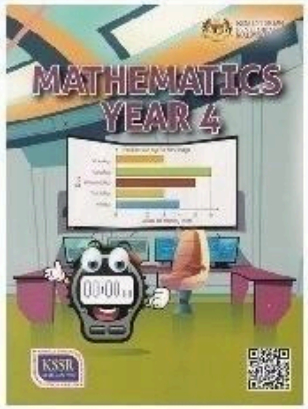
# RANCANGAN PENGAJARAN TAHUNAN 2023/2024

KEMENTERIAN PENDIDIKAN




# MATHEMATICS (DLP)
# YEAR FOUR

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**SCHOOL NAME** : .....

**SCHOOL ADDRESS** : .....

**TEACHER'S NAME** : .....

<table>
<tr><th>WEEK: 1</th><th colspan="2">LEARNING AREA : NUMBERS AND OPERATIONS</th><th colspan="3">TOPIC : 1.0 WHOLE NUMBERS AND BASIC OPERATIONS</th></tr>
<tr><th rowspan="2">CONTENT STANDARD</th><th rowspan="2">LEARNING STANDARD</th><th rowspan="2">REMARKS</th><th colspan="2">PERFORMANCE STANDARD</th></tr>
<tr><th>TP</th><th>DESCRIPTOR</th></tr>
<tr><td rowspan="7">1.1 Number value</td><td rowspan="7">Pupils will be able to:<br>1.1.1 State numbers up to 100 000:<br>(i) Read any number given in words.<br>(ii) Say any number given in numerals.<br>(iii) Write numbers in numerals and words.<br><br>1.1.2 Determine the value of numbers up to 100 000:<br>(i) State the place value and digit value of any number.<br>(ii) Write numbers in extended notation based on place value and digit value.<br>(iii) Compare the value of two numbers.<br>(iv) Arrange numbers in ascending and descending order.<br>(v) Complete any number sequence in ascending and descending order.</td><td rowspan="7">Notes:<br>Say the number correctly. 12 425 is read as ‘twelve thousand four hundred and twenty-five’ and not ‘one two four two five’.<br>Numbers can also be said as follows: 4 500 said as forty-five hundreds.<br><br>Suggested activities:<br>● Use various representations including concrete models, manipulative tools, square grids, diagrams/pictures, sounds, movement signals, number lines and symbols to represent numbers.<br>● Use ICT to state and determine the number value.</td><td>1</td><td>State any number up to 100 000.<br>Read number sentences involving basic operations and mixed operations.</td></tr>
<tr><td>2</td><td>Explain the value of numbers up to 100 000.<br>Explain the steps of solving basic operations and mixed operations.</td></tr>
<tr><td>3</td><td>Determine the value of numbers including estimating and rounding off numbers up to 100 000.<br>Justify answers and solve number sentences involving basic operations and mixed operations.<br>Justify answers and solve number sentences involving value of unknown in addition and subtraction.</td></tr>
<tr><td>4</td><td>Solve daily routine problems involving whole numbers, addition and subtraction up to 100 000 with one unknown.</td></tr>
<tr><td>5</td><td>Solve daily routine problems involving whole numbers, addition and subtraction up to 100 000 using various strategies.</td></tr>
<tr><td>6</td><td>Solve daily non-routine problems involving whole numbers, addition and subtraction up to 100 000</td></tr>
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| | | | | creatively and innovatively. |

| WEEK: 2-5 | LEARNING AREA : NUMBERS AND OPERATIONS | TOPIC: 1.0 WHOLE NUMBERS AND BASIC OPERATIONS | | |
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| **CONTENT STANDARD** | **LEARNING STANDARD** | **REMARKS** | **PERFORMANCE STANDARD** | |
| | | | **TP** | **DESCRIPTOR** |
| 1.2 Odd numbers and even numbers | 1.2.1 Characterise odd numbers and even numbers.<br>1.2.2 Classify odd numbers and even numbers. | Suggested activities:<br>● Use thinking tools.<br>● Use ICT to identify odd numbers and even numbers. | 1 | State any number up to 100 000.<br>Read number sentences involving basic operations and mixed operations. |
| 1.3 Estimate | 1.3.1 Give reasonable estimates for the quantity based on the given reference set and justify the answers. | Suggested activity:<br>Use real objects and diagrams/ pictures. | 2 | Explain the value of numbers up to 100 000.<br>Explain the steps of solving basic operations and mixed operations. |
| 1.4 Round off numbers | 1.4.1 Round off whole numbers to the nearest ten thousands. | Notes:<br>i. Identify the number that might represent a number which has been rounded off to the nearest ten thousands.<br>ii. Rounding off activities can include money and measurements.<br>Suggested activity: Use number lines. | 3 | Determine the value of numbers including estimating and rounding off numbers up to 100 000.<br>Justify answers and solve number sentences involving basic operations and mixed operations.<br>Justify answers and solve number sentences involving value of unknown in addition and subtraction. |
| 1.5 Number patterns | 1.5.1 Identify patterns of number series in ascending and descending order by ones up to tens, hundreds, thousands and ten thousands.<br>1.5.2 Complete various number patterns of number series in ascending and descending order by ones up to tens, hundreds, thousands and ten thousands. | Notes:<br>The number series can be up to six numbers.<br><br>Suggested activity:<br>Can use various calculation tools to create number patterns. | 4 | Solve daily routine problems involving whole numbers, addition and subtraction up to 100 000 with one unknown. |
| | | | 5 | Solve daily routine problems involving whole numbers, addition and subtraction up to 100 000 using various strategies. |

