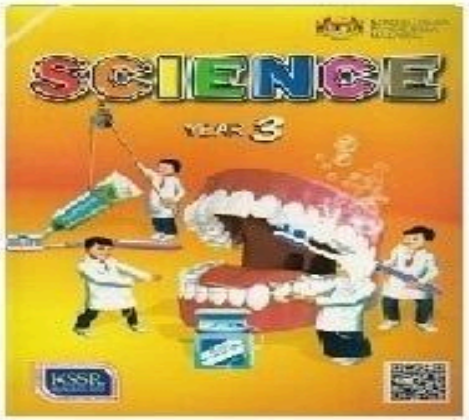
KEMENTERIAN PENDIDIKAN MALAYSIA

RANCANGAN PENGAJARAN TAHUNAN

2022/2023



SCIENCE (DLP)

YEAR THREE

SCHOOL BADGE

SCHOOL NAME : _____

SCHOOL ADDRESS : _____

TEACHER'S NAME : _____

WEEK : 1	THEME: INQUIRY IN SCIENCE	TOPIC : 2.0 SCIENCE ROOM RULES		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
2.1 Science room rules	Pupils are able to: 2.1.1 Adhere to science room rules	1	State science room rules.	Suggested activities: Assessment is carried out through observations before, during and after using the science room.
		2	Explain science room rules.	
		3	Adhere to science room rules.	
		4	Provide reasoning on the importance of adhering to science room rules.	
		5	Generate ideas of action that need to be taken if there is any situation violating the science room rules.	
		6	Practise the concept of compliance to science room rules as a culture in daily life.	

WEEK : 2	THEME: INQUIRY IN SCIENCE	TOPIC : 1.0 SCIENTIFIC SKILLS		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
1.1 Science Process Skills	Pupils are able to: 1.1.1 Observe	1	State all the senses involved to make observations of phenomenon or changes that occur.	Suggested activities: Carry out activities that can lead to acquiring skills such as: (i) Observe video about food digestion. (ii) Observe objects that float or objects that sink.
		2	Describe the use of all the senses involved to make observations of phenomenon or changes that occur.	
		3	Use all the senses involved to make observations of phenomenon or changes that occur.	
		4	Use all the senses involved and tools if necesesary to make qualitative observations to explain phenomenon or changes that occur.	
		5	Use all the senses involved and tools if necesesary to make qualitative and quantitative observations to explain phenomenon or changes that occur.	

		6	Use all the senses involved and tools if necesesary to make qualitative and quantitative observations systematically to explain phenomenon or changes that occur.	

WEEK : 3	THEME: INQUIRY IN SCIENCE	TOPIC : 1.0 SCIENTIFIC SKILLS		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
	Pupils are able to: 1.1.2 Classify	1	State the characteristics of objects or phenomenon.	Suggested activities: Carry out activities that can lead to acquiring skills such as: (i) Classify animals based on eating habits. (ii) Classify plants based on the ways plants reproduce.
		2	Describe the characteristics of objects or phenomenon by stating the similarities and differences.	
		3	Separate and group objects or phenomenon based on common and different characteristics.	
		4	Separate and group objects or phenomenon based on common and different characteristics as well as state the common characteristics used.	

		5	Separate and group objects or phenomenon based on common and different characteristics as well as state the common characteristics used; and use other characteristics to separate and group.	
		6	Separate and group objects or phenomenon based on common and different characteristics until the final stage by stating the characterisctics used.	

WEEK : 4	THEME: INQUIRY IN SCIENCE	TOPIC : 1.0 SCIENTIFIC SKILLS		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
	Pupils are able to: 1.1.3 Measure and use numbers	1	Choose appropriate tools to measure a quantity.	Suggested activities: Carry out activities that can lead to acquiring skills such as: (i) Measure time for an activity. (ii) Measure length of a book, pencil and other objects.
		2	Describe the use of tools and appropriate ways to measure a quantity.	
		3	Measure by using appropriate tools and standard unit with correct techniques.	

		4	Measure by using appropriate tools and standard unit with correct technique as well as record it in a table.	
		5	Make justification on appropriate tools and standard units used in the activity.	
		6	Demonstrate the way to measure by using tools and standard units with correct techniques, as well as record it systematically, creatively and innovatively in a table.	

