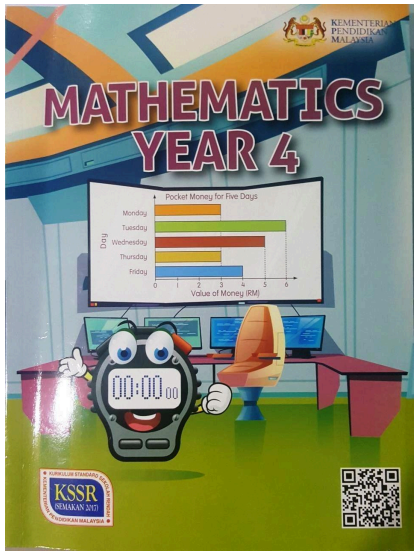

RANCANGAN PENGAJARAN TAHUNAN

MATHEMATIC

SCHOOL NAME:

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SCHOOL ADDRESS:

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TEACHER'S NAME:

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CLASS:

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S DLP YEAR 4

(SK)

2024/2025

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

			6	numbers, addition and subtraction up to 100 000 creatively and innovatively.

WEEK: 3-4	LEARNING AREA : NUMBERS AND OPERATIONS	TOPIC: 1.0 WHOLE NUMBERS AND BASIC OPERATIONS		
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. 1.2.2 Classify odd numbers and even numbers.	Suggested activities: ● Use thinking tools. ● Use ICT to identify odd numbers and even numbers.	1	State any number up to 100 000. 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: Use real objects and diagrams/ pictures.	2	Explain the value of numbers up to 100 000. 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: i. Identify the number that might represent a number which has been rounded off to the nearest ten thousands. ii. Rounding off activities can include money and measurements. Suggested activity: Use number lines.	3	Determine the value of numbers including estimating and rounding off numbers up to 100 000. Justify answers and solve number sentences involving basic operations and mixed operations. 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. 1.5.2 Complete various number patterns of number series in ascending and descending order by ones up to tens,	Notes: The number series can be up to six numbers. Suggested activity: 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.

	hundreds, thousands and ten thousands.		6	Solve daily non-routine problems involving whole numbers, addition and subtraction up to 100 000 creatively and innovatively.
MINGGU: 5	**CUTI PERAYAAN – HARI RAYA AIDILFITRI**			

WEEK: 6-7	**LEARNING AREA : NUMBERS AND OPERATIONS**	**TOPIC : 1.0 WHOLE NUMBERS AND BASIC OPERATIONS**		
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. 1.6.2 Solve subtraction number sentences involving two numbers within 100 000. 1.6.3 Solve subtraction number sentences involving two numbers from any one number within 100 000. 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. 1.6.5 Solve division number sentences involving any number within 100 000 by up to two-digit numbers, 100 and 1000.	Suggested activities: ● Addition involving numbers up to five digits. ● Use concrete models, diagrams/pictures, number lines and mental calculation to represent the calculation process.	1	State any number up to 100 000. Read number sentences involving basic operations and mixed operations.
			2	Explain the value of numbers up to 100 000. 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. Justify answers and solve number sentences involving basic operations and mixed operations. Justify answers and solve number sentences involving value of unknown in addition and subtraction.
1.7 Mixed operations	1.7.1 Solve mixed operations number sentences involving addition and subtraction within 100 000. 1.7.2 Solve mixed operations number sentences involving multiplication and division within 100 000.	Notes: Begin mixed operations of addition and subtraction without regrouping.	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.
			6	Solve daily non-routine problems involving whole numbers, addition and subtraction up to 100 000 creatively and innovatively.

WEEK: 8-9	LEARNING AREA : NUMBERS AND OPERATIONS		TOPIC: 1.0 WHOLE NUMBERS AND BASIC OPERATIONS	
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. 1.8.2 Determine the value of unknown in subtraction number sentences involving two numbers up to two digits with one unknown.	Notes: Unknown represented by letters. Begin with smaller numbers.	1	State any number up to 100 000. Read number sentences involving basic operations and mixed operations.
			2	Explain the value of numbers up to 100 000. 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. Justify answers and solve number sentences involving basic operations and mixed operations. Justify answers and solve number sentences involving value of unknown in addition and subtraction.