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| | | | 6 | Solve daily non-routine problems involving whole numbers, addition and subtraction up to 100 000 creatively and innovatively. |

**CUTI PERTENGAHAN PENGGAL 1, SESI 2023/2024**

**KUMPULAN A: 21.04.2023 - 29.04.2023, KUMPULAN B: 22.04.2023 - 30.04.2023**

| WEEK: 6-7 | LEARNING AREA : NUMBERS AND OPERATIONS | TOPIC : 1.0 WHOLE NUMBERS AND BASIC OPERATIONS | | |
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| **CONTENT STANDARD** | **LEARNING STANDARD** | **REMARKS** | **PERFORMANCE STANDARD** | |
| | | | **TP** | **DESCRIPTOR** |
| 1.6 Basic operations within 100 000 | 1.6.1 Solve addition number sentences involving up to four numbers with the sum within 100 000.<br>1.6.2 Solve subtraction number sentences involving two numbers within 100 000.<br>1.6.3 Solve subtraction number sentences involving two numbers from any one number within 100 000.<br>1.6.4 Solve multiplication number sentences involving any number up to five digits by up to two-digit numbers, 100 and 1000 with the product up to 100 000.<br>1.6.5 Solve division number sentences involving any number within 100 000 by up to two-digit numbers, 100 and 1000. | Suggested activities:<br>● Addition involving numbers up to five digits.<br>● Use concrete models, diagrams/pictures, number lines and mental calculation to represent the calculation process. | 1 | State any number up to 100 000.<br>Read number sentences involving basic operations and mixed operations. |
| | | | 2 | Explain the value of numbers up to 100 000.<br>Explain the steps of solving basic operations and mixed operations. |
| 1.7 Mixed operations | 1.7.1 Solve mixed operations number sentences involving addition and subtraction within 100 000.<br>1.7.2 Solve mixed operations number sentences involving multiplication and division within 100 000. | Notes:<br>Begin mixed operations of addition and subtraction without regrouping. | 3 | Determine the value of numbers including estimating and rounding off numbers up to 100 000.<br>Justify answers and solve number sentences involving basic operations and mixed operations.<br>Justify answers and solve number sentences involving value of unknown in addition and subtraction. |
| | | | 4 | Solve daily routine problems involving whole numbers, addition and subtraction up to 100 000 with one unknown. |

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| | | | 5 | Solve daily routine problems involving whole numbers, addition and subtraction up to 100 000 using various strategies. |
| | | | 6 | Solve daily non-routine problems involving whole numbers, addition and subtraction up to 100 000 creatively and innovatively. |
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| WEEK: 8-9 | LEARNING AREA : NUMBERS AND OPERATIONS | | TOPIC: 1.0 WHOLE NUMBERS AND BASIC OPERATIONS | |
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| CONTENT STANDARD | LEARNING STANDARD | REMARKS | PERFORMANCE STANDARD | |
| | | | TP | DESCRIPTOR |
| 1.8 Usage of unknown | 1.8.1 Determine the value of unknown in addition number sentences involving two numbers up to two digits with one unknown.<br>1.8.2 Determine the value of unknown in subtraction number sentences involving two numbers up to two digits with one unknown. | Notes:<br>Unknown represented by letters. Begin with smaller numbers. | 1 | State any number up to 100 000.<br>Read number sentences involving basic operations and mixed operations. |
| | | | 2 | Explain the value of numbers up to 100 000.<br>Explain the steps of solving basic operations and mixed operations. |
| | | | 3 | Determine the value of numbers including estimating and rounding off numbers up to 100 000.<br>Justify answers and solve number sentences involving basic operations and mixed operations.<br>Justify answers and solve number sentences involving value of unknown in addition and subtraction. |
| | | | 4 | Solve daily routine problems involving whole numbers, addition and subtraction up to 100 000 with one unknown. |