WEEK : 5	**THEME: INQUIRY IN SCIENCE**		**TOPIC : 1.0 SCIENTIFIC SKILLS**	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
	Pupils are able to: 1.1.4 Make inference	1	State the observation for a given situation.	Suggested activities: Carry out activities that can lead to acquiring skills such as: (i) Making inference about objects
		2	State an explanation for observation.	

		3	State more than one explanation for the same observation.	that float and objects that sink. (ii) Making inference about animal groupings based on eating habits.
		4	Select the most reasonable explanation for an observation using the information obtained.	
		5	Make an initial conclusion which is reasonable based on selected explanation using the information obtained.	
		6	Support initial conclusion made using other information or other observation.	

WEEK : 5	THEME: INQUIRY IN SCIENCE		TOPIC : 1.0 SCIENTIFIC SKILLS	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
	Pupils are able to: 1.1.5 Predict	1	State one expectation for observation of an event or phenomenon.	Suggested activities: Carry out activities that can lead to acquiring skills such as:

		2	Make one expectation of an event or phenomenon based on observation, previous experiences, data or pattern.	(i) Predict the change in water temperature when heated. (ii) Predict the condition of the planet based on its sequence in the Solar System.
		3	Make more than one expectation of an event or phenomenon based on observation, previous experiences, data or pattern.	
		4	Describe the expectation of an event or phenomenon based on observation, previous experiences, data or pattern.	
		5	Support the expectation made using additional information.	
		6	Make expectation through intrapolation or extrapolation based on observation, previous experiences, data or pattern.	

WEEK : 6	THEME: INQUIRY IN SCIENCE	TOPIC : 1.0 SCIENTIFIC SKILLS	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**	**NOTES**
		PERFORMANCE LEVEL / **DESCRIPTOR**	
	Pupils are able to:		Suggested activities:

	1.1.6 Communicate	1	State the information obtained.	Carry out activities that can lead to acquiring skills such as: (i) Draw and label the structure of the tooth. (ii) Make poster of a serving of a balanced meal.
		2	Record information or ideas in any form.	
		3	Record information or ideas in suitable form.	
		4	Record information or ideas in suitable form and present it systematically.	
		5	Record information or ideas in more than one suitable form and present it systematically.	
		6	Produce a creative and innovative presentation based on the information or ideas recorded systematically as well as able to give feedback.	

WEEK : 7-8	THEME: INQUIRY IN SCIENCE	TOPIC : 1.0 SCIENTIFIC SKILLS	
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	NOTES
		PL / DESCRIPTOR	

1.2 Manipulative Skills	Pupils are able to: 1.2.1 Use and handle apparatus and science substances correctly. 1.2.2 Handle specimens correctly and carefully. 1.2.3 Sketch specimens, apparatus and science substances correctly. 1.2.4 Clean science apparatus correctly. 1.2.5 Store science apparatus and substances correctly and safely.	1	Identify apparatus, science substances and specimens required for an activity.	Suggested activities: Assessment is carried out during teaching and learning activities such as: (i) Measure time for an activity. (ii) Carry out plant reproduction project for plants that reproduce through more than one way.
		2	Describe the use of science apparatus, substances and specimens required for an activity.	
		3	Use and handle science apparatus, substances and specimens required for an activity with the correct method.	
		4	Use, handle, sketch, clean and store science apparatus, substances and specimens used in an activity with the correct method and carefully.	
		5	Use, handle, sketch, clean and store science apparatus, substances and specimens used in an activity with the correct method, systematically and courteusly.	
		6	Use, handle, sketch, clean and store science apparatus, substances and specimens used in an activity with the correct method, systematically, wisely. and be an example for others.	