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. 1.9.2 Solve problems involving addition and subtraction with one unknown in daily situations.	Suggested activities: Use the following problem solving steps: ● Understand the problem. ● Plan a solving strategy. ● Carry out the strategy. ● Check the answer. Use various problem solving strategies such as drawing diagrams, identifying patterns and trying simpler cases. Use various teaching and learning strategies such as contextual learning and mastery learning.	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. 6 Solve daily non-routine problems involving whole numbers, addition and subtraction up to 100 000 creatively and innovatively.

WEEK: 10 - 11	LEARNING AREA : NUMBERS AND OPERATIONS	TOPIC 2.0 FRACTIONS, DECIMALS AND PERCENTAGES	
CONTENT STANDARD	LEARNING STANDARD	REMARKS	PERFORMANCE STANDARD TP / DESCRIPTOR
2.1 Fractions	Pupils will be able to: 2.1.1 Convert improper fractions to mixed numbers and vice versa. 2.1.2 Add up to three numbers involving proper fractions, whole numbers and mixed numbers.	Suggested activity: Use concrete objects, diagrams/pictures and software.	1 State improper fractions and mixed numbers.

	2.1.3 Subtraction of fractions: (i) Subtract any two numbers involving whole numbers, proper fractions and mixed numbers. (ii) Subtract any two numbers from one number involving whole numbers, proper fractions and mixed numbers. 2.1.4 Solve mixed operations of addition and subtraction involving whole numbers, proper fractions and mixed numbers. 2.1.5 Determine the value of proper fractions and mixed numbers of a quantity.	Notes: Denominator of the sum can be more than 10. Suggested activity: Use concrete objects, diagrams/pictures and software. Denominator of the difference can be more than10. Notes: Emphasise the concept 'of' in the context of fractions. Suggested activity: Use concrete objects, diagrams/pictures, number line and software.	2	Convert improper fractions to mixed numbers and vice versa.
			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.

CUTI PENGGAL 1, SESI 2024/2025

KUMPULAN A: 24.05.2024 - 02.06.2024, KUMPULAN B: 25.05.2024 - 02.06.2024

WEEK: 12 - 15	LEARNING AREA : NUMBERS AND OPERATIONS		TOPIC 2.0 FRACTIONS, DECIMALS AND PERCENTAGES	
CONTENT STANDARD	LEARNING STANDARD	REMARKS	PERFORMANCE STANDARD	
			TP	DESCRIPTOR

<table>
<tr>
<td>2.2 Decimals</td>
<td>2.2.1 Add up to three decimals up to three decimal places.
2.2.2 Subtract up to two decimals from one decimal up to three decimal places.
2.2.3 Multiply decimals by one-digit number, 10, 100 and 1000 with the product up to three decimal places.
2.2.4 Divide decimals by one-digit number, 10, 100 and 1000, and the quotient up to three decimal places.</td>
<td>Suggested activity:
Use concrete objects, diagrams/pictures, number lines and software.</td>
<td rowspan="3">
<table>
<tr><td>1</td><td>State improper fractions and mixed numbers.</td></tr>
<tr><td>2</td><td>Convert improper fractions to mixed numbers and vice versa.</td></tr>
<tr><td>3</td><td>Solve number sentences of mixed operations of addition and subtraction involving whole numbers, proper fractions and mixed numbers.</td></tr>
<tr><td>4</td><td>Solve routine problems involving fractions, decimals and percentages.</td></tr>
<tr><td>5</td><td>Solve routine problems involving fractions, decimals and percentages using various strategies.</td></tr>
<tr><td>6</td><td>Solve non-routine problems involving fractions, decimals and percentages creatively and innovatively.</td></tr>
</table>
</td>
</tr>
<tr>
<td>2.3 Percentages</td>
<td>2.3.1 Convert fractions to percentages and vice versa.
2.3.2 Calculate percentages of quantity of objects.</td>
<td>Notes:
Use various strategies.

