KEMENTERIAN PENDIDIKAN MALAYSIA

RANCANGAN PENGAJARAN TAHUNAN

2022/2023

SCIENCE (DLP)

YEAR ONE

SCHOOL BADGE

SCHOOL NAME : _____

SCHOOL ADDRESS : _____

TEACHER'S NAME : _____

WEEK : 1-3	TRANSITION WEEKS		
WEEK : 4	THEME: INQUIRY IN SCEINCE	TOPIC : 1. SCEINTIFIC 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 in making the observations on the phenomena that occur.	Teacher conducts activities that could lead to the implementation and assessment of observing skills.
		2	Describe all the senses used in making the observations on the phenomena or changes that occur.	
		3	Use all the senses involved in making the observations on the phenomena or changes that occur.	
		4	(i) Use all the senses involved in making qualitative observations to explain the phenomena or changes that occur.	

			(ii) Using the appropriate tools if necessary to help the observation.	

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
		5	(i) Use all the senses involved in making qualitative and quantitative observations to explain the phenomena or changes that occur. (ii) Using the appropriate tools if necessary to help the observation.	
		6	(i) Use all the senses involved in making qualitative and quantitative observations to explain phenomena or changes	

			that occur systematically. (ii) Using the appropriate tools if necessary to help the observation.	

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
	Pupils are able to: 1.1.2 Communicate	1	State the information gained.	Teacher conducts activities that could lead to the implementation and assessment of communication skills.
		2	Record information or ideas in any forms.	
		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	Record information or ideas in more than one suitable form and present it systematically, creatively and innovatively and able to provide feedback.	

WEEK : 5-6	THEME: INQUIRY IN SCEINCE	TOPIC : 1. SCEINTIFIC SKILLS		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
1.2 Manipulative Skills	Pupils are able to: 1.2.1 Use and handle science apparatus and 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. Store science apparatus and substances correctly and safely. 1.2.	1	List the apparatus, science substances and specimens required for an activity.	Teacher carries out assessment during pupils' learning activities.
		2	Describe the use of apparatus, science substances and specimens required for an activity with the correct method.	
		3	Handling apparatus, science substances and specimens required for an activity with the correct method.	

	5			
		4	Using, handling, sketching, cleaning and storing the apparatus, science substances and specimens used in an activity with the correct method.	

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
		5	Using, handling, sketching, cleaning and storing the apparatus, science substances and specimens used in an activity with the correct methods, systematically and sparingly.	
		6	Using, handling, sketching, cleaning and storing the apparatus, science substances and specimens used in an activity with the correct methods, systematically, sparingly and	

			be an example to others.	

WEEK : 7-9	THEME: INQUIRY IN SCIENCE		TOPIC : 2. 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 one of the science room rules.	Teacher can assess by observations during the learning activities.
		2	State more than one of the science room rules.	
		3	Apply one of the science room rules.	

		4	Apply more than one of the science room rules.	
		5	Give reasons the needs to adhere the science room rules.	
		6	Be an example to peer in adhering to science room rules.	

WEEK :10-11	THEME: LIFE SCIENCE	TOPIC : 3. LIVING THINGS AND NON-LIVING THINGS		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
3.1 Living things and non-living things	Pupils are able to: 3.1.1 Compare and contrast living things and non-living things based on the following characteristics: (i) breathe;	1	Give examples of living things and non-living things.	Teacher brings pupils to identify objects within school surroundings. Pupils discuss and conclude that human, animals and plants are living things.
		2	Compare and contrast living things and non-living things.	

	(ii) need food and water; (iii) move; (iv) grow; and (v) reproduce. 3.1.2 Arrange in sequence the examples of living things based on their sizes.	3	Describe the basic needs of living things for human, animals and plants.	Note: There are non-living things that have the characteristics of living things. e.g.: (i) moving objects such as a fan and a car; and (ii) the object that becomes bigger such as a blown balloon.
		4	Arrange in sequence the examples of living things based on their sizes.	
		5	Provide reasoning for the importance of food, water, air and shelter to human and animals.	
CUTI PENGGAL 1, SESI 2022/2023 (KUMPULAN A: 03.06.2022 - 11.06.2022, KUMPULAN B: 04.06.2022 - 12.06.2022)				

WEEK :12	**THEME: LIFE SCIENCE**	**TOPIC : 3. LIVING THINGS AND NON-LIVING THINGS**		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
3.1 Living things and non-living things	Pupils are able to: 3.1.1 Compare and contrast living things and non-living things	1	Give examples of living things and non-living things.	Teacher brings pupils to identify objects within school surroundings.