WEEK : 9-10	**THEME: LIFE SCIENCE**	**TOPIC : 3.0 HUMAN**

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
3.1 Teeth	Pupils are able to: 3.1.1 Describe the types of teeth and their functions. 3.1.2 Label the structure of the tooth. 3.1.3 Compare and contrast sets of milk teeth and permanent teeth. 3.1.4 Relate dental care with the structure of the tooth. 3.1.5 Explain the result of observations about teeth through written or verbal forms, sketches or ICT in a creative way.	1	State the types of teeth.	Suggested activities: Video or pictures to show the number and types of milk teeth and permanent teeth sets and their replacements. Notes: (i) Tooth structure that is enamel, dentine, nerve, blood vessel and gum. (ii) Consumption of certain food such as sweet food may damage the enamel and cause toothache. (iii) Examples of dental treatment are dental filling, braces, dentures and root canal treatment.
		2	Describe the function of each type of teeth.	
		3	Label the cross section of a tooth.	
		4	Compare and contrast sets of milk teeth and permanent teeth.	
		5	Give reasons on the importance of the practice of daily dental care.	
		6	Communicate about the use of technology in dental treatment creatively and innovatively.	

WEEK : 11	THEME: LIFE SCIENCE	TOPIC : 3.0 HUMAN		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
3.2 Classes of food	Pupils are able to: 3.2.1 Give examples of food for each class of food. 3.2.2 Make generalisation about the importance of food according to its class for the human body. 3.2.3 Explain with examples of a balanced diet based on the food pyramid. 3.2.4 Give reasons on the effects of imbalanced food intake.	1	State examples of food.	Suggested activities: Plan a diet using pictures, model or real food. Notes:Classes of food are carbohydrate, protein, fats, vitamins, minerals, fibre and water. Examples of the importance of classes of food: (i) Carbohydrate provides energy. (ii) Protein is essential for growth (iii) Fats warmth the body. (iv) Vitamins and minerals are essential for health. (v) Fibre prevents constipation. (vi) Water to regulate body temperature.
		2	List examples for each class of food.	
		3	Explain with examples the importance of each class of food.	
		4	Give reasons on the effects of food intake which does not follow the food pyramid.	
		5	Suggest a meal based on the food pyramid and give reasons.	

CUTI PENGGAL 1, SESI 2022/2023
(KUMPULAN A: 03.06.2022 - 11.06.2022, KUMPULAN B: 04.06.2022 - 12.06.2022)

WEEK : 12	THEME: LIFE SCIENCE	TOPIC : 3.0 HUMAN

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
3.2 Classes of food	Pupils are able to: 3.2.1 Give examples of food for each class of food. 3.2.2 Make generalisation about the importance of food according to its class for the human body. 3.2.3 Explain with examples of a balanced diet based on the food pyramid. 3.2.4 Give reasons on the effects of imbalanced food intake. 3.2.5 Explain the result of observations about classes of food through written or verbal forms, sketches or ICT in a creative way.	1	State examples of food.	Suggested activities: Plan a diet using pictures, model or real food. Notes: Classes of food are carbohydrate, protein, fats, vitamins, minerals, fibre and water. Examples of the importance of classes of food: (i) Carbohydrate provides energy. (ii) Protein is essential for growth (iii) Fats warmth the body. (iv) Vitamins and minerals are essential for health. (v) Fibre prevents
		2	List examples for each class of food.	
		3	Explain with examples the importance of each class of food.	
		4	Give reasons on the effects of food intake which does not follow the food pyramid.	
		5	Suggest a meal based on the food pyramid and give reasons.	
		6	Communicate about types of food that need to be avoided for someone with health problems and present it creatively and innovatively.	

				constipation. (vi) Water to regulate body temperature.

WEEK : 13-14	THEME: LIFE SCIENCE	TOPIC : 3.0 HUMAN		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
3.3 Digestion	Pupils are able to: 3.3.1 Describe the digestion process. 3.3.2 Arrange in sequence the flow of food during digestion. 3.3.3 Conclude the digested food that is not required by the body. 3.3.4 Explain the result of observations about digestion through written or verbal forms, sketches or ICT in a creative way.	1	State that food is broken into pieces by teeth, tongue and saliva.	Suggested activities: Video/computer simulation/chart to observe the food digestion process. Explanation about food flow during digestion using various media. Notes:Digestion is the process of breaking down food into smaller pieces so that nutrients from food can be absorbed by the body starting from the mouth (teeth, tongue and saliva), oesophagus, stomach, intestines and anus. Notes:Actions that disrupt digestion are: (i) Talk, run and jump while eating. (ii) Eating too fast.
		2	Label parts that involved in digestion.	
		3	Arrange in sequence the flow of food during digestion.	
		4	Make generalisation about digested food.	
		5	Conclude about digestion based on the sequence of the food flow.	