Suggested activity: Use hundred grid.</td>
</tr>
<tr>
<td>2.4 Problem solving</td>
<td>2.4.1 Solve problems involving fractions, decimals and percentages.</td>
<td>Suggested activities:
Use the following problem solving steps:
● Understand the problem.
● Plan a solving strategy.
● Carry out the strategy.
● Check the answer.

Use various problem solving strategies such as drawing diagrams, making tables/charts or listing systematically.</td>
</tr>
</table>

<table>
<tr><th>WEEK: 16 - 17</th><th colspan="2">LEARNING AREA : NUMBERS AND OPERATIONS</th><th colspan="3">TOPIC : 3.0 MONEY</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">3.1 Basic operations involving money</td><td rowspan="2">Pupils will be able to:
3.1.1 Solve addition number sentences involving up to three values of money with the sum up to RM100 000.
3.1.2 Solve subtraction number sentences involving up to two values of money from one value of money within RM100 000.
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.
3.1.4 Solve division number sentences involving value of money within RM100 000 divided by up to two-digit numbers.</td><td rowspan="2">Suggested activities:
Use money model, pictures, number lines, software and mental calculation to represent calculation of money.

Use simulation strategy.</td><td>1</td><td>● Recognise currency of major countries in the world.
● State the value of RM1 in the current rate currency of other countries.</td></tr>
<tr><td>2</td><td>Explain the need to record savings and expenditure.</td></tr>
<tr><td rowspan="2">3.2 Mixed operations involving money</td><td rowspan="2">3.2.1 Solve number sentences of mixed operations involving addition and subtraction of money within RM100 000.
3.2.2 Solve number sentences of mixed operations
involving multiplication and division of money within RM100 000.</td><td rowspan="2">Suggested activity:
Use money model, pictures, number lines, software and mental calculation to represent calculation of mixed operations.</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>
<tr><td></td></tr>
<tr><td rowspan="2">3.3 Financial management</td><td rowspan="2">3.3.1 Plan daily, weekly and monthly budget to achieve short-term financial target.
3.3.2 Record savings and expenses to achieve financial target.
3.3.3 Explain the need for keeping records on savings and expenses.</td><td rowspan="2">Notes:
Explain various ways of saving money.
Use Savings and Expenditure Record Table.</td><td>4</td><td>Solve daily routine problems involving money.</td></tr>
<tr><td>5</td><td>Solve daily routine problems involving money using various strategies.</td></tr>
<tr><td></td><td></td><td></td><td>6</td><td>Solve daily non-routine problems involving money creatively and innovatively.</td></tr>
</table>

WEEK: 18 - 21	LEARNING AREA : NUMBERS AND OPERATIONS	TOPIC : 3.0 MONEY		
CONTENT STANDARD	**LEARNING STANDARD**	**REMARKS**	**PERFORMANCE STANDARD**	
			TP	**DESCRIPTOR**
3.4 Responsibility in making financial decisions	3.4.1 Explain effect of making financial decisions. 3.4.2 Make financial decisions based on priority of needs and wants. 3.4.3 Make financial decisions by analysing financial information obtained from various sources.	Notes: Characterise responsible pupils making responsible financial decisions.	1	● Recognise currency of major countries in the world. ● State the value of RM1 in the current rate currency of other countries.
3.5 Foreign currency	3.5.1 Recognise currency of main countries in the world. 3.5.2 State the value of RM1 in the current rate currency of other countries.	Notes: Foreign currency exchange rate equivalent to value of RM1 only.	2	Explain the need to record savings and expenditure.
3.6 Payment instruments	3.6.1 Recognise various payment instruments. 3.6.2 Explain the usage of various payment instruments in goods and service transactions.	Suggested activity: Introduce payment instruments such as cash, e-payment and cards.	3	Justify answers and solve number sentences of basic operations and mixed operations involving money.
3.7 Problem solving	3.7.1 Solve problems of basic operations and mixed operations within RM100 000 in daily life situations.	Suggested activities: Use the following problem solving steps: ● Understand the problem. ● Plan a solving strategy. ● Carry out the strategy. ● Check the answer. Use various problem solving strategies such as trying a simpler case and 'trial and error'. Use various teaching and learning strategies such as simulation,	4	Solve daily routine problems involving money.
			5	Solve daily routine problems involving money using various strategies.

		mastery learning, contextual learning and project-based learning.	6	Solve daily non-routine problems involving money creatively and innovatively.

