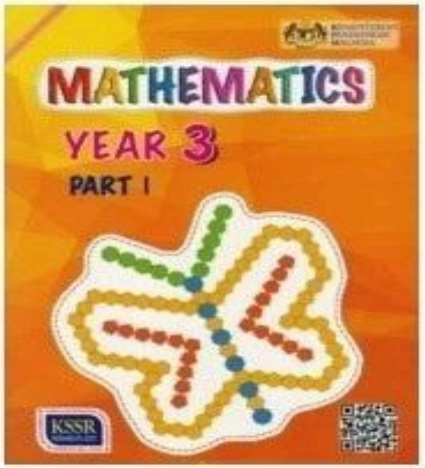
KEMENTERIAN PENDIDIKAN MALAYSIA

RANCANGAN PENGAJARAN TAHUNAN

2022/2023



MATHEMATICS (DLP)
YEAR THREE

SCHOOL BAGDE

SCHOOL NAME : .....

SCHOOL ADDRESS : .....

TEACHER'S NAME : .....

<table>
<tr><td>WEEK: 1-2</td><td colspan="2">LEARNING AREA:
NUMBERS AND OPERATIONS</td><td colspan="3">TOPIC
1.0 WHOLE NUMBERS UP TO 10 000</td></tr>
<tr><td>CONTENT STANDARD</td><td>LEARNING STANDARD</td><td>NOTES</td><td colspan="2">PERFORMANCE STANDARD</td></tr>
<tr><td></td><td></td><td></td><td>PL</td><td>DESCRIPTOR</td></tr>
<tr><td rowspan="3">1.1 Number value.</td><td rowspan="3">Pupils will be able to:
1.1.1 Name the value of numbers up to 10 000:
(i) Read any given number in words.
(ii) Say any given number in numerals.
(iii) Match the numerals with the words.

1.1.2 Determine the value of numbers up to 10 000:
(i) Show the quantity of given numbers.
(ii) Match groups of objects with numbers.
(iii) Compare the value of two numbers.
(iv) Arrange groups of objects in ascending and descending order.</td><td rowspan="3">Notes:
Say the number correctly. 4 513 is read as ‘four thousand five hundred and thirteen’ and not ‘four five one three’.

Suggested activities:

Use representation of objects, pictures, number lines and abacus 4:1.</td><td>1</td><td>State any number up to 10 000.</td></tr>
<tr><td>2</td><td>Explain the value of numbers up to 10 000.</td></tr>
<tr><td>3</td><td>● Determine the values and arrange the numbers in order.
● Estimate and round off any numbers.
● Complete number sequences and number patterns.</td></tr>
<tr><td>1.2 Write numbers.</td><td>1.2.1 Write numbers in numerals and words.</td><td>Suggested activities:
Expose to various forms of numbers.</td><td>4</td><td>Solve daily routine problems involving any numbers up to 10 000.</td></tr>
<tr><td>1.3 Number sequence.</td><td>1.3.1 Count in ones up to tens, hundreds and thousands in ascending and descending order.

1.3.2 Complete any number sequence in ascending and descending order.</td><td>Suggested activities:
Use various objects, pictures, number lines and abacus 4:1.</td><td>5</td><td>Solve daily routine problems involving any numbers up to 10 000 using various strategies.</td></tr>
<tr><td></td><td></td><td></td><td>6</td><td>Solve daily non-routine problems involving any numbers up to 10 000 creatively and innovatively.</td></tr>
</table>

<table>
<tr><td>WEEK: 3-4</td><td colspan="2">LEARNING AREA:
NUMBERS AND OPERATIONS</td><td colspan="3">TOPIC
1.0 WHOLE NUMBERS UP TO 10 000</td></tr>
<tr><td>CONTENT STANDARD</td><td colspan="2">LEARNING STANDARD</td><td>NOTES</td><td colspan="2">PERFORMANCE STANDARD</td></tr>
<tr><td rowspan="3">1.4 Place value.</td><td rowspan="3">1.4.1 State the place value and digit value of any number.
1.4.2 Partition any number according to the place value and digit value.</td><td rowspan="3">Suggested activities:
Use various representations and abacus 4:1 to represent the place value and the digit value.</td><td>PL</td><td>DESCRIPTOR</td></tr>
<tr><td>1</td><td>State any number up to 10 000.</td></tr>
<tr><td>2</td><td>Explain the value of numbers up to 10 000.</td></tr>
<tr><td>1.5 Estimate.</td><td>1.5.1 Give reasonable estimation for the quantity using the words “more or less”, “less than” and “more than” based on the reference set.</td><td>Notes:
Estimation must be proven by determining the actual quantity.</td><td rowspan="3">3</td><td rowspan="3">● Determine the values and arrange the numbers in order.
● Estimate and round off any numbers.
● Complete number sequences and number patterns.</td></tr>
<tr><td>1.6 Round off numbers.</td><td>1.6.1 Round off whole numbers up to the nearest thousand.</td><td>Suggested activities:
Round off can be done using number lines.</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>4</td><td>Solve daily routine problems involving any numbers up to 10 000.</td></tr>
<tr><td></td><td></td><td></td><td>5</td><td>Solve daily routine problems involving any numbers up to 10 000 using various strategies.</td></tr>
</table>