		6	Communicate about the actions that can disrupt food digestion and its effects in a creative and innovative way.	The actions that disrupt digestion cause effects such as hiccups, vomiting, choking and stomach ache.

WEEK : 15-16	THEME: LIFE SCIENCE		TOPIC : 4.0 ANIMALS	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
4.1 Eating Habits	Pupils are able to: 4.1.1 Classify animals according to their eating habits. 4.1.2 Explain with examples the eating habits of herbivore, carnivore and omnivore. 4.1.3 Make inference about the animal groupings based on their eating habits. 4.1.4 Compare and constrast the dentition of herbivore, carnivore and omnivore. 4.1.5 Explain the result of observations about	1	State animals' eating habits.	Suggested activities: Video / chart to observe animals' eating habits. Notes: Animals' natural eating habits are eating plants only, eating animals only or eating animals and plants.
		2	Classify animals based on their eating habits.	
		3	Make generalisation about the eating habits of herbivore, carnivore and omnivore.	
		4	Give reasons on the dentition of herbivore, carnivore and omnivore based on their eating habits.	

	animals' eating habits through written or verbal forms, sketches or ICT in a creative way.	5	Explain the change of animals natural eating habits through examples.	
		6	Communicate and justify the change of animals' natural habits.	

WEEK : 16-18	THEME: LIFE SCIENCE	TOPIC : 5.0 PLANTS		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
5.1 Plant Reproduction	Pupils are able to: 5.1.1 Give examples of plants for each way of reproduction. 5.1.2 Give reasons on the importance of plant reproduction to living things. 5.1.3 Make generalisation that a plant can reproduce through various ways by carrying out projects. 5.1.4 Explain the result of	1	State the ways plants reproduce.	Suggested activites: Plant reproduction projects such as: (i) Planting sweet potatoes through stem cutting and underground stem. (ii) Planting water spinach through stem cutting and seeds. Notes: Ways of plant reproduction are spores, seeds, stem cutting, leaves, suckers and
		2	Give examples of plants and their ways of reproduction.	
		3	Generate ideas about the importance of plant reproduction to living things.	
		4	Make generalisation that certain plants are able to reproduce in more than one way.	

	observations about plant reproduction through written or verbal forms, sketches or ICT in a creative way.			underground stems.

WEEK : 19-20	THEME: LIFE SCIENCE		TOPIC : 5.0 PLANTS	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
5.1 Plant Reproduction	Pupils are able to: 5.1.1 Give examples of plants for each way of reproduction. 5.1.2 Give reasons on the importance of plant reproduction to living things. 5.1.3 Make generalisation that a plant can reproduce through various ways by	4	Make generalisation that certain plants are able to reproduce in more than one way.	The use of technology in plant reproduction such as: (i) Tissue cultures (ii) Marcottage
		5	Communicate creatively and innovatively about plant reproduction projects that have been carried out.	

	5.1.4 carrying out projects. Explain the result of observations about plant reproduction through written or verbal forms, sketches or ICT in a creative way.	6	Explain through examples the use of technology in plant reproduction.	

WEEK : 21-23		THEME : PHYSICAL SCIENCE		TOPIC : 6.0 MEASUREMENT
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
6.1 Measurement of area and volume.	Pupils are able to: 6.1.1 State the units that are used to measure area and volume. 6.1.2 Measure the area of regular surfaces using 1cm x 1cm square.	1	State the units that are used to measure area and volume.	Suggested activities: Carry out activity such as measuring the area of surface using graph paper. Notes: Units used: (i) Area: square centimetre

	6.1.3 Solve problems to estimate the area of irregular surfaces. 6.1.4 Measure the volume of hollow boxes using 1cm x 1cm x 1cm cubes. 6.1.5 Measure the volume of liquid using correct tools and techniques. 6.1.6 Solve problems to determine the volume of irregular shaped solids using water displacement method.	2	Describe the methods of measuring area and volume.	(cm^2), square metre (m^2), square kilometre (km^2). (ii) Volume: millilitre (m ✦), litre (✦), cubic centimetre (cm^3), cubic metre (m^3). The volume of liquids can be measured using graduated tools such as measuring cylinder by emphasizing on the correct meniscus reading.
		3	Measure area and volume.	
		4	Solve problems to estimate the area of irregular surfaces.	
		5	Solve problems to determine the volume of irregular shaped solids.	