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| 1.9 Problem solving | 1.9.1 Solve problems of whole numbers, mixed operations involving addition and subtraction, and mixed operations involving multiplication and division within 100 000 in daily situations.<br>1.9.2 Solve problems involving addition and subtraction with one unknown in daily situations. | Suggested activities:<br>Use the following problem solving steps:<br>• Understand the problem.<br>• Plan a solving strategy.<br>• Carry out the strategy.<br>• Check the answer.<br><br>Use various problem solving strategies such as drawing diagrams, identifying patterns and trying simpler cases.<br><br>Use various teaching and learning strategies such as contextual learning and mastery learning. | 5 | Solve daily routine problems involving whole numbers, addition and subtraction up to 100 000 using various strategies. |
| | | | 6 | Solve daily non-routine problems involving whole numbers, addition and subtraction up to 100 000 creatively and innovatively. |

**CUTI PENGGAL 1, SESI 2023/2024**

**KUMPULAN A: 26.05.2023 - 03.06.2023, KUMPULAN B: 22.04.2023 - 30.04.2023**

| WEEK: 10 - 11 | LEARNING AREA : NUMBERS AND OPERATIONS | TOPIC 2.0 FRACTIONS, DECIMALS AND PERCENTAGES | | |
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| CONTENT STANDARD | LEARNING STANDARD | REMARKS | PERFORMANCE STANDARD | |
| | | | TP | DESCRIPTOR |
| 2.1 Fractions | Pupils will be able to:<br>2.1.1 Convert improper fractions to mixed numbers and vice versa.<br>2.1.2 Add up to three numbers involving proper fractions, whole numbers and mixed numbers.<br>2.1.3 Subtraction of fractions: | Suggested activity:<br>Use concrete objects, diagrams/pictures and software.<br>Notes:<br>Denominator of the sum can be more than 10. | 1 | State improper fractions and mixed numbers. |
| | | | 2 | Convert improper fractions to mixed numbers and vice versa. |

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| | (i) Subtract any two numbers involving whole numbers, proper fractions and mixed numbers.<br>(ii) Subtract any two numbers from one number involving whole numbers, proper fractions and mixed numbers.<br>2.1.4 Solve mixed operations of addition and subtraction involving whole numbers, proper fractions and mixed numbers.<br>2.1.5 Determine the value of proper fractions and mixed numbers of a quantity. | Suggested activity:<br>Use concrete objects, diagrams/pictures and software.<br>Denominator of the difference can be more than10.<br>Notes:<br>Emphasise the concept 'of' in the context of fractions.<br>Suggested activity:<br>Use concrete objects, diagrams/pictures, number line and software. | 3 | Solve number sentences of mixed operations of addition and subtraction involving whole numbers, proper fractions and mixed numbers. |
| | | | 4 | Solve routine problems involving fractions, decimals and percentages. |
| | | | 5 | Solve routine problems involving fractions, decimals and percentages using various strategies. |
| | | | 6 | Solve non-routine problems involving fractions, decimals and percentages creatively and innovatively. |

| WEEK: 12 - 14 | LEARNING AREA : NUMBERS AND OPERATIONS | TOPIC 2.0 FRACTIONS, DECIMALS AND PERCENTAGES | | |
|---|---|---|---|---|
| CONTENT STANDARD | LEARNING STANDARD | REMARKS | PERFORMANCE STANDARD | |
| | | | TP | DESCRIPTOR |
| 2.2 Decimals | 2.2.1 Add up to three decimals up to three decimal places.<br>2.2.2 Subtract up to two decimals from one decimal up to three decimal places.<br>2.2.3 Multiply decimals by one-digit | Suggested activity:<br>Use concrete objects, diagrams/pictures, number lines and software. | 1 | State improper fractions and mixed numbers. |
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| | number, 10, 100 and 1000 with the product up to three decimal places.<br>2.2.4 Divide decimals by one-digit number, 10, 100 and 1000, and the quotient up to three decimal places. | | 2 | Convert improper fractions to mixed numbers and vice versa. |
| 2.3 Percentages | 2.3.1 Convert fractions to percentages and vice versa.<br>2.3.2 Calculate percentages of quantity of objects. | Notes:<br>Use various strategies.<br><br>Suggested activity: Use hundred grid. | 3 | Solve number sentences of mixed operations of addition and subtraction involving whole numbers, proper fractions and mixed numbers. |
| 2.4 Problem solving | 2.4.1 Solve problems involving fractions, decimals and percentages. | Suggested activities:<br>Use the following problem solving steps:<br>● Understand the problem.<br>● Plan a solving strategy.<br>● Carry out the strategy.<br>● Check the answer.<br><br>Use various problem solving strategies such as drawing diagrams, making tables/charts or listing systematically. | 4 | Solve routine problems involving fractions, decimals and percentages. |
| | | | 5 | Solve routine problems involving fractions, decimals and percentages using various strategies. |
| | | | 6 | Solve non-routine problems involving fractions, decimals and percentages creatively and innovatively. |

| WEEK: 15 - 17 | LEARNING AREA : NUMBERS AND OPERATIONS | | TOPIC : 3.0 MONEY | |
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| CONTENT STANDARD | LEARNING STANDARD | REMARKS | PERFORMANCE STANDARD | |
| | | | TP | DESCRIPTOR |