			6	Solve daily non-routine problems involving any numbers up to 10 000 creatively and innovatively.

WEEK: 5	LEARNING AREA: NUMBERS AND OPERATIONS	TOPIC 1.0 WHOLE NUMBERS UP TO 10 000		
CONTENT STANDARD	**LEARNING STANDARD**	**NOTES**	**PERFORMANCE STANDARD**	
			PL	**DESCRIPTOR**
1.7 Number patterns.	1.7.1 Identify number patterns of the given number series in ascending and descending order in ones up to tens, hundreds and thousands. 1.7.2 Complete various number patterns of a given number series in ascending and descending order in ones up to tens, hundreds and thousands.	Notes: Number series can be up to six numbers.	1	State any number up to 10 000.
			2	Explain the value of numbers up to 10 000.
			3	• Determine the values and arrange the numbers in order. • Estimate and round off any numbers. • Complete number sequences and number patterns.
			4	Solve daily routine problems involving any numbers up to

1.8 Problem solving.	1.8.1 Solve problems involving whole numbers up to 10 000 in daily situations.	Suggested activities: Use the following problem solving steps: ● Understand and interpret the problem. ● Plan a solving strategy. ● Carry out the strategy. ● Check the answer. Use various problem solving strategies such as identifying the pattern, making tables and working backwards. Use various teaching and learning strategies such as STEM approaches and mastery learning.		10 000.
			5	Solve daily routine problems involving any numbers up to 10 000 using various strategies.
			6	Solve daily non-routine problems involving any numbers up to 10 000 creatively and innovatively.

WEEK: 6-11	**LEARNING AREA:** **NUMBERS AND OPERATIONS**	**TOPIC** **2.0 BASIC OPERATIONS**		
CONTENT STANDARD	**LEARNING STANDARD**	**NOTES**	**PERFORMANCE STANDARD**	
			PL	**DESCRIPTOR**
2.1 Addition within 10 000.	Pupils will be able to: 2.1.1 Solve the number sentences involving addition of two numbers with the sum within 10 000. 2.1.2 Solve the number sentences involving addition of three numbers with the sum within 10 000.	Suggested activities: Use objects, pictures, number lines, abacus 4:1 and mental calculation to represent addition.		
			1	Read number sentences involving basic operations and mixed operations of addition and subtraction.
			2	Explain the procedures involving basic operations and mixed operations of addition and subtraction.

2.2 Subtraction within 10 000.	2.2.1 Solve the number sentences involving subtraction of two numbers within 10 000. 2.2.2 Solve the number sentences involving subtraction of two numbers from any one number within 10 000.	Suggested activities: Use objects, pictures, number lines, abacus 4:1 and mental calculation to represent subtraction.	3	Determine a reasonable answer and solve number sentences involving basic operations and mixed operations of addition and subtraction.
2.3 Multiplication within 10 000.	2.3.1 Solve the number sentences involving multiplication of any numbers up to four digits by a one-digit number, 10, 100 and 1000 with the product up to 10 000.	Suggested activities: Use objects, pictures, number lines, abacus 4:1 and mental calculation to represent multiplication.	4	Solve daily routine problems involving basic operations and mixed operations of addition and subtraction.
2.4 Division within 10 000.	2.4.1 Solve the number sentences involving division of any numbers within 10 000 with a one-digit number, 10, 100 and 1000.	Use objects, pictures, number lines, abacus 4:1 and mental calculation to represent division.	5	Solve daily routine problems involving basic operations and mixed operations of addition and subtraction using various strategies.
			6	Solve daily non-routine problems involving basic operations and mixed operations of addition and subtraction creatively and innovatively.