	3.1.2	based on the following characteristics: (vi) breathe; (vii) need food and water; (viii) move; (ix) grow; and (x) reproduce. Arrange in sequence the examples of living things based on their sizes.	2	Compare and contrast living things and non-living things.	Pupils discuss and conclude that human, animals and plants are living things. Note: There are non-living things that have the characteristics of living things. e.g.: (iii) moving objects such as a fan and a car; and (iv) the object that becomes bigger such as a blown balloon.
			3	Describe the basic needs of living things for human, animals and plants.	
			4	Arrange in sequence the examples of living things based on their sizes.	
			5	Provide reasoning for the importance of food, water, air and shelter to human and animals.	

WEEK : 12-13	THEME: LIFE SCIENCE	TOPIC : 3. LIVING THINGS AND NON-LIVING THINGS	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**	**NOTES**
		PERFORMANCE LEVEL / **DESCRIPTOR**	

3.2 Basic needs of living things	Pupils are able to: 3.2.1 State the basic needs of living things i.e. food, water and air. 3.2.2 Describe human, animals and plants need food, water and air in different ways. 3.2.3 Describe human and animals also need shelters. 3.2.4 Provide reasoning on the importance of food, water, air and shelter to human and animals. 3.2.5 Explain observations on characteristics and basic needs of living things using sketches, ICT, writing or verbally.	6	Communicate to show that human, animals and plants have different ways to obtain food, water and air.	Pupils arrange the examples of living things from a small to a larger size such as elephants and germs, then communicate about the arrangements made.

WEEK : 14-16	**THEME: LIFE SCIENCE**	**TOPIC : 4. HUMAN**

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
4.1 Human senses	Pupils are able to: 4.1.1 Identify parts of human body which related to senses. 4.1.2 Classify the objects according to identified characteristic. 4.1.3 Use senses to identify objects through investigation. 4.1.4 Explain with examples, use other senses if one of the senses is not functioning. 4.1.5 Explain observations about human senses using sketches, ICT, writing or verbally.	1	State the parts of human body.	Discuss with pupils the function of each part of the body. Touch to compare the surface, see to differentiate colours, smell to detect odours which possibly a sign of danger e.g. smell of fire. Pupils carry out activities to identify objects e.g. objects in a black box. Tools that can help sensory organs when it is not functioning properly, e.g. spectacles and hearing aids.
		2	Relate the parts of human body with it senses.	
		3	Describe the characteristic of objects using senses.	
		4	Classify the object given according to chosen characteristic	
		5	Identify the objects given if one of the senses is not functioning.	
		6	Communicating about the tools that can help sensory organs when it is not functioning properly.	

WEEK : 17-18	THEME: LIFE SCIENCE	TOPIC : 5. ANIMALS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
5.1 Parts of animals.	Pupils are able to: 5.1.1 Identify the parts of animals e.g. beak, scales, fins, fine hair, feathers, horn, feelers, hard skin, shell, wings, head, body, tail and webbed feet. 5.1.2 Relate the parts of animals with their importance. 5.1.3 Explain through examples the parts of animals. 5.1.4 Make generalisation that different animals may have same parts of the body. 5.1.5 Explain observations about parts of animals using sketches, ICT, writing or verbally.	1	Give example of animals.	Pupils identify the parts of animals such as: (i) rabbit; (ii) crocodile; (iii) frog; (iv) fish; (v) snail; (vi) duck; (vii) flies; (viii) rhinoceros; and (ix) worm. Pupils use an example of animal and identify its parts. Teacher carries out discussions to trigger pupils ideas on how humans play their roles in preventing mistreated animals which it may lead to injury to parts of animals.
		2	Describe parts of animals.	
		3	Relate the importance of animal parts to themselves	
		4	Explain through examples the parts of animals.	
		5	Make generalisation that different animals may have same parts of the body.	
		6	Communicate how humans play their roles in preventing mistreated animals which it may lead to injury to parts of animals.	

<table>
<tr><th colspan="2">WEEK : 19-21</th><th colspan="2">THEME: LIFE SCIENCE</th><th colspan="2">TOPIC : 6. PLANTS</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="5">6.1 Parts of plants.</td><td rowspan="5">Pupils are able to:

6.1.1 Compare and contrast parts of plant i.e.:
(i) leaf: types of vein;
(ii) flower: flowering, non- flowering;
(iii) stem: woody, non- woody; and
(iv) root: tap root, fibre root.