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
	6.1.7 Explain the result of observations about the			Solving problems in daily life to determine area and

	measurement of area and volume through written or verbal forms, sketches or ICT in a creative way.	6	Give reasons on the importance of measurement in daily life.	volume of irregular shaped solids.

CUTI PENGGAL 2, SESI 2022/2023
(KUMPULAN A: 02.09.2022 - 10.09.2022, KUMPULAN B: 03.09.2022 - 11.09.2022)

WEEK : 24-27	THEME : PHYSICAL SCIENCE		TOPIC : 7.0 DENSITY	
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
7.1 Objects or	Pupils are able to:		State the objects or materials that float	Suggested activities:

materials which are more or less dense than water.	7.1.1 Make inferences about objects or materials that float or sink by carrying out activities. 7.1.2 Relate objects or materials that float and objects or materials that sink with density. 7.1.3 Solve problems to identify methods to make water more dense. 7.1.4 Explain the result of observations about object or materials which are more or less dense through written or verbal forms, sketches or ICT in a creative way.	1	and the objects or materials that sink.	Carrying out activities such as: (i) Ice cubes are put into the water. (ii) Oil is poured into the water. (iii) Condensed milk is poured into the water. (iv) Dissolve sugar or salt to increase the density of water so that objects or materials that initially sink can float. Note: Objects or materials which are more dense than water will sink and objects or materials which are less dense than water will float. Suggested projects: (i) Produce layers of coloured liquid with different density. (ii) Observe the difference in density of oranges with peel and without peel in water.
		2	Make inferences about objects or materials that float and objects or materials that sink.	
		3	Make generalisation on objects or materials that are more or less dense than water	
		4	Conclude the ways to make water more dense.	
		5	Apply the knowledge on density by carrying out projects or activities.	
		6	Communicate about the applications of density in life in a creative and innovative way.	

WEEK : 28-31		THEME : MATERIAL SCIENCE		TOPIC : 8.0 ACID AND ALKALI
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE	DESCRIPTOR	

		LEVEL		
8.1 Acid and alkali	Pupils are able to: 8.1.1 Test acidic, alkaline and neutral substances through changes in colour of litmus paper by carrying out investigation. 8.1.2 Make generalisation on acidic, alkaline and neutral substances through taste and touch by testing a few substances. 8.1.3 Explore other materials to test acidic, alkaline and neutral substances. 8.1.4 Explain the result of observations about acid and alkali through written or verbal forms, sketches or ICT in a creative way.	1	State that litmus paper is used to test acidic, alkaline or neutral substances.	Notes: Acidic, alkaline and neutral substances are used in fields such as agriculture, medical, the manufacturing of household products, health and industry. Example of other materials such as purple cabbage juice and turmeric can be used to test acidic, alkaline and neutral substances.
		2	Give examples of acidic, alkaline and neutral substances based on the change in the colour of litmus paper.	
		3	Explain the properties of acidic, alkaline and neutral substances through the change in the colour of litmus paper, taste and touch.	
		4	Make generalisation that taste and touch are not scientific indicators of the properties of acidic, alkaline and neutral substances.	
		5	Explain through examples the use of acidic, alkaline and neutral substances in life.	