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

WEEK: 12-13	LEARNING AREA: NUMBERS AND OPERATIONS	TOPIC 2.0 BASIC OPERATIONS		
CONTENT STANDARD	LEARNING STANDARD	NOTES	PERFORMANCE STANDARD PL	 DESCRIPTOR

2.5 Mixed operations involving addition and subtraction	2.5.1 Solve the number sentences of mixed operations involving addition and subtraction within 10 000.	Notes: Introduce mixed operations involving addition and subtraction without regrouping.	1	Read number sentences involving basic operations and mixed operations of addition and subtraction.
2.6 Using unknown.	2.6.1 Identify the unknown involving basic operations in number sentences. 2.6.2 Represent daily situations involving basic operations and one unknown in the number sentences.	Notes: Only one operation in one number sentence.	2	Explain the procedures involving basic operations and mixed operations of addition and subtraction.
			3	Determine a reasonable answer and solve number sentences involving basic operations and mixed operations of addition and subtraction.
2.7 Problem solving.	2.7.1 Create stories based on the number sentences involving two numbers for basic operations within 10 000. 2.7.2 Create stories based on the number sentences involving mixed operations of addition and subtraction within 10 000. 2.7.3 Solve problems of basic operations and mixed operations involving addition and subtraction within 10 000 in daily situations.	Suggested activities: Use the following problem solving steps: ● Understand and interpret the problem. ● Plan a solving strategy. ● Carry out the strategy. ● Check the answer. Use various problem-solving strategies to solve the problems 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 basic operations and mixed operations of addition and subtraction.
			5	Solve daily routine problems involving basic operations and mixed operations of addition and subtraction using various strategies.
			6	Solve daily non-routine problems involving basic operations and mixed operations of addition and subtraction creatively and innovatively.

<table>
<tr><td>WEEK: 14-16</td><td colspan="2">LEARNING AREA:
NUMBERS AND OPERATIONS</td><td colspan="3">TOPIC
3.0 FRACTIONS, DECIMALS AND PERCENTAGES</td></tr>
<tr><td>CONTENT STANDARD</td><td colspan="2">LEARNING STANDARD</td><td>NOTES</td><td colspan="2">PERFORMANCE STANDARD</td></tr>
<tr><td rowspan="2"></td><td colspan="2"></td><td></td><td>PL</td><td>DESCRIPTOR</td></tr>
<tr><td>3.1 Fractions.</td><td>Pupils will be able to:
3.1.1 Identify the proper fractions as part of one whole.
3.1.2 State equivalent fractions for proper fractions involving denominators up to 10.
3.1.3 Convert proper fractions to the simplest form involving denominators up to 10.
3.1.4 State the fractions of hundredths.
3.1.5 Add two proper fractions involving:
(i) Same denominators,
(ii) Denominator of 2 with denominators of 4, 6, 8 and 10,
(iii) Denominator of 3 with denominators of 6 and 9,
(iv) Denominator of 5 with denominator of 10,
(v) Denominator of 4 with denominator of 8 and the sum involving proper fractions.
3.1.6 Subtract two proper fractions involving:
(i) Same denominators,
(ii) Denominator of 2 with denominators of 4, 6, 8 and 10,
(iii) Denominator of 3 with denominators of 6 and 9,
(iv) Denominator of 5 with denominator of 10,
(v) Denominator of 4 with denominator of 8.</td><td>Suggested activities:
Use concrete materials, pictures and software.

Notes:
Fractions of hundredths mean fractions with the denominator of 100.

Suggested activities:
Use concrete materials, diagrams and software.</td><td>1
2
3
4
5</td><td>State proper fractions, improper fractions, mixed numbers, decimals and percentages.
Explain proper fractions, improper fractions, mixed numbers, decimals and percentages.
● Compare the value of two decimal numbers.
● Add and subtract proper fractions.
● Add and subtract decimals.
● Determine a reasonable answer involving addition and subtraction for fractions and decimal numbers.
Solve daily routine problems involving fractions, decimals and percentages.
Solve daily routine problems involving fractions, decimals and percentages using various strategies.</td></tr>
</table>

	3.1.7 Identify improper fractions and mixed numbers involving denominators up to 10.		6	Solve non-daily routine problems involving fractions, decimals and percentages creatively and innovatively.

WEEK: 17-19	LEARNING AREA: NUMBERS AND OPERATIONS	TOPIC 3.0 FRACTIONS, DECIMALS AND PERCENTAGES		
CONTENT STANDARD	**LEARNING STANDARD**	**NOTES**	**PERFORMANCE STANDARD**	
			PL	**DESCRIPTOR**
3.2 Decimals.	3.2.1 State zero point zero one up to zero point nine nine in numerals and words. 3.2.2 Represent the decimals with hundred square grid and vice versa. 3.2.3 Compare the values of two decimal numbers up to two decimal places using hundred square grid and number lines. 3.2.4 Add two decimal numbers up to two decimal places with the sum up to zero point nine nine. 3.2.5 Subtract two decimal numbers up to two decimal places within zero point nine nine.	Suggested activities: Use diagrams, number lines and software.	1	State proper fractions, improper fractions, mixed numbers, decimals and percentages.
			2	Explain proper fractions, improper fractions, mixed numbers, decimals and percentages.
			3	• Compare the value of two decimal numbers. • Add and subtract proper fractions. • Add and subtract decimals. • Determine a reasonable answer involving addition and subtraction for fractions and decimal numbers.
			4	Solve daily routine problems involving fractions, decimals and percentages.