6.1.2 Relate the parts of plants i.e. leaf, flower, stem and root with its importance to the plant.

6.1.3 Make generalisation that different plants may have same parts.

6.1.4 Explain observations about parts of plants using sketches, ICT, writing or verbally.</td><td>1</td><td>State the parts of plants.</td><td rowspan="5">Pupils are given / shown actual plants for the activities.

Pupils give examples of flowering plants and non-flowering plants i.e. hibiscus, mushrooms, ferns and orchids.

Pupils classify plant based on its characteristic i.e. the types of veins, flowers, stems or roots learnt.

Pupils may use lallang and balsam plant to show the differences in parts of plants.</td></tr>
<tr><td>2</td><td>Identify parts of actual chosen plant.</td></tr>
<tr><td>3</td><td>State the importance parts of plants to itself.</td></tr>
<tr><td>4</td><td>Classify plants according to chosen characteristic.</td></tr>
<tr><td>5</td><td>Make generalisation that different plants may have same parts.</td></tr>
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		6	Communicate to differentiate types of veins of the leaf, flowering or non-flowering, type of stem and type of root between two plants.	

WEEK : 22-23	THEME : PHYSICAL SCIENCE	TOPIC : 7. MAGNET		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
7.1 Magnet	Pupils are able to: 7.1.1 Give examples the usage of magnets in daily life. 7.1.2 Identify the shapes of magnets e.g. bar, cylinder, horseshoe, U-shaped, button and ring. 7.1.3 Make generalisation on reactions of magnets to various objects by carrying out activities. 7.1.4 Conclude that magnet attracts or repels between two poles through investigation.	1	Give examples of objects or tools that use magnet.	Pupils are encouraged to bring various tools that use magnets such as magnetic pencil boxes, fridge magnets and magnetic toys. Pupils conduct investigations by placing magnet near to the object and observe whether the objects are attracted or not. Pupils conduct a fair test to investigate the strength of magnets in terms of distance and the number of paper clips that are attracted, the shape and size of the magnets must be constant.
		2	Identify various types of magnets.	
		3	Make generalisation on reactions of magnets to various objects.	
		4	Make generalisation that magnet attracts or repels between two poles.	
		5	Conclude the strengths of magnets based on investigation done.	
		6	Design a game or a tool using magnets.	

	7.1.5 Determine the strengths of magnet towards object through investigation.			
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	**THEME : PHYSICAL SCIENCE**	**TOPIC : 7. MAGNET**		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
7.1 Magnet	Pupils are able to: 7.1.6 Give examples the usage of magnets in daily life. 7.1.7 Identify the shapes of magnets e.g. bar, cylinder, horseshoe, U-shaped, button and ring. 7.1.8 Make generalisation on reactions of magnets to various objects by carrying out activities. 7.1.9 Conclude that magnet attracts or repels	1	Give examples of objects or tools that use magnet.	Pupils are encouraged to bring various tools that use magnets such as magnetic pencil boxes, fridge magnets and magnetic toys. Pupils conduct investigations by placing magnet near to the object and observe whether the objects are attracted or not. Pupils conduct a fair test to investigate the strength of magnets in terms of distance and the number of paper clips that are attracted, the shape and size of the
		2	Identify various types of magnets.	
		3	Make generalisation on reactions of magnets to various objects.	
		4	Make generalisation that magnet attracts or repels between two poles.	

		between two poles through investigation.	5	Conclude the strengths of magnets based on investigation done.	magnets must be constant.
	7.1.10	Determine the strengths of magnet towards object through investigation.			
	7.1.11	Explain observations about magnets using sketches, ICT, writing or verbally.	**6**	Design a game or a tool using magnets.	

WEEK : 26-30	**THEME : MATERIAL SCIENCE**	**TOPIC : 8. ABSORPTION**		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
8.1 The ability of materials to absorb water	Pupils are able to: 8.1.1 Identify the objects that absorb water and cannot absorb water through investigation. 8.1.2 Classify objects that absorb water and cannot absorb water. 8.1. Describe the ability of objects to absorb water based on types of	1	State the objects that absorb water and cannot absorb water.	Pupils classify objects that absorb water and cannot absorb water for example: (i) handkerchief; (ii) tissue paper; (iii) paper clips; (iv) marbles; (v) bottle cap; (vi) paper; and (vii) mop. Pupils are able to determine
		2	List the importance of objects that absorb water and cannot absorb water in daily life.	
		3	Classify objects that absorb water and cannot absorb water.	