<table>
<tr>
<td>3.1 Basic operations involving money</td>
<td>Pupils will be able to:<br>3.1.1 Solve addition number sentences involving up to three values of money with the sum up to RM100 000.<br>3.1.2 Solve subtraction number sentences involving up to two values of money from one value of money within RM100 000.<br>3.1.3 Solve multiplication number sentences involving value of money multiplied by up to two-digit numbers with the product up to RM100 000.<br>3.1.4 Solve division number sentences involving value of money within RM100 000 divided by up to two-digit numbers.</td>
<td>Suggested activities:<br>Use money model, pictures, number lines, software and mental calculation to represent calculation of money.<br><br>Use simulation strategy.</td>
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<td>1</td>
<td>● Recognise currency of major countries in the world.<br>● State the value of RM1 in the current rate currency of other countries.</td>
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<td>2</td>
<td>Explain the need to record savings and expenditure.</td>
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<td>3.2 Mixed operations involving money</td>
<td>3.2.1 Solve number sentences of mixed operations involving addition and subtraction of money within RM100 000.<br>3.2.2 Solve number sentences of mixed operations involving multiplication and division of money within RM100 000.</td>
<td>Suggested activity:<br>Use money model, pictures, number lines, software and mental calculation to represent calculation of mixed operations.</td>
<td>3</td>
<td>Justify answers and solve number sentences of basic operations and mixed operations involving money.</td>
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<td>3.3 Financial management</td>
<td>3.3.1 Plan daily, weekly and monthly budget to achieve short-term financial target.<br>3.3.2 Record savings and expenses to achieve financial target.<br>3.3.3 Explain the need for keeping records on savings and expenses.</td>
<td>Notes:<br>Explain various ways of saving money.<br>Use Savings and Expenditure Record Table.</td>
<td>4</td>
<td>Solve daily routine problems involving money.</td>
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<td>5</td>
<td>Solve daily routine problems involving money using various strategies.</td>
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<td>6</td>
<td>Solve daily non-routine problems involving money creatively and innovatively.</td>
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<tr><th>WEEK: 18 - 21</th><th colspan="2">LEARNING AREA : NUMBERS AND OPERATIONS</th><th colspan="2">TOPIC : 3.0 MONEY</th></tr>
<tr><th>CONTENT STANDARD</th><th colspan="2">LEARNING STANDARD</th><th>REMARKS</th><th colspan="2">PERFORMANCE STANDARD</th></tr>
<tr><th></th><th colspan="2"></th><th></th><th>TP</th><th>DESCRIPTOR</th></tr>
<tr><td rowspan="4">3.4 Responsibility in making financial decisions</td><td colspan="2" rowspan="4">3.4.1 Explain effect of making financial decisions.<br>3.4.2 Make financial decisions based on priority of needs and wants.<br>3.4.3 Make financial decisions by analysing financial information obtained from various sources.</td><td rowspan="4">Notes:<br>Characterise responsible pupils making responsible financial decisions.</td><td rowspan="4"></td><td rowspan="4"></td></tr>
<tr><td rowspan="3">1</td><td rowspan="3">• Recognise currency of major countries in the world.<br>• State the value of RM1 in the current rate currency of other countries.</td></tr>
<tr><td rowspan="2">3.5 Foreign currency</td><td colspan="2" rowspan="2">3.5.1 Recognise currency of main countries in the world.<br>3.5.2 State the value of RM1 in the current rate currency of other countries.</td><td rowspan="2">Notes:<br>Foreign currency exchange rate equivalent to value of RM1 only.</td></tr>
<tr><td>2</td><td>Explain the need to record savings and expenditure.</td></tr>
<tr><td rowspan="2">3.6 Payment instruments</td><td colspan="2" rowspan="2">3.6.1 Recognise various payment instruments.<br>3.6.2 Explain the usage of various payment instruments in goods and service transactions.</td><td rowspan="2">Suggested activity:<br>Introduce payment instruments such as cash, e-payment and cards.</td><td rowspan="2">3</td><td rowspan="2">Justify answers and solve number sentences of basic operations and mixed operations involving money.</td></tr>
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<tr><td rowspan="4">3.7 Problem solving</td><td colspan="2" rowspan="4">3.7.1 Solve problems of basic operations and mixed operations within RM100 000 in daily life situations.</td><td rowspan="4">Suggested activities:<br>Use the following problem solving steps:<br>• Understand the problem.<br>• Plan a solving strategy.<br>• Carry out the strategy.<br>• Check the answer.<br>Use various problem solving strategies such as trying a simpler case and ‘trial and error’. Use various teaching and learning strategies such as simulation, mastery learning, contextual learning and project-based learning.</td><td rowspan="2">4</td><td rowspan="2">Solve daily routine problems involving money.</td></tr>
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<tr><td>5</td><td>Solve daily routine problems involving money using various strategies.</td></tr>
<tr><td>6</td><td>Solve daily non-routine problems involving money creatively and innovatively.</td></tr>
<tr><td colspan="6">CUTI PENGGAL 2, SESI 2023/2024</td></tr>
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**(KUMPULAN A: 25.08.2023 - 02.09.2023, KUMPULAN B: 26.08.2023 - 03.09.2023)**