3.3 Percentages.	3.3.1 Name and say percentages. 3.3.2 Recognise the symbol of percentage. 3.3.3 Represent percentages in hundred square grid and vice versa. 3.3.4 Write one percent up to one hundred percent.	Notes: Introduce the percentage symbol as "%".	5	Solve daily routine problems involving fractions, decimals and percentages using various strategies.
			6	Solve non-daily routine problems involving fractions, decimals and percentages creatively and innovatively.

WEEK: 20-21	**LEARNING AREA:** **NUMBERS AND OPERATIONS**	**TOPIC** **3.0 FRACTIONS, DECIMALS AND PERCENTAGES**		
CONTENT STANDARD	**LEARNING STANDARD**	**NOTES**	**PERFORMANCE STANDARD**	
			PL	**DESCRIPTOR**
3.4 Relationship between fractions, decimals and percentages.	3.4.1 Represent the fractions of hundredths in decimals and vice versa. 3.4.2 Represent the fractions of hundredths in percentages and vice versa. 3.4.3 Represent the percentages in decimals and vice versa.	Notes: Decimals involving 0.01 up to 0.99. Suggested activities: Use concrete materials, diagrams and software.	1	State proper fractions, improper fractions, mixed numbers, decimals and percentages.
			2	Explain proper fractions, improper fractions, mixed numbers, decimals and percentages.
			3	• Compare the value of two decimal numbers. • Add and subtract proper fractions. • Add and subtract decimals. • Determine a reasonable answer involving addition

3.5 Problem solving.	3.5.1 Create stories based on number sentences involving fractions, decimals and percentages. 3.5.2 Solve problems involving fractions, decimals and percentages.	Suggested activities: Use the following problem solving steps: ● Understand and interpret the problem. ● Plan a solving strategy. ● Carry out the strategy. ● Check the answer. Use various problem-solving strategies to solve the problems such as drawing diagrams, making tables/charts or lists systematically. Use various teaching and learning strategies such as simulation, STEM approaches and problem based learning.	and subtraction for fractions and decimal numbers. 4 Solve daily routine problems involving fractions, decimals and percentages. 5 Solve daily routine problems involving fractions, decimals and percentages using various strategies. 6 Solve non-daily routine problems involving fractions, decimals and percentages creatively and innovatively.

WEEK: 21-22	LEARNING AREA: NUMBERS AND OPERATIONS	TOPIC 4.0 MONEY	
CONTENT STANDARD	**LEARNING STANDARD**	**NOTES**	**PERFORMANCE STANDARD** **PL** / **DESCRIPTOR**
4.1 Addition of money.	Pupils will be able to: 4.1.1 Solve the number sentences involving addition of two values of money and the summing up to RM10 000. 4.1.2 Solve the number sentences involving addition of three values of money and the summing up to	Suggested activities: Use objects, pictures, number lines and abacus 4:1, software and mental calculations to represent the addition of money. Use simulation as a teaching and learning strategy.	1 ● Know the ASEAN countries' currencies. ● State the value of RM1 in the current rates of other countries currencies.

	RM10 000.			
4.2 Subtraction of money.	4.2.1 Solve the number sentences involving subtraction of two values of money within RM10 000. 4.2.2 Solve the number sentences involving subtraction of two values of money from a value within RM10 000.	Suggested activities: Use objects, pictures, number lines and abacus 4:1, software and mental calculations to represent the subtraction of money. Use simulation as a teaching and learning strategy.	2	Explain savings and investments to fulfill the needs and wants in future.
			3	Determine the reasonable answer and solve number sentence of basic operations and mixed operations involving money.
4.3 Mixed operations involving addition and subtraction of money.	4.3.1 Solve the number sentences of mixed operations involving addition and subtraction of money within RM10 000.	Suggested activities: Use objects, pictures, number lines and abacus 4:1, software and mental calculations to represent the mixed operations involving addition and subtraction of money. Use simulation as a teaching and learning strategy.	4	Solve daily routine problems involving money.
			5	Solve daily routine problems involving money using various strategies.
			6	Solve daily non-routine problems involving money creatively and innovatively.

