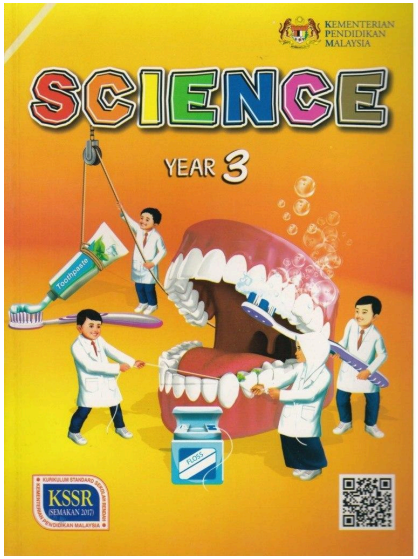

RANCANGAN PENGAJARAN TAHUNAN SCIENCE

SCHOOL NAME:

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SCHOOL ADDRESS:

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TEACHER'S NAME:

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CLASS:

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DLP YEAR 3

(SK)

2024/2025

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

		6	Practise the concept of compliance to science room rules as a culture in daily life.	

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

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

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

		6	Separate and group objects or phenomenon based on common and different characteristics until the final stage by stating the characterisctics used.	
MINGGU: 5	**CUTI PERAYAAN – HARI RAYA AIDILFITRI**			

WEEK : 6	**THEME: INQUIRY IN SCIENCE**	**TOPIC : 1.0 SCIENTIFIC SKILLS**		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
	Pupils are able to: 1.1.3 Measure and use numbers	1	Choose appropriate tools to measure a quantity.	Suggested activities: Carry out activities that can lead to acquiring skills such as: (i) Measure time for an activity. (ii) Measure length of a book, pencil and other objects.
		2	Describe the use of tools and appropriate ways to measure a quantity.	
		3	Measure by using appropriate tools and standard unit with correct techniques.	
		4	Measure by using appropriate tools and standard unit with correct technique as well as record it in a table.	
		5	Make justification on appropriate tools and standard units used in the activity.	

		6	Demonstrate the way to measure by using tools and standard units with correct techniques, as well as record it systematically, creatively and innovatively in a table.	

WEEK : 7	THEME: INQUIRY IN SCIENCE	TOPIC : 1.0 SCIENTIFIC SKILLS		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
	Pupils are able to: 1.1.4 Make inference	1	State the observation for a given situation.	Suggested activities: Carry out activities that can lead to acquiring skills such as: (i) Making inference about objects that float and objects that sink. (ii) Making inference about animal groupings based on eating habits.
		2	State an explanation for observation.	
		3	State more than one explanation for the same observation.	

		4	Select the most reasonable explanation for an observation using the information obtained.	
		5	Make an initial conclusion which is reasonable based on selected explanation using the information obtained.	
		6	Support initial conclusion made using other information or other observation.	

WEEK : 7	THEME: INQUIRY IN SCIENCE	TOPIC : 1.0 SCIENTIFIC SKILLS		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
	Pupils are able to: 1.1.5 Predict	1	State one expectation for observation of an event or phenomenon.	Suggested activities: Carry out activities that can lead to acquiring skills such as: (i) Predict the change in water temperature when heated. (ii) Predict the condition of the
		2	Make one expectation of an event or phenomenon based on observation, previous experiences, data or pattern.	

		3	Make more than one expectation of an event or phenomenon based on observation, previous experiences, data or pattern.	planet based on its sequence in the Solar System.
		4	Describe the expectation of an event or phenomenon based on observation, previous experiences, data or pattern.	
		5	Support the expectation made using additional information.	
		6	Make expectation through intrapolation or extrapolation based on observation, previous experiences, data or pattern.	

WEEK : 8	**THEME: INQUIRY IN SCIENCE**	**TOPIC : 1.0 SCIENTIFIC SKILLS**

CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
	Pupils are able to: 1.1.6 Communicate	1	State the information obtained.	Suggested activities: Carry out activities that can lead to acquiring skills such as: (i) Draw and label the structure of the tooth. (ii) Make poster of

		2	Record information or ideas in any form.	a serving of a balanced meal.
		3	Record information or ideas in suitable form.	
		4	Record information or ideas in suitable form and present it systematically.	
		5	Record information or ideas in more than one suitable form and present it systematically.	
		6	Produce a creative and innovative presentation based on the information or ideas recorded systematically as well as able to give feedback.	