| WEEK: 22 - 23 | LEARNING AREA: MEASUREMENT AND GEOMETRY | | TOPIC : 4.0 TIME | |
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| CONTENT STANDARD | LEARNING STANDARD | REMARKS | PERFORMANCE STANDARD | |
| | | | TP | DESCRIPTOR |
| 4.1 12-hour system and 24-hour system | Pupils will be able to:<br>4.1.1 Know the relationship between 12-hour system and 24-hour system. | Notes:<br>Reinforce 12-hour system and introduce 24-hour system. | 1 | State the relationship between units of time. |
| 4.2 Duration | 4.2.1 Determine duration involving hours and minutes within 24 hours. | Suggested activity: Use time line. | 2 | Explain the steps of solving number sentences involving units of time. |
| 4.3 Estimation of time | 4.3.1 Give an estimation of time in hours and minutes based on the given reference set related to daily situation. | Notes:<br>Estimated time must be proven with real time. | 3 | Justify answer and solve the number sentences involving time. |
| 4.4 Relationship involving units of time | 4.4.1 State the relationship between millennium, centuries, decades and years.<br>4.4.2 Convert units of time involving:<br>(i) hours and days,<br>(ii) days and weeks,<br>(iii) months and years,<br>(iv) years, decades and centuries. | | 4 | Solve daily routine problems involving time. |
| | | | 5 | Solve daily routine problems involving time using various strategies. |
| | | | 6 | Solve daily non-routine problems involving time creatively and innovatively. |

<table>
<tr><th>WEEK: 24 - 25</th><th colspan="2">LEARNING AREA: MEASUREMENT AND GEOMETRY</th><th colspan="3">TOPIC : 4.0 TIME</th></tr>
<tr><th rowspan="2">CONTENT STANDARD</th><th rowspan="2" colspan="2">LEARNING STANDARD</th><th rowspan="2">REMARKS</th><th colspan="2">PERFORMANCE STANDARD</th></tr>
<tr><th>TP</th><th>DESCRIPTOR</th></tr>
<tr><td rowspan="2">4.5 Basic operations involving time</td><td rowspan="2" colspan="2">4.5.1 Solve addition and subtraction number sentences up to three units of time:<br>(i) hours and days,<br>(ii) days and weeks,<br>(iii) months and years,<br>(iv) years, decades and centuries.<br>4.5.2 Solve multiplication and division number sentences involving units of time:<br>(i) hours and days,<br>(ii) days and weeks,<br>(iii) months and years,<br>(iv) years and decades,<br>(v) years and centuries up to two-digit number.</td><td rowspan="2">Suggested activity:<br>Use clock model, calendar, diagrams/pictures and time line.</td><td>1</td><td>State the relationship between units of time.</td></tr>
<tr><td>2</td><td>Explain the steps of solving number sentences involving units of time.</td></tr>
<tr><td rowspan="2">4.6 Problem solving</td><td rowspan="2" colspan="2">4.6.1 Solve problems involving time in daily situations.</td><td rowspan="2">Suggested activities:<br>Use the following problem solving steps:<br>● Understand the problem.<br>● Plan a solving strategy.<br>● Carry out the strategy.<br>● Check the answer.<br>Use various problem solving strategies such as trying a simpler case, drawing diagrams or working backwards.<br>Use various teaching and learning</td><td>3</td><td>Justify answer and solve the number sentences involving time.</td></tr>
<tr><td>4</td><td>Solve daily routine problems involving time.</td></tr>
<tr><td></td><td></td><td></td><td></td><td>5</td><td>Solve daily routine problems involving time using various strategies.</td></tr>
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| | | strategies such as simulations and modular approaches. | 6 | Solve daily non-routine problems involving time creatively and innovatively. |

| WEEK: 26 - 27 | LEARNING AREA: MEASUREMENT AND GEOMETRY | | TOPIC 5.0 MEASUREMENT | |
|---|---|---|---|---|
| CONTENT STANDARD | LEARNING STANDARD | REMARKS | PERFORMANCE STANDARD | |
| | | | TP | DESCRIPTOR |