WEEK: 22-23	LEARNING AREA: NUMBERS AND OPERATIONS	TOPIC 4.0 MONEY		
CONTENT STANDARD	LEARNING STANDARD	NOTES	PERFORMANCE STANDARD	
			PL	DESCRIPTOR

4.4 Multiplication of money.	4.4.1 Solve the number sentences involving multiplication of money by a one-digit number, 10, 100 and 1000 and the product up to RM10 000.	Suggested activities: Use objects, pictures, number lines and abacus 4:1, software and mental calculations to represent the multiplication of money. Use simulation as a teaching and learning strategy.	1	• Know the ASEAN countries' currencies. • State the value of RM1 in the current rates of other countries currencies.
			2	Explain savings and investments to fulfill the needs and wants in future.
4.5 Division of money.	4.5.1 Solve the number sentences involving division of money within RM10 000 with a one-digit number, 10, 100 and 1000.	Suggested activities: Use objects, pictures, number lines and abacus 4:1, software and mental calculations to represent the division of money. Use simulation as a teaching and learning strategy.	3	Determine the reasonable answer and solve number sentence of basic operations and mixed operations involving money.
4.6 Foreign currencies.	4.6.1 Recognise currencies of ASEAN countries. 4.6.2 State the equivalent value of RM1 in the current rates of other countries' currencies.	Notes: Introduce other countries' currencies.	4	Solve daily routine problems involving money.
			5	Solve daily routine problems involving money using various strategies.
			6	Solve daily non-routine problems involving money creatively and innovatively.

CUTI PENGGAL 2, SESI 2022/2023

(KUMPULAN A: 02.09.2022 - 10.09.2022, KUMPULAN B: 03.09.2022 - 11.09.2022)

WEEK: 24-25	LEARNING AREA: NUMBERS AND OPERATIONS	TOPIC 4.0 MONEY		
CONTENT STANDARD	LEARNING STANDARD	NOTES	PERFORMANCE STANDARD	
			PL	DESCRIPTOR
4.7 Savings and investments.	4.7.1 Explain needs and wants as a basis for saving and expenditure/spending. 4.7.2 Explain the needs for savings and investments.	Notes:Needs are goods and services that are required for survival. Wants are goods, activities or services that we desire to upgrade the quality of life and enjoyment in life. Investments are owned assets for the purpose of producing or generating income or capital gains for its owner. The term 'donation' could be introduced as a financial contribution and material assistance for the needy.	1	• Know the ASEAN countries' currencies. • State the value of RM1 in the current rates of other countries currencies.
			2	Explain savings and investments to fulfill the needs and wants in future.
4.8 Problem solving.	4.8.1 Create stories based on number sentences involving addition, subtraction, multiplication and division of money. 4.8.2 Solve the problems of basic operations and mixed operations involving addition and subtraction within RM10 000 in daily life situations.	Suggested activities: Use the following problem solving steps: • Understand and interpret the problem. • Plan a solving strategy. • Carry out the strategy. • Check the answer. Use various problem solving strategies such as trying simpler case and 'trial and error'. Use various teaching and learning strategies such as simulation, mastery learning, contextual learning and project based learning.	3	Determine the reasonable answer and solve number sentence of basic operations and mixed operations involving money.
			4	Solve daily routine problems involving money.
			5	Solve daily routine problems involving money using various strategies.

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

WEEK: 26-27	LEARNING AREA: MEASUREMENT AND GEOMETRY	TOPIC 5.0 TIME		
CONTENT STANDARD	**LEARNING STANDARD**	**NOTES**	**PERFORMANCE STANDARD**	
			PL	**DESCRIPTOR**
5.1 Time in hours and minutes.	Pupils will be able to: 5.1.1 Read and get the information from the schedule of any activity. 5.1.2 Read and record the time before, during and after any activity.	Notes:Class time table, travelling schedule, television programmes and other activities. Suggested activities: Use the information or situation of pupils' daily activities.	1	Read the time before, during and after any activity and read the calendar.
			2	Explain the information from the schedule of any activity.
5.2 Relationship in time.	5.2.1 State the relationship between weeks and days, years and months and minutes and seconds. 5.2.2 Convert time based on hours and minutes and minutes and seconds.	Suggested activities: May use the calendar to state the relationship between weeks and days and years and months. May use the digital clock.	3	Record the activities obtain information from the schedule and calendar and solve the number sentences involving time.
5.3 Calendar.	5.3.1 Read and get the information from the calendar.	Note:Suitable calendars can be used.	4	Solve daily routine problems involving time.