WEEK: 22 - 23	LEARNING AREA: MEASUREMENT AND GEOMETRY		TOPIC : 4.0 TIME	
CONTENT STANDARD	**LEARNING STANDARD**	**REMARKS**	**PERFORMANCE STANDARD**	
			TP	**DESCRIPTOR**
4.1 12-hour system and 24-hour system	Pupils will be able to: 4.1.1 Know the relationship between 12-hour system and 24-hour system.	Notes: 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: 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. 4.4.2 Convert units of time involving: (i) hours and days, (ii) days and weeks, (iii) months and years, (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.

WEEK: 24 - 26	LEARNING AREA: MEASUREMENT AND GEOMETRY		TOPIC : 4.0 TIME	
CONTENT STANDARD	**LEARNING STANDARD**	**REMARKS**	**PERFORMANCE STANDARD**	
			TP	**DESCRIPTOR**
4.5 Basic operations involving time	4.5.1 Solve addition and subtraction number sentences up to three units of time: (i) hours and days, (ii) days and weeks, (iii) months and years, (iv) years, decades and centuries. 4.5.2 Solve multiplication and division number sentences involving units of time: (i) hours and days, (ii) days and weeks, (iii) months and years, (iv) years and decades,	Suggested activity: Use clock model, calendar, diagrams/pictures and time line.	1	State the relationship between units of time.
			2	Explain the steps of solving number sentences involving units of time.
			3	Justify answer and solve the number sentences involving time.

	(v) years and centuries up to two-digit number.		4	Solve daily routine problems involving time.
4.6 Problem solving	4.6.1 Solve problems involving time in daily situations.	Suggested activities: Use the following problem solving steps: ● Understand the problem. ● Plan a solving strategy. ● Carry out the strategy. ● Check the answer. Use various problem solving strategies such as trying a simpler case, drawing diagrams or working backwards. Use various teaching and learning strategies such as simulations and modular approaches.	5	Solve daily routine problems involving time using various strategies.
			6	Solve daily non-routine problems involving time creatively and innovatively.

CUTI PENGGAL 2, SESI 2024/2025

KUMPULAN A: 13.09.2024 - 21.09.2024, KUMPULAN B: 14.09.2024 - 22.09.2024

WEEK: 26 - 28	LEARNING AREA: MEASUREMENT AND GEOMETRY		TOPIC 5.0 MEASUREMENT	
CONTENT STANDARD	LEARNING STANDARD	REMARKS	PERFORMANCE STANDARD	
			TP	DESCRIPTOR

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

<table>
<tr><th>WEEK: 29 - 30</th><th colspan="2">LEARNING AREA: MEASUREMENT AND GEOMETRY</th><th colspan="3">TOPIC 5.0 MEASUREMENT</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">5.2 Mass</td><td rowspan="2" colspan="2">5.2.1 Solve mixed operations number sentences of addition and subtraction of mass involving gram and kilogram.
5.2.2 Solve mixed operations number sentences of multiplication and division of mass involving gram and kilogram.</td><td rowspan="2">Notes:
Introduce units of mass in metric system of measurements:
● milligram (mg)
● tonne (t)
Introduce units of mass in the imperial system of measurements:
● pound (lb)
● ounce (oz)
Introduce other units of mass:
● tael
● catty</td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td rowspan="2">5.3 Volume of liquid</td><td rowspan="2" colspan="2">5.3.1 Solve mixed operations number sentences of addition and subtraction of volume of liquid involving millilitre and litre.
5.3.2 Solve mixed operations number sentences of multiplication and division of volume of liquid involving millilitre and litre.</td><td rowspan="2">Notes:
Introduce units of volume of liquid in the imperial system of measurements:
● gallon (gal)
● quartz (qt)
● pint (pt)</td></tr>
<tr><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>
</table>

<table>
<tr><th>WEEK: 31</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="6">5.4 Problem solving</td><td rowspan="6">5.4.1 Solve problems involving measurement in daily situations.</td><td rowspan="6">Suggested activities:
Use the following problem solving steps:
● Understand the problem.
● Plan a solving strategy.
● Carry out the strategy.
● Check the answer.