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|---|---|---|---|
| 5.1 Length | Pupils will be able to:<br>5.1.1 Recognise units of length involving millimetre and kilometre.<br>5.1.2 State the relationship between units of length involving millimetre and centimetre, and metre and kilometre.<br>5.1.3 Convert units of length involving millimetre and centimetre, and metre and kilometre.<br>5.1.4 Measure objects in millimetre.<br>5.1.5 Estimate distance in kilometre.<br>5.1.6 Solve addition number sentences up to three units of length involving millimetre and centimetre, and metre and kilometre.<br>5.1.7 Solve subtraction number sentences up to two units of length from one unit of length involving millimetre and centimetre, and metre and kilometre.<br>5.1.8 Solve multiplication number sentences involving unit of length and one-digit number involving millimetre, centimetre, metre and kilometre.<br>5.1.9 Solve division number sentences involving unit of length and one-digit number involving millimetre, centimetre, metre and kilometre. | Notes:<br>Write the unit of length given in millimetre and kilometre using mm and km symbols.<br><br>Introduce units of length in metric system of measurements:<br>● decimetre (dm)<br>● decametre (dam)<br>Introduce units of length in the imperial system of measurements:<br>● inch<br>● foot<br>● yard<br>● mile<br>Reinforce the relationship of centimetre and metre.<br><br>Suggested activities:<br>Use actual objects and software in converting units of length.<br>Use various calculation strategies in solving number sentences. | 1 State the relationship between millilitre and centimetre, centimetre and metre, metre and kilometre, gram and kilogram, and millilitre and litre.<br>2 Explain units for length, mass and volume of liquid in measurement.<br>3 Justify answer and solve the number sentences involving measurement.<br>4 Solve daily routine problems involving measurement.<br>5 Solve daily routine problems involving measurement using various strategies.<br>6 Solve daily non-routine problems involving measurement creatively and innovatively. |

| WEEK: 28 - 29 | LEARNING AREA: MEASUREMENT AND GEOMETRY | TOPIC 5.0 MEASUREMENT |
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<tr><th rowspan="2">CONTENT STANDARD</th><th rowspan="2">LEARNING STANDARD</th><th rowspan="2">REMARKS</th><th colspan="2">PERFORMANCE STANDARD</th></tr>
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<tr><td rowspan="2">5.2 Mass</td><td rowspan="2">5.2.1 Solve mixed operations number sentences of addition and subtraction of mass involving gram and kilogram.<br>5.2.2 Solve mixed operations number sentences of multiplication and division of mass involving gram and kilogram.</td><td rowspan="2">Notes:<br>Introduce units of mass in metric system of measurements:<br>● milligram (mg)<br>● tonne (t)<br>Introduce units of mass in the imperial system of measurements:<br>● pound (lb)<br>● ounce (oz)<br>Introduce other units of mass:<br>● tael<br>● catty</td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr></tr>
<tr><td rowspan="4">5.3 Volume of liquid</td><td rowspan="4">5.3.1 Solve mixed operations number sentences of addition and subtraction of volume of liquid involving millilitre and litre.<br>5.3.2 Solve mixed operations number sentences of multiplication and division of volume of liquid involving millilitre and litre.</td><td rowspan="4">Notes:<br>Introduce units of volume of liquid in the imperial system of measurements:<br>● gallon (gal)<br>● quartz (qt)<br>● pint (pt)</td><td>1</td><td>State the relationship between millilitre and centimetre, centimetre and metre, metre and kilometre, gram and kilogram, and millilitre and litre.</td></tr>
<tr><td>2</td><td>Explain units for length, mass and volume of liquid in measurement.</td></tr>
<tr><td>3</td><td>Justify answer and solve the number sentences involving measurement.</td></tr>
<tr><td>4</td><td>Solve daily routine problems involving measurement.</td></tr>
<tr><td></td><td>5</td><td>Solve daily routine problems involving measurement using various strategies.</td></tr>
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<tr><th>WEEK: 30</th><th colspan="2">LEARNING AREA: MEASUREMENT AND GEOMETRY</th><th colspan="2">TOPIC 5.0 MEASUREMENT</th></tr>
<tr><th rowspan="2">CONTENT STANDARD</th><th rowspan="2">LEARNING STANDARD</th><th rowspan="2">REMARKS</th><th colspan="2">PERFORMANCE STANDARD</th></tr>
<tr><th>TP</th><th>DESCRIPTOR</th></tr>
<tr><td rowspan="7">5.4 Problem solving</td><td rowspan="7">5.4.1 Solve problems involving measurement in daily situations.</td><td rowspan="7">Suggested activities:<br>Use the following problem solving steps:<br>● Understand the problem.<br>● Plan a solving strategy.<br>● Carry out the strategy.<br>● Check the answer.<br><br>Use various problem solving strategies such as logical reasoning and identifying patterns.<br><br>Use various teaching and learning strategies such as simulations, STEM approach and modular approach.</td><td>1</td><td>State the relationship between millilitre and centimetre, centimetre and metre, metre and kilometre, gram and kilogram, and millilitre and litre.</td></tr>
<tr><td>2</td><td>Explain units for length, mass and volume of liquid in measurement.</td></tr>
<tr><td>3</td><td>Justify answer and solve the number sentences involving measurement.</td></tr>
<tr><td>4</td><td>Solve daily routine problems involving measurement.</td></tr>
<tr><td>5</td><td>Solve daily routine problems involving measurement using various strategies.</td></tr>
<tr><td>6</td><td>Solve daily non-routine problems involving measurement creatively and innovatively.</td></tr>
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<tr><th colspan="2">WEEK: 31-32</th><th colspan="2">LEARNING AREA: MEASUREMENT AND GEOMETRY</th><th colspan="2">TOPIC 6.0 SPACE</th></tr>
<tr><th rowspan="2">CONTENT STANDARD</th><th rowspan="2">LEARNING STANDARD</th><th rowspan="2">REMARKS</th><th colspan="2">PERFORMANCE STANDARD</th></tr>
<tr><th>TP</th><th>DESCRIPTOR</th></tr>
<tr><td rowspan="2">6.1 Angles<br><br>6.2 Parallel lines and perpendicular lines</td><td rowspan="2">Pupils will be able to:<br>6.1.1 Recognise and name right angle, acute angle and obtuse angle in rectangle, square and triangle.<br><br>6.2.1 Recognize and name the parallel lines and perpendicular lines.<br>6.2.2 Draw parallel lines and perpendicular lines.</td><td rowspan="2">Notes:<br>Introduce scalene triangle, isosceles triangle, equilateral triangle and right angle triangle.<br><br>Suggested activity:<br>Determine the parallel lines and perpendicular lines from concrete materials (surrounding),<br><br>two- dimensional shapes and drawings.</td><td>1</td><td>● Recognise and name angles for rectangle, square and triangle.<br>● Identify parallel lines and perpendicular lines.</td></tr>
<tr><td>2</td><td>● State the characteristics of parallel lines and perpendicular lines.<br>● State the meaning of perimeter, area and volume using formula.</td></tr>
<tr><td></td><td></td><td></td><td>3</td><td>● Draw parallel lines and perpendicular lines.<br>● Calculate perimeter of polygons, area and volume.</td></tr>
<tr><td></td><td></td><td></td><td>4</td><td>Solve daily routine problems involving space.</td></tr>
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| 6.3 Perimeter and area | 6.3.1 Determine the perimeter of polygon up to eight sides.<br>6.3.2 Determine the area of square, rectangle, right angle triangle, equilateral triangle and isosceles triangle using square grids of 1 square unit and formula. | Suggested activity:<br>Carry out outdoor activities. | 5 | Solve daily routine problems involving space using various strategies. |
| | | | 6 | Solve daily non-routine problems involving space creatively and innovatively. |