WEEK : 9 - 10	THEME: INQUIRY IN SCIENCE	TOPIC : 1.0 SCIENTIFIC SKILLS		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PL	**DESCRIPTOR**	
1.2 Manipulative Skills	Pupils are able to:	1	Identify apparatus, science substances and specimens required for an activity.	Suggested activities: Assessment is carried out during teaching and

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

WEEK : 11	THEME: LIFE SCIENCE	TOPIC : 3.0 HUMAN	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**	**NOTES**
		PERFORMANCE / **DESCRIPTOR**	

		LEVEL		
3.1 Teeth	Pupils are able to: 3.1.1 Describe the types of teeth and their functions. 3.1.2 Label the structure of the tooth. 3.1.3 Compare and contrast sets of milk teeth and permanent teeth. 3.1.4 Relate dental care with the structure of the tooth. 3.1.5 Explain the result of observations about teeth through written or verbal forms, sketches or ICT in a creative way.	1	State the types of teeth.	Suggested activities: Video or pictures to show the number and types of milk teeth and permanent teeth sets and their replacements. Notes: (i) Tooth structure that is enamel, dentine, nerve, blood vessel and gum. (ii) Consumption of certain food such as sweet food may damage the enamel and cause toothache. (iii) Examples of dental treatment are dental filling, braces, dentures and root canal treatment.
		2	Describe the function of each type of teeth.	
		3	Label the cross section of a tooth.	
		4	Compare and contrast sets of milk teeth and permanent teeth.	
		5	Give reasons on the importance of the practice of daily dental care.	
		6	Communicate about the use of technology in dental treatment creatively and innovatively.	
CUTI PENGGAL 1, SESI 2024/2025 **KUMPULAN A: 24.05.2024 - 02.06.2024, KUMPULAN B: 25.05.2024 - 02.06.2024**				

WEEK : 12	**THEME: LIFE SCIENCE**	**TOPIC : 3.0 HUMAN**
CONTENT	**PERFORMANCE STANDARD**	

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

WEEK : 13	THEME: LIFE SCIENCE	TOPIC : 3.0 HUMAN

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

WEEK : 14	THEME: LIFE SCIENCE	TOPIC : 3.0 HUMAN

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

WEEK : 15 - 16	THEME: LIFE SCIENCE	TOPIC : 3.0 HUMAN		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
3.3 Digestion	Pupils are able to: 3.3.1 Describe the digestion process. 3.3.2 Arrange in sequence the flow of food during digestion. 3.3.3 Conclude the digested food that is not required by the body. 3.3.4 Explain the result of observations about digestion through written or verbal forms, sketches or ICT in a creative way.	1	State that food is broken into pieces by teeth, tongue and saliva.	Suggested activities: Video/computer simulation/chart to observe the food digestion process. Explanation about food flow during digestion using various media. Notes:Digestion is the process of breaking down food into smaller pieces so that nutrients from food can be absorbed by the body starting from the mouth (teeth, tongue and saliva), oesophagus, stomach, intestines and anus. Notes:Actions that disrupt digestion are: (i) Talk, run and jump while eating. (ii) Eating too fast. The actions that disrupt digestion cause effects such as hiccups, vomiting, choking and stomach ache.
		2	Label parts that involved in digestion.	
		3	Arrange in sequence the flow of food during digestion.	
		4	Make generalisation about digested food.	
		5	Conclude about digestion based on the sequence of the food flow.	
		6	Communicate about the actions that can disrupt food digestion and its effects in a creative and innovative way.	

WEEK : 17 - 18	THEME: LIFE SCIENCE	TOPIC : 4.0 ANIMALS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
4.1 Eating Habits	Pupils are able to: 4.1.1 Classify animals according to their eating habits. 4.1.2 Explain with examples the eating habits of herbivore, carnivore and omnivore. 4.1.3 Make inference about the animal groupings based on their eating habits. 4.1.4 Compare and constrast the dentition of herbivore, carnivore and omnivore. 4.1.5 Explain the result of observations about animals' eating habits through written or verbal forms, sketches or ICT in a creative way.	1	State animals' eating habits.	Suggested activities: Video / chart to observe animals' eating habits. Notes: Animals' natural eating habits are eating plants only, eating animals only or eating animals and plants.
		2	Classify animals based on their eating habits.	
		3	Make generalisation about the eating habits of herbivore, carnivore and omnivore.	
		4	Give reasons on the dentition of herbivore, carnivore and omnivore based on their eating habits.	
		5	Explain the change of animals natural eating habits through examples.	