WEEK : 32-33	THEME : MATERIAL SCIENCE	TOPIC : 8.0 ACID AND ALKALI

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
8.1 Acid and alkali	Pupils are able to: 8.1.1 Test acidic, alkaline and neutral substances through changes in colour of litmus paper by carrying out investigation. 8.1.2 Make generalisation on acidic, alkaline and neutral substances through taste and touch by testing a few substances. 8.1.3 Explore other materials to test acidic, alkaline and neutral substances. 8.1.4 Explain the result of observations about acid and alkali through written or verbal forms, sketches or ICT in a creative way.	1	State that litmus paper is used to test acidic, alkaline or neutral substances.	Notes: Acidic, alkaline and neutral substances are used in fields such as agriculture, medical, the manufacturing of household products, health and industry. Example of other materials such as purple cabbage juice and turmeric can be used to test acidic, alkaline and neutral substances.
		2	Give examples of acidic, alkaline and neutral substances based on the change in the colour of litmus paper.	
		3	Explain the properties of acidic, alkaline and neutral substances through the change in the colour of litmus paper, taste and touch.	
		4	Make generalisation that taste and touch are not scientific indicators of the properties of acidic, alkaline and neutral substances.	
		5	Explain through examples the use of acidic, alkaline and neutral substances in life.	
		6	Communicate about other methods to identify acidic, alkaline and neutral substances in a creative and innovative way.	

WEEK : 34-36	THEME : EARTH AND SPACE	TOPIC : 9.0 SOLAR SYSTEM

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
9.1 Solar System	Pupils are able to: 9.1.1 List member of the Solar System using various media. 9.1.2 Make generalisation of the planets' temperature based on their sequence in the Solar System. 9.1.3 Describe the planets that revolve around the Sun on their orbits. 9.1.4 Relate the positions of the planets from the Sun with the time taken for the planets to revolve around the Sun. 9.1.5 Explain the result of observations about Solar System through written or verbal forms, sketches or ICT in a creative way.	1	State the center of the Solar System.	Suggested activities: Carry out simulation to describe the revolution of the planets. Notes: The member of the Solar System are the Sun, planets, natural satellites, asteroids, meteoroids and comets. The position of planets refers to the sequence of the planets from the Sun. The further the distance of the planets from the Sun, the longer the time taken to make a complete revolution around the Sun.
		2	Name the member of the Solar System.	
		3	Arrange in sequence the planets in the Solar System.	
		4	Make generalisation that planets revolve around the Sun on their orbits.	
		5	Summarize the relationship between the positions of the planets from the Sun with the time taken for the planets to revolve around the Sun.	
		6	Build and present a model of the Solar System creatively and innovatively.	

CUTI PENGGAL 3, SESI 2022/2023

(KUMPULAN A: 09.12.2022 - 31.12.2022, KUMPULAN B: 10.12.2022 - 31.12.2022)

WEEK : 37-39	THEME : TECHNOLOGY AND SUSTAINABILTY OF LIFE			10.0 MACHINE
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
10.1 Pulley	Pupils are able to: 10.1.1 State the meaning and the uses of pulleys. 10.1.2 Describe how a fixed pulley works using a model. 10.1.3 Give examples of the application of pulleys in life. 10.1.4 Create a functional model of a pulley. 10.1.5 Explain the result of observations about pulley through written or verbal forms, sketches or ICT in a creative way.	1	State that pulley is an example of a machine.	Suggested activities: Problem solving in daily life by creating a model of a functional pulley. Notes: Pulley is an example of a simple machine which enables load to be lifted easily by using less force. A fixed pulley consists of a grooved wheel where a rope passes around it. Pulley is used in activities such as : (i) Lifting construction materials using crane. (ii) Raising flags. (iii) Drawing water from wells. (iv) Lifting objects from a
		2	Give examples of the uses of pulleys in life.	
		3	Describe how a fixed pulley works.	
		4	Build a model of a pulley and explain how it works.	
		5	Give reasons on the importance of pulleys in daily life.	
			Communicate and present the type of	

		6	pulley creatively and innovatively.	lower to an upper floor.

40	ULANGKAJI
41	PENTAKSIRAN AKHIR TAHUN
42-43	PENGURUSAN AKHIR TAHUN
CUTI AKHIR PERSEKOLAHAN SESI 2022/2023 *(KUMPULAN A: 17.02.2023 - 11.03.2023, KUMPULAN B: 18.02.2023 - 12.03.2023)*	