5.4 Addition of time.	5.4.1 Solve the number sentences involving addition up to three units of time: (i) Hours and hours, (ii) Minutes and minutes, (iii) Seconds and seconds, (iv) Hours and minutes with hours and minutes, (v) Minutes and seconds with minutes and seconds.	Suggested activities: Use various objects, pictures, number lines and abacus 4:1.	5	Solve daily routine problems involving time using various strategies.
			6	Solve daily non-routine problems involving time creatively and innovatively.

WEEK: 28	LEARNING AREA: MEASUREMENT AND GEOMETRY	TOPIC 5.0 TIME		
CONTENT STANDARD	**LEARNING STANDARD**	**NOTES**	**PERFORMANCE STANDARD**	
			PL	**DESCRIPTOR**
5.5 Subtraction of time.	5.5.1 Solve the number sentences of subtraction up to three units of time: (i) hours and hours, (ii) minutes and minutes, (iii) seconds and seconds, (iv) hours and minutes with hours and minutes, (v) minutes and seconds with minutes and seconds.	Suggested activities: Use various objects, pictures, number line and abacus 4:1.	1	Read the time before, during and after any activity and read the calendar.
			2	Explain the information from the schedule of any activity.

5.6 Mixed operations involving addition and subtraction of time.	5.6.1 Solve the number sentences of mixed operations involving addition and subtraction of units of time: (i) hours and hours, (ii) minutes and minutes, (iii) seconds and seconds, (iv) hours and minutes with hours and minutes, (v) minutes and seconds with minutes and seconds.	Suggested activities: Use various objects, pictures, number line and abacus 4:1.	3	Record the activities obtain information from the schedule and calendar and solve the number sentences involving time.
			4	Solve daily routine problems involving time.
5.7 Multiplication of time.	5.7.1 Solve the number sentences involving multiplication of units of time: (i) hours, (ii) minutes, (iii) seconds, (iv) hours and minutes, minutes and seconds, by a one digit number	Suggested activities: Use various objects, pictures, number line and abacus 4:1.	5	Solve daily routine problems involving time using various strategies.
			6	Solve daily non-routine problems involving time creatively and innovatively.

WEEK: 29	LEARNING AREA: MEASUREMENT AND GEOMETRY	TOPIC 5.0 TIME		
CONTENT STANDARD	LEARNING STANDARD	NOTES	PERFORMANCE STANDARD	
			PL	DESCRIPTOR

5.8 Division of time.	5.8.1 Solve the number sentences involving division of units of time: (i) hours, (ii) minutes, (iii) seconds, (iv) hours and minutes, minutes and seconds with a one-digit number.	Suggested activities: Use various objects, pictures, number line and abacus 4:1.	
5.9 Problem solving.	5.9.1 Create stories based on number sentences of basic operations involving time. 5.9.2 Solve problems involving time in daily situations.	Suggested activities: Use the following problem solving steps: ● Understand and interpret 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.	

1	Read the time before, during and after any activity and read the calendar.
2	Explain the information from the schedule of any activity.
3	Record the activities obtain information from the schedule and calendar and solve the number sentences involving time.
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><td>WEEK: 30-32</td><td colspan="2">LEARNING AREA:
MEASUREMENT AND GEOMETRY</td><td colspan="3">TOPIC
6.0 MEASUREMENT</td></tr>
<tr><td>CONTENT STANDARD</td><td colspan="2">LEARNING STANDARD</td><td>NOTES</td><td colspan="2">PERFORMANCE STANDARD</td></tr>
<tr><td></td><td colspan="2"></td><td></td><td>PL</td><td>DESCRIPTOR</td></tr>
<tr><td rowspan="2">6.1 Length.</td><td colspan="2" rowspan="2">Pupils will be able to:
6.1.1 Convert unit of length involving metre and centimetre.
6.1.2 Solve the number sentences involving addition up to three measurements involving metre and centimetre.
6.1.3 Solve the number sentences involving subtraction up to two measurements from one measurement involving metre and centimetre.
6.1.4 Solve the number sentences involving multiplication of length by a one-digit number involving metre and centimetre.
6.1.5 Solve the number sentences involving division of length with a one-digit number involving metre and centimetre.</td><td rowspan="2">Suggested activities:
Use real objects and software to convert unit of length involving metre and centimetre.

Use various calculation strategies to solve the number sentences.</td><td>1</td><td>State the relationship between centimetre and metre, gram and kilogram, millilitre and litre.</td></tr>
<tr><td>2</td><td>Explain the units of measurement for length, mass and volume of liquid.</td></tr>
<tr><td rowspan="4">6.2 Mass.</td><td colspan="2" rowspan="4">6.2.1 Convert unit of mass involving kilogram and gram.
6.2.2 Solve the number sentences involving addition up to three units of masses involving kilogram and gram.
6.2.3 Solve the number sentences involving subtraction up to two units of masses from one unit of mass involving kilogram and gram.
6.2.4 Solve the number sentences involving multiplication of units of masses by a one-digit number involving kilogram and gram.
6.2.5 Solve the number sentences involving division of units of masses with a one- digit number involving kilogram and gram.</td><td rowspan="4">Suggested activities:
Use real objects and software to convert unit of mass involving kilogram and gram.