		6	Communicate and justify the change of animals' natural habits.	

WEEK : 19 - 22	THEME: LIFE SCIENCE	TOPIC : 5.0 PLANTS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
5.1 Plant Reproduction	Pupils are able to: 5.1.1 Give examples of plants for each way of reproduction 5.1.2 Give reasons on the importance of plant reproduction to living things. 5.1.3 Make generalisation that a plant can reproduce through various ways by carrying out projects. 5.1.4 Explain the result of observations about plant reproduction through written or verbal forms, sketches or ICT in a creative way. .	1	State the ways plants reproduce.	Suggested activites: Plant reproduction projects such as: (i) Planting sweet potatoes through stem cutting and underground stem. (ii) Planting water spinach through stem cutting and seeds. Notes: Ways of plant reproduction are spores, seeds, stem cutting, leaves, suckers and underground stems.
		2	Give examples of plants and their ways of reproduction.	
		3	Generate ideas about the importance of plant reproduction to living things.	
		4	Make generalisation that certain plants are able to reproduce in more than one way.	
		5	Communicate creatively and innovatively about plant reproduction projects that have been carried out.	

		6	Explain through examples the use of technology in plant reproduction.	

WEEK : 23 - 24	THEME : PHYSICAL SCIENCE		TOPIC : 6.0 MEASUREMENT	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
6.1 Measurement of area and volume.	Pupils are able to: 6.1.1 State the units that are used to measure area and volume. 6.1.2 Measure the area of regular surfaces using 1cm x 1cm square. 6.1.3 Solve problems to estimate the area of irregular surfaces.	1	State the units that are used to measure area and volume.	Suggested activities: Carry out activity such as measuring the area of surface using graph paper. Notes: Units used: (i) Area: square centimetre (cm^2), square metre (m^2), square kilometre (km^2). (ii) Volume: mililitre (m ✦), litre (✦), cubic centimetre (cm^3), cubic metre (m^3). .
		2	Describe the methods of measuring area and volume.	
		3	Measure area and volume.	

<table>
<tr><th>WEEK : 25 - 26</th><th>THEME : PHYSICAL SCIENCE</th><th colspan="3">TOPIC : 6.0 MEASUREMENT</th></tr>
<tr><th rowspan="2">CONTENT STANDARD</th><th rowspan="2">LEARNING STANDARD</th><th colspan="2">PERFORMANCE STANDARD</th><th rowspan="2">NOTES</th></tr>
<tr><th>PERFORMANCE LEVEL</th><th>DESCRIPTOR</th></tr>
<tr><td rowspan="2"></td><td>6.1.4 Measure the volume of hollow boxes using 1cm x 1cm x 1cm cubes.</td><td>4</td><td>Solve problems to estimate the area of irregular surfaces.</td><td rowspan="2">The volume of liquids can be measured using graduated tools such as measuring cylinder by emphasizing on the correct meniscus reading

Solving problems in daily life to determine area and volume of irregular shaped solids.</td></tr>
<tr><td>6.1.5 Measure the volume of liquid using correct tools and techniques.

6.1.6 Solve problems to determine the volume of irregular shaped solids using water displacement method.

6.1.7 Explain the result of observations about the measurement of area and volume through written or</td><td>5</td><td>Solve problems to determine the volume of irregular shaped solids.</td></tr>
</table>

	verbal forms, sketches or ICT in a creative way.	6	Give reasons on the importance of measurement in daily life.	
CUTI PENGGAL 2, SESI 2024/2025 **KUMPULAN A: 13.09.2024 - 21.09.2024, KUMPULAN B: 14.09.2024 - 22.09.2024**				