Use various problem solving strategies such as logical reasoning and identifying patterns.

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></td><td></td></tr>
</table>

			6	Solve daily non-routine problems involving measurement creatively and innovatively.

WEEK: 32-34	LEARNING AREA: MEASUREMENT AND GEOMETRY		TOPIC 6.0 SPACE	
CONTENT STANDARD	LEARNING STANDARD	REMARKS	PERFORMANCE STANDARD	
			TP	DESCRIPTOR
6.1 Angles	Pupils will be able to: 6.1.1 Recognise and name right angle, acute angle and obtuse angle in rectangle, square and triangle.	Notes: Introduce scalene triangle, isosceles triangle, equilateral triangle and right angle triangle.	1	● Recognise and name angles for rectangle, square and triangle. ● Identify parallel lines and perpendicular lines.
6.2 Parallel lines and perpendicular lines	6.2.1 Recognize and name the parallel lines and perpendicular lines. 6.2.2 Draw parallel lines and perpendicular lines.	Suggested activity: Determine the parallel lines and perpendicular lines from concrete materials (surrounding), two- dimensional shapes and drawings.	2	● State the characteristics of parallel lines and perpendicular lines. ● State the meaning of perimeter, area and volume using formula.
			3	● Draw parallel lines and perpendicular lines. ● Calculate perimeter of polygons, area and volume.

6.3 Perimeter and area	6.3.1 Determine the perimeter of polygon up to eight sides. 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: Carry out outdoor activities.	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: 35-36	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: Construct cubes and cuboids of various sizes to estimate the volume of an object.	1	● Recognise and name angles for rectangle, square and triangle. ● Identify parallel lines and perpendicular lines.
			2	● State the characteristics of parallel lines and perpendicular lines. ● State the meaning of perimeter, area and volume using formula.

6.5 Problem solving	6.5.1 Solve problems involving space.	Suggested activity: Use various problem solving strategies such as diagrams, models and actual objects.	3	• Draw parallel lines and perpendicular lines. • Calculate perimeter of polygons, area and 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: 37	LEARNING AREA: RELATIONSHIP AND ALGEBRA		TOPIC 7.0 COORDINATES, RATIO AND PROPORTION	
CONTENT STANDARD	LEARNING STANDARD	REMARKS	PERFORMANCE STANDARD	
			TP	DESCRIPTOR

<table>
<tr>
<td>7.1 Coordinates in the first quadrant</td>
<td>Pupils will be able to:
7.1.1 Recognise x-axis, y-axis and origin (O).
7.1.2 Determine the coordinates of a point in the first quadrant and vice versa.</td>
<td>Notes:
Emphasise the notation in writing coordinates as (x, y) and coordinates of origin as (0, 0).

Suggested activity:
Use simulation strategy to name the object and determine the coordinates.</td>
<td>
<table>
<tr><td>1</td><td>State:
● x-axis, y-axis and origin.
● Notation and meaning of unitary.</td></tr>
<tr><td>2</td><td>Explain the steps to:
● Read the coordinates of a point and mark the point of the coordinates in the first quadrant.
● Determine the value based on the ratio given.
● Compare the value of one unit.</td></tr>
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<tr>
<td>7.2 Ratio</td>
<td>7.2.1 Represent the relationship between two quantities based on the ratio 1:1 up to 1:10, 1:100 and 1:1000.</td>
<td>Notes:
Emphasise the proper way of writing ratio.
Emphasise the concept of ratio involving daily situations(surrounding).