Use various calculation strategies to solve the number sentences.</td><td>3</td><td>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><td>WEEK: 33-34</td><td colspan="2">LEARNING AREA:
MEASUREMENT AND GEOMETRY</td><td colspan="3">TOPIC
6.0 MEASUREMENT</td></tr>
<tr><td>CONTENT STANDARD</td><td colspan="2">LEARNING STANDARD</td><td>NOTES</td><td colspan="2">PERFORMANCE STANDARD</td></tr>
<tr><td></td><td colspan="2"></td><td></td><td>PL</td><td>DESCRIPTOR</td></tr>
<tr><td rowspan="2">6.3 Volume of liquid.</td><td colspan="2" rowspan="2">6.3.1 Convert units of volume of liquid involving litre and millilitre.
6.3.2 Solve the number sentences involving addition up to three volumes of liquid involving litre and millilitre.
6.3.3 Solve the number sentences involving subtraction up to two volumes of liquid from one volume of liquid involving litre and millilitre.
6.3.4 Solve the number sentences involving multiplication of volume of liquid by a one-digit number involving litre and millilitre.
6.3.5 Solve the number sentences involving division of volume of liquid with a one-digit number involving litre and millilitre.</td><td rowspan="2">Suggested activities:
Use real objects and software to convert units of volume of liquid involving litre and millilitre.

Use various calculation strategies to solve the number sentences.</td><td>1</td><td>State the relationship between centimetre and metre, gram and kilogram, millilitre and litre.</td></tr>
<tr><td>2</td><td>Explain the units of measurement for length, mass and volume of liquid.</td></tr>
<tr><td rowspan="2">6.4 Problem solving.</td><td colspan="2" rowspan="2">6.4.1 Create stories based on number sentences involving measurement.

6.4.2 Solve problems involving measurement in daily situations.</td><td rowspan="2">Suggested activities:Use the following problem solving steps:
● Understand and interpret 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.</td><td>3</td><td>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 colspan="2"></td><td></td><td>5</td><td>Solve daily routine problems involving measurement using various strategies.</td></tr>
</table>

		Use various teaching and learning strategies such as simulations, STEM approaches and modular approaches.	6	Solve daily non-routine problems involving measurement creatively and innovatively.

WEEK: 35-36	LEARNING AREA: MEASUREMENT AND GEOMETRY	TOPIC 7.0 SPACE		
CONTENT STANDARD	**LEARNING STANDARD**	**NOTES**	**PERFORMANCE STANDARD**	
			PL	**DESCRIPTOR**
7.1 Prisms.	Pupils will be able to: 7.1.1 Recognise the square prism, rectangular prism and triangular prism. 7.1.2 Describe and label the square prism, rectangular prism and triangular prism according to surfaces, base, vertices and edges.	Notes:Name any prism according to its base. Cube is a square prism and cuboid is a rectangular prism.	1	State the shapes of prisms, regular polygons and axis of symmetry.
			2	Explain the characteristics of prisms and regular polygons.
7.2 Prisms and non-prisms.	7.2.1 Compare prism and non-prism according to surfaces, base, vertices and edges.	Notes:Use models to make comparison.	3	• Compare prisms and non-prisms. • Draw axis of symmetry for two-dimensional shapes. • Create pattern based on regular polygons.
7.3 Regular polygon.	7.3.1 Recognise the regular polygons such as pentagon, hexagon, heptagon and octagon. 7.3.2 Create patterns based on the regular polygons.	Notes: Patterns can be created based on combinations of the same or different regular polygons.	4	Solve daily routine problems involving space.
7.4 Axis of	7.4.1 Recognise and draw the axis of symmetry.	Notes: Axis of symmetry is a straight line that divides any		

symmetry.		shape or diagram into two equal parts.	5	Solve daily routine problems involving space using various strategies.
7.5 Problems solving.	7.5.1 Solve problems involving prism and axis of symmetry of two-dimensional shapes.	Suggested activities: Use various problem solving strategies such as using diagrams, models and real objects.	6	Solve daily non-routine problems involving space creatively and innovatively.