| WEEK: 33 | LEARNING AREA: MEASUREMENT AND GEOMETRY | | TOPIC 6.0 SPACE | |
|---|---|---|---|---|
| CONTENT STANDARD | LEARNING STANDARD | REMARKS | PERFORMANCE STANDARD | |
| | | | TP | DESCRIPTOR |
| 6.4 Volume of a solid | 6.4.1 Determine the volume of cube and cuboid using 1 cubic unit cube and formula. | Suggested activity:<br>Construct cubes and cuboids of various sizes to estimate the volume of an object. | 1 | • Recognise and name angles for rectangle, square and triangle.<br>• Identify parallel lines and perpendicular lines. |
| | | | 2 | • State the characteristics of parallel lines and perpendicular lines.<br>• State the meaning of perimeter, area and volume using formula. |
| 6.5 Problem solving | 6.5.1 Solve problems involving space. | Suggested activity:<br>Use various problem solving strategies such as diagrams, models and actual objects. | 3 | • Draw parallel lines and perpendicular lines.<br>• Calculate perimeter of polygons, area and |

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| | | | | volume. |
| | | | 4 | Solve daily routine problems involving space. |
| | | | 5 | Solve daily routine problems involving space using various strategies. |
| | | | 6 | Solve daily non-routine problems involving space creatively and innovatively. |

| WEEK: 34-35 | LEARNING AREA: RELATIONSHIP AND ALGEBRA | TOPIC 7.0 COORDINATES, RATIO AND PROPORTION | | |
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| **CONTENT STANDARD** | **LEARNING STANDARD** | **REMARKS** | **PERFORMANCE STANDARD** | |
| | | | **TP** | **DESCRIPTOR** |
| 7.1 Coordinates in the first quadrant | Pupils will be able to:<br>7.1.1 Recognise *x*-axis, *y*-axis and origin (*O*).<br>7.1.2 Determine the coordinates of a point in the first quadrant and vice versa. | Notes:<br>Emphasise the notation in writing coordinates as (*x*, *y*) and coordinates of origin as (0, 0).<br><br>Suggested activity:<br>Use simulation strategy to name the object and determine the coordinates. | 1 | State:<br>● *x*-axis, *y*-axis and origin.<br>● Notation and meaning of unitary. |
| | | | 2 | Explain the steps to:<br>● Read the coordinates of a point and mark the point of the coordinates in the first quadrant.<br>● Determine the value based on the ratio given.<br>● Compare the value of one unit. |
| | | | 3 | ● Read the coordinates of a point and mark the point of the coordinates in the first quadrant.<br>● Determine a value based on the ratio given. |