	3 materials through investigation. State the importance of objects that absorb water and cannot absorb water in daily life. 8.1.4	4	Provide reasoning on the importance of materials that do not absorb water in daily life.	the ability of objects to absorb water based on type of material by collecting the volume of water absorbed by the objects. The size of the object used must be constant.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
	8.1.5 Design an object based on the ability to absorb water. 8.1.6 Explain observations about the ability of materials to absorb water using sketches, ICT, writing or verbally.	5	Arrange in sequence the ability of objects to absorb water based on types of materials.	Note: Sponge is made from plastic which is cannot absorb water.
		6	Solving problem by applying the knowledge on the ability of objects that absorb water.	

WEEK : 31-33	THEME : EARTH AND SPACE	TOPIC : 9. EARTH		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**NOTES**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
9.1 Surface of the Earth	Pupils are able to: 9.1.1 State the surface of the Earth e.g. mountain, beach, hill, valley, river, pond, lake and sea.	1	State the surface of the Earth.	Pupils discuss about the surface of the Earth by observing the Earth model. Pupils mix the sample of soil with water, shake it and let a moment to see the contents of soil e.g. twigs, leaves, stones,
		2	Give examples of types of soils.	
9.2 Soil	Pupils are able to:		Identify the contents	

	9.2.1 State the types of soils e.g. garden soil, clay and sand. 9.2.2 Compare and contrast the contents of different types of soils through investigation. 9.2.3 Explain observation about the surface of the Earth and soil using sketches, ICT, writing or verbally.	3	one type of soil through observation.	sand and small animals. Pupils compare and contrast the contents of soil for at least two different types of soils such as garden soil and sand.
		4	Compare and contrast the contents of example given soil.	
		5	Record the contents of different types of soils.	
		6	Communicate to predicts the use of soil and explain it based on the knowledge of the soil contents.	

WEEK : 34-36	THEME : TECHNOLOGY AND SUSTAINABILITY OF LIFE		TOPIC : 10. BASIC OF BUILDING
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**	
		PERFORMANCE LEVEL	**DESCRIPTOR**
10.1 Construction of basic shape blocks	Pupils are able to: 10.1.1 Identify the basic shapes i.e. triangle, square, rectangle and circle.	1	State the basic shapes i.e. triangle, square, rectangle and circle.

NOTES
Note: Basic shape blocks can be build using manila cards or boxes.

	10.1.2 Identify the basic shape blocks i.e. cube, cuboid, pyramid, prism, cone, cylinder and sphere. 10.1.3 Design an object or structure using basic shape blocks. 10.1.4 Provide reasoning on the importance of different types of blocks shape. 10.1.5 Explain observations about the object built using sketches, ICT, writing or verbally.	2	Identify the blocks i.e. cube, cuboid, pyramid, prism, cone, cylinder and sphere.	
		3	Sketch the basic shape blocks.	
		4	Design an object or structure using basic shapes and blocks.	
		5	Communicate to explain the built object or structure.	
		6	Provide reasoning on the importance of various types of blocks in daily life.	
CUTI PENGGAL 3, SESI 2022/2023 (KUMPULAN A: 09.12.2022 - 31.12.2022, KUMPULAN B: 10.12.2022 - 31.12.2022)					

WEEK : 37-39	THEME : TECHNOLOGY AND SUSTAINABILITY OF LIFE		TOPIC : 10. BASIC OF BUILDING	
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	

10.1	Construction of basic shape blocks	Pupils are able to: 10.1.1 Identify the basic shapes i.e. triangle, square, rectangle and circle. 10.1.2 Identify the basic shape blocks i.e. cube, cuboid, pyramid, prism, cone, cylinder and sphere. 10.1.3 Design an object or structure using basic shape blocks. 10.1.4 Provide reasoning on the importance of different types of blocks shape. 10.1.5 Explain observations about the object built using sketches, ICT, writing or verbally.	1	State the basic shapes i.e. triangle, square, rectangle and circle.	Note: Basic shape blocks can be build using manila cards or boxes.
			2	Identify the blocks i.e. cube, cuboid, pyramid, prism, cone, cylinder and sphere.	
			3	Sketch the basic shape blocks.	
			4	Design an object or structure using basic shapes and blocks.	
			5	Communicate to explain the built object or structure.	
			6	Provide reasoning on the importance of various types of blocks in daily life.	

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