Suggested activity:
Use concrete materials to represent ratios.</td>
<td>
<table>
<tr><td>3</td><td>● Read the coordinates of a point and mark the point of the coordinates in the first quadrant.
● Determine a value based on the ratio given.
● Find the value using unitary methods.</td></tr>
<tr><td>4</td><td>Solve daily routine problems involving coordinates, ratio and unitary methods.</td></tr>
<tr><td>5</td><td>Solve daily routine problems involving coordinates, ratio and unitary methods using various strategies.</td></tr>
<tr><td>6</td><td>Solve daily non-routine problems involving coordinates, ratio and unitary methods creatively and innovatively.</td></tr>
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<table>
<tr><th>WEEK: 38</th><th colspan="2">LEARNING AREA: RELATIONSHIP AND ALGEBRA</th><th colspan="3">TOPIC 7.0 COORDINATES, RATIO AND PROPORTION</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">7.3 Proportion</td><td rowspan="2">7.3.1 Determine an unknown value using unitary method.</td><td rowspan="2">Notes:
Explain the meaning of proportion.

Suggested activity:
Use project-based learning.</td><td>1</td><td>State:
● x-axis, y-axis and origin.
● Notation and meaning of unitary.</td></tr>
<tr><td>2</td><td>Explain the steps to:
● Read the coordinates of a point and mark the point of the coordinates in the first quadrant.
● Determine the value based on the ratio given.
● Compare the value of one unit.</td></tr>
<tr><td rowspan="6">7.4 Problem solving</td><td rowspan="6">7.4.1 Solve problems involving coordinate, ratio and proportions in daily situations.</td><td rowspan="6">Suggested activity:
Use various problem solving strategies such as analogy, drawing diagrams, simulation and contextual learning.</td><td>3</td><td>● Read the coordinates of a point and mark the point of the coordinates in the first quadrant.
● Determine a value based on the ratio given.
● Find the value using unitary methods.</td></tr>
<tr><td>4</td><td>Solve daily routine problems involving coordinates, ratio and unitary methods.</td></tr>
<tr><td>5</td><td>Solve daily routine problems involving coordinates, ratio and unitary methods using various strategies.</td></tr>
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</table>

<table>
<tr><td>WEEK: 39</td><td colspan="2">LEARNING AREA: STATISTICS AND PROBABILITY</td><td colspan="2">TOPIC 8.0 DATA HANDLING</td></tr>
<tr><td rowspan="2">CONTENT STANDARD</td><td rowspan="2">LEARNING STANDARD</td><td rowspan="2">REMARKS</td><td colspan="2">PERFORMANCE STANDARD</td></tr>
<tr><td>TP</td><td>DESCRIPTOR</td></tr>
<tr><td rowspan="6">8.1 Pictographs and bar charts</td><td rowspan="6">Pupils will be able to:
8.1.1 Construct pictographs and bar charts of ungrouped data.
8.1.2 Interpret the pictographs and bar charts constructed.</td><td rowspan="6">Notes:
Emphasise the correct way of constructing a bar chart.

Suggested activity:
Use various methods in constructing pictographs and bar charts including using software.</td><td>1</td><td>Read information from pictographs and bar charts.</td></tr>
<tr><td>2</td><td>Explain the steps to construct pictographs and bar charts.</td></tr>
<tr><td>3</td><td>● Construct pictographs and bar charts.
● Interpret data from pictographs and bar charts.</td></tr>
<tr><td>4</td><td>Solve daily routine problems involving pictographs and bar charts.</td></tr>
<tr><td>5</td><td>Solve daily routine problems involving pictographs and bar charts using various strategies.</td></tr>
</table>

8.2 Problem solving	8.2.1 Solve problems involving data handling in daily situations.	Suggested activities: Use the following problem solving steps: ● Understand the problem. ● Plan a solving strategy. ● Carry out the strategy. ● Check the answer. Use various problem solving strategies such as making a table/chart or listing systematically and drawing diagrams. Use various teaching and learning strategies such as STEM approach and project-based learning.	6	Solve daily non-routine problems involving pictographs and bar charts creatively and innovatively.

CUTI PENGGAL 3, SESI 2024/2025 **KUMPULAN A: 20.12.2024 -28.12.2024, KUMPULAN B: 21.12.2024 -29.12.2024**	
40	**PENTAKSIRAN AKHIR TAHUN**
41-42	**PENGURUSAN AKHIR TAHUN**
CUTI AKHIR PERSEKOLAHAN SESI 2024/2025 **KUMPULAN A: 17.01.2025 - 15.02.2025, KUMPULAN B: 18.01.2025 - 16.02.2025**	