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| 7.2 Ratio | 7.2.1 Represent the relationship between two quantities based on the ratio 1:1 up to 1:10, 1:100 and 1:1000. | Notes:<br>Emphasise the proper way of writing ratio.<br>Emphasise the concept of ratio involving daily situations(surrounding).<br><br>Suggested activity:<br>Use concrete materials to represent ratios. | | ● Find the value using unitary methods. |
| | | | 4 | Solve daily routine problems involving coordinates, ratio and unitary methods. |
| | | | 5 | Solve daily routine problems involving coordinates, ratio and unitary methods using various strategies. |
| | | | 6 | Solve daily non-routine problems involving coordinates, ratio and unitary methods creatively and innovatively. |

| WEEK: 35-36 | LEARNING AREA: RELATIONSHIP AND ALGEBRA | TOPIC 7.0 COORDINATES, RATIO AND PROPORTION | | |
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| **CONTENT STANDARD** | **LEARNING STANDARD** | **REMARKS** | **PERFORMANCE STANDARD** | |
| | | | **TP** | **DESCRIPTOR** |
| 7.3 Proportion | 7.3.1 Determine an unknown value using unitary method. | Notes:<br>Explain the meaning of proportion.<br><br>Suggested activity:<br>Use project-based learning. | 1 | State:<br>● *x*-axis, *y*-axis and origin.<br>● Notation and meaning of unitary. |
| | | | 2 | Explain the steps to:<br>● Read the coordinates of a point and mark the point of the coordinates in the first quadrant.<br>● Determine the value based on the ratio given.<br>● Compare the value of one unit. |

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| 7.4 Problem solving | 7.4.1 Solve problems involving coordinate, ratio and proportions in daily situations. | Suggested activity:<br>Use various problem solving strategies such as analogy, drawing diagrams, simulation and contextual learning. | 3 | • Read the coordinates of a point and mark the point of the coordinates in the first quadrant.<br>• Determine a value based on the ratio given.<br>• Find the value using unitary methods. |
| | | | 4 | Solve daily routine problems involving coordinates, ratio and unitary methods. |
| | | | 5 | Solve daily routine problems involving coordinates, ratio and unitary methods using various strategies. |
| | | | 6 | Solve daily non-routine problems involving coordinates, ratio and unitary methods creatively and innovatively. |
| **CUTI PENGGAL 3, SESI 2023/2024**<br><br>**(KUMPULAN A: 15.12.2023 - 01.01.2024, KUMPULAN B: 16.12.2023 - 01.01.2024)** | | | | |

| **WEEK: 37 - 39** | **LEARNING AREA: STATISTICS AND PROBABILITY** | | **TOPIC 8.0 DATA HANDLING** | |
|---|---|---|---|---|
| **CONTENT STANDARD** | **LEARNING STANDARD** | **REMARKS** | **PERFORMANCE STANDARD** | |
| | | | **TP** | **DESCRIPTOR** |

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| 8.1 Pictographs and bar charts | Pupils will be able to:<br>8.1.1 Construct pictographs and bar charts of ungrouped data.<br>8.1.2 Interpret the pictographs and bar charts constructed. | Notes:<br>Emphasise the correct way of constructing a bar chart.<br><br>Suggested activity:<br>Use various methods in constructing pictographs and bar charts including using software. | |
| 8.2 Problem solving | 8.2.1 Solve problems involving data handling in daily situations. | Suggested activities:<br>Use the following problem solving steps:<br>● Understand the problem.<br>● Plan a solving strategy.<br>● Carry out the strategy.<br>● Check the answer.<br><br>Use various problem solving strategies such as making a table/chart or listing systematically and drawing diagrams.<br><br>Use various teaching and learning strategies such as STEM approach and project-based learning. | |

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| 1 | Read information from pictographs and bar charts. |
| 2 | Explain the steps to construct pictographs and bar charts. |
| 3 | ● Construct pictographs and bar charts.<br>● Interpret data from pictographs and bar charts. |
| 4 | Solve daily routine problems involving pictographs and bar charts. |
| 5 | Solve daily routine problems involving pictographs and bar charts using various strategies. |
| 6 | Solve daily non-routine problems involving pictographs and bar charts creatively and innovatively. |

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| 41 | PENTAKSIRAN AKHIR TAHUN |
| 42 | PENGURUSAN AKHIR TAHUN |
| CUTI AKHIR PERSEKOLAHAN SESI 2023/ 2024<br>(KUMPULAN A: 09.02.2024 - 09.03.2024, KUMPULAN B: 10.02.2024 - 10.03.2024) | |