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WEEK: 37-38	LEARNING AREA: MEASUREMENT AND GEOMETRY	TOPIC 7.0 SPACE		
CONTENT STANDARD	LEARNING STANDARD	NOTES	PERFORMANCE STANDARD PL	 DESCRIPTOR
7.1 Prisms.	Pupils will be able to: 7.1.3 Recognise the square prism, rectangular prism and triangular prism. 7.1.4 Describe and label the square prism, rectangular prism and triangular prism according to surfaces, base, vertices and edges.	Notes:Name any prism according to its base. Cube is a square prism and cuboid is a rectangular prism.	1	State the shapes of prisms, regular polygons and axis of symmetry.
			2	Explain the characteristics of prisms and regular polygons.
7.2 Prisms and non-prisms.	7.2.1 Compare prism and non-prism according to surfaces, base, vertices and edges.	Notes:Use models to make comparison.	3	• Compare prisms and non-prisms. • Draw axis of symmetry for two-dimensional shapes. • Create pattern based on regular polygons.
7.3 Regular	7.3.3 Recognise the regular polygons such as pentagon, hexagon,	Notes: Patterns can be created based on combinations of the		

polygon.	heptagon and octagon. 7.3.4 Create patterns based on the regular polygons.	same or different regular polygons.	4	Solve daily routine problems involving space.
7.4 Axis of symmetry.	7.4.1 Recognise and draw the axis of symmetry.	Notes: Axis of symmetry is a straight line that divides any shape or diagram into two equal parts.	5	Solve daily routine problems involving space using various strategies.
7.5 Problems solving.	7.5.1 Solve problems involving prism and axis of symmetry of two-dimensional shapes.	Suggested activities: Use various problem solving strategies such as using diagrams, models and real objects.	6	Solve daily non-routine problems involving space creatively and innovatively.

WEEK: 38	**LEARNING AREA:** **RELATIONSHIP AND ALGEBRA**	**TOPIC** **8.0 COORDINATES**		
CONTENT STANDARD	**LEARNING STANDARD**	**NOTES**	**PERFORMANCE STANDARD**	
			PL	**DESCRIPTOR**
8.1 Coordinates in the first quadrant.	Pupils will be able to: 8.1.1 Identify the location of an object based on the reference point using relevant vocabulary. 8.1.2 Name the object based on its location according to the horizontal and vertical axes. 8.1.3 Determine the location of an object	Notes: Vocabulary related to location such as ‘to the right’, ‘to the top’, ‘to the east’ and ‘to the north’. Suggested activities: Use teaching and learning strategies such as	1	State the vocabulary related to location.
			2	Name the object based on its location according to the horizontal and vertical axes.

	according to the horizontal and vertical axes.	simulation to name the objects and to determine its location.	3	Determine the location of an object according to the horizontal and vertical axes.
8.2 Problem solving.	8.2.1 Solve problems involving coordinates.	Suggested activities: Use various problem solving strategies such as analogy and drawing diagrams. Use various teaching and learning strategies such as simulation and contextual learning.	4	Solve daily routine problems involving coordinates.
			5	Solve daily routine problems involving coordinates using various strategies.
			6	Solve daily non-routine problems involving coordinates creatively and innovatively.

WEEK: 39	LEARNING AREA: STATISTICS AND PROBABILITY	TOPIC 9.0 DATA MANAGEMENT		
CONTENT STANDARD	LEARNING STANDARD	NOTES	PERFORMANCE STANDARD PL	 DESCRIPTOR
9.1 Collect, classify and sort data.	Pupils will be able to: 9.1.1 Collect, classify and sort data based on daily	Suggested Activities: Use various methods to sort data.		

	situation.		1	State the shapes of prisms, regular polygons and axis of symmetry.
9.2 Pie chart.	9.2.1 Read and obtain information from pie chart.	Suggested Activities:Use simple vocabulary to explain the title and legend in the pie chart.	2	Explain the characteristics of prisms and regular polygons.
9.3 Relationship between pictograph, bar chart and pie chart.	9.3.1 Relate between pictograph, bar chart and pie chart to represent any information.	Suggested Activities: Identify the relationship between data representation and its suitability to represent information.	3	• Compare prisms and non-prisms. • Draw axis of symmetry for two-dimensional shapes. • Create pattern based on regular polygons.
9.4 Problem solving.	9.4.1 Solve problems involving data handling in daily situation.	Suggested activities: Use the following problem solving steps: • Understand and interpret the problem. • Plan a solving strategy. • Carry out the strategy. • Check the answer. Use various problem-solving strategies to solve the problems such as drawing diagrams, making tables/charts or listing systematically. Use various teaching and learning strategies such as STEM approaches and project based learning.	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.

40	ULANGKAJI
41	PENTAKSIRAN AKHIR TAHUN

42-42	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)	