WEEK : 27 - 30	**THEME : PHYSICAL SCIENCE**	**TOPIC : 7.0 DENSITY**		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
7.1 Objects or materials which are more or less dense than water.	Pupils are able to: 7.1.1 Make inferences about objects or materials that float or sink by carrying out activities. 7.1.2 Relate objects or	1	State the objects or materials that float and the objects or materials that sink.	Suggested activities: Carrying out activities such as: (i) Ice cubes are put into the water. (ii) Oil is poured into the water. (iii) Condensed milk is poured into the water.
		2	Make inferences about objects or materials that float and objects or	

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

WEEK : 31-33	**THEME : MATERIAL SCIENCE**	**TOPIC : 8.0 ACID AND ALKALI**	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**	**NOTES**
		PERFORMANCE LEVEL / **DESCRIPTOR**	
8.1 Acid and alkali	Pupils are able to: 8.1.1 Test acidic, alkaline and neutral substances through changes in colour of litmus paper by carrying out investigation. 8.1.2 Make generalisation on	1 — State that litmus paper is used to test acidic, alkaline or neutral substances. 2 — Give examples of acidic, alkaline and neutral substances based on the change in the colour of litmus paper.	Notes: Acidic, alkaline and neutral substances are used in fields such as agriculture, medical, the manufacturing of household products, health and industry.

	acidic, alkaline and neutral substances through taste and touch by testing a few substances. 8.1.3 Explore other materials to test acidic, alkaline and neutral substances. 8.1.4 Explain the result of observations about acid and alkali through written or verbal forms, sketches or ICT in a creative way.	3	Explain the properties of acidic, alkaline and neutral substances through the change in the colour of litmus paper, taste and touch.	Example of other materials such as purple cabbage juice and turmeric can be used to test acidic, alkaline and neutral substances.
		4	Make generalisation that taste and touch are not scientific indicators of the properties of acidic, alkaline and neutral substances.	
		5	Explain through examples the use of acidic, alkaline and neutral substances in life.	
		6	Communicate about other methods to identify acidic, alkaline and neutral substances in a creative and innovative way.	

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

CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
9.1 Solar System	Pupils are able to: 9.1.1 List member of the Solar System using various media.	1	State the center of the Solar System.	Suggested activities: Carry out simulation to describe the revolution of the planets.
		2	Name the member of the Solar System.	

	9.1.2 Make generalisation of the planets' temperature based on their sequence in the Solar System. 9.1.3 Describe the planets that revolve around the Sun on their orbits. 9.1.4 Relate the positions of the planets from the Sun with the time taken for the planets to revolve around the Sun. 9.1.5 Explain the result of observations about Solar System through written or verbal forms, sketches or ICT in a creative way.	3	Arrange in sequence the planets in the Solar System.	Notes: The member of the Solar System are the Sun, planets, natural satellites, asteroids, meteoroids and comets. The position of planets refers to the sequence of the planets from the Sun. The further the distance of the planets from the Sun, the longer the time taken to make a complete revolution around the Sun.
		4	Make generalisation that planets revolve around the Sun on their orbits.	
		5	Summarize the relationship between the positions of the planets from the Sun with the time taken for the planets to revolve around the Sun.	
		6	Build and present a model of the Solar System creatively and innovatively.	

WEEK : 37-39	THEME : TECHNOLOGY AND SUSTAINABILTY OF LIFE		10.0 MACHINE	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
10.1 Pulley	Pupils are able to: 10.1.1 State the meaning and the uses of pulleys.	1	State that pulley is an example of a machine.	Suggested activities: Problem solving in daily life by creating a model of a

	10.1.2 Describe how a fixed pulley works using a model. 10.1.3 Give examples of the application of pulleys in life. 10.1.4 Create a functional model of a pulley. 10.1.5 Explain the result of observations about pulley through written or verbal forms, sketches or ICT in a creative way.	2	Give examples of the uses of pulleys in life.	functional pulley. Notes: Pulley is an example of a simple machine which enables load to be lifted easily by using less force. A fixed pulley consists of a grooved wheel where a rope passes around it. Pulley is used in activities such as : (i) Lifting construction materials using crane. (ii) Raising flags. (iii) Drawing water from wells. (iv) Lifting objects from a lower to an upper floor.
		3	Describe how a fixed pulley works.	
		4	Build a model of a pulley and explain how it works.	
		5	Give reasons on the importance of pulleys in daily life.	
		6	Communicate and present the type of pulley 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