

RANCANGAN PENGAJARAN TAHUNAN SCIENCE

| SCHOOL NAME:         |
|----------------------|
| – SCHOOL ADDRESS:    |
| –<br>TEACHER'S NAME: |
| - CLASS:             |

DLP YEAR 2 (SK) 2024/2025

| WEEK: 1                          | ORIENTATION WEEK                  |  |   |   |  |  |
|----------------------------------|-----------------------------------|--|---|---|--|--|
| WEEK: 2                          | THEME: INQUIRY IN SCIENCE         |  | TOPIC : 1.0 SCIE  | NTIFIC SKILLS   |  |  |
| CONTENT                          |                                   | PER  | FORMANCE STANDARD   |   |  |  |
| STANDARD                         | LEARNING STANDARD                 | PL   | DESCRIPTOR  | NOTES   |  |  |
| 1.1 Science<br>Process<br>Skills | Pupils are able to: 1.1.1 Observe | 1 2  | State all the senses involved in making the observations on the phenomena or changes that occur.  Describe all the senses used in making the observations on the phenomena or | Suggested activities:  Carry out activities that can lead to the acquire skills such as:  (i) Observing the |  |  |
|                                  |                                   | 3  | changes that occur.  Use all the senses involved in making the observations on the phenomena or changes that occur.   | bulb in the circuit.  (ii) Observing the changes of materials   |  |  |
|                                  |                                   | Use all the senses involved and appropriate tools if necesesary in making qualitative observations to explain the phenomena or changes that occur. | when<br>immersed in<br>water.   |   |  |  |
|                                  |                                   | 5  | Use all the senses involved and appropriate tools if necesesary in making qualitative and quantitative observations to explain the phenomena or changes that occur.           |   |  |  |
|                                  |                                   | 6  | Use all the senses involved and appropriate tools if necesesary in making qualitative and quantitative observations to explain the phenomena or changes that                  |   |  |  |

occur systematically.

| WEEK: 3 THEN |                                    |  | UIRY IN SCIENCE      | TOPIC: 1.0 SCIENT   | : 1.0 SCIENTIFIC SKILLS   |                                      |   |
|--------------|------------------------------------|--|----------------------|---|---|--------------------------------------|---|
| CONTENT      | CONTENT LEARNING STAND             |  | PERFO                |   | TANDARD   |                                      | NOTES   |
| STANDARD     |                                    |  | PERFORMANCE<br>LEVEL | DESCRIPTOR  |   |                                      |   |
|              | Pupils are able to: 1.1.2 Classify |  | 1                    | Use all the se involved and tools if neces making quality quantitative of to explain the or changes the systematicall | appropriate sesary in tative and observations e phenomena nat occur                               | Carry<br>can le                      | ested activities:  out activities that ad to the acquire such as:  Classify animals |
|              |                                    |  | 2                    | Describe the objects or ph  | characteristics of<br>enomena by stating<br>es and differences                                    | according to the way they reproduce. | way they  |
|              |                                    |  | 3                    | or phenomer   | d group the objects na according to its nd differences.   |                                      | according to their ability to light up bulb in a circuit.                           |
|              |                                    |  | 4                    | or phenomer   | d group the objects na by stating its and differences.  |                                      |   |
|              |                                    |  | 5                    | or phenomer<br>similarities ar<br>able to use o   | d group the objects na according to its nd differences and ther characteristics solate and group. |                                      |   |
|              |                                    |  | 6                    | or phenomer similarities ar   | d group the objects na according to its nd differences until age by stating the ics used.         |                                      |   |

| WEEK: 4  | THEME : IN                    | THEME: INQUIRY IN SCIENCE TOPIC: 1.0   |  |   |
|----------|-------------------------------|--|--|---|
| CONTENT  | LEARNING STANDARD             |  | ORMANCE STANDARD   | NOTE  |
| STANDARD | LEARNING STANDARD             | PERFORMANCE<br>LEVEL   | DESCRIPTOR   | S   |
|          | Pupils are able to:           | 1  | Choose appropriate tools to measure a quantity.  | Suggested activities:   |
|          | 1.1.3 Measure and use numbers | 2  | Describe the use of tools and appropriate ways to measure a quantity.  | Carry out activities that can lead to the acquire skills such as:   |
|          |                               | 3  | Measure using appropriate tools and standard unit with correct techniques.   | <ul><li>(i) Record the changes of height of a growing plant.</li><li>(ii) Measure own body weight and peer's.</li></ul> |
|          |                               | Measure using approprious tools and standard unit correct techniques and in a table. |  |   |
|          |                               | 5  | Make justification on the appropriate tools and standard units used in the activity.   |   |
|          |                               | 6  | Demonstrate how to measure using tools, standard units with correct techniques, record systematically, creatively and inovatively in a |   |

|         | _  |                  | table.              |  |
|---------|----|------------------|---------------------|--|
| WEEK: 5 | CU | TI PERAYAAN – HA | ARI RAYA AIDILFITRI |  |

| WEEK: 6  |                     | THEME : INC | QUIRY IN SCIENCE TOPIC : 1.0 SCIEN |   |                  | ITIFIC SKILLS   |
|----------|---------------------|-------------|------------------------------------|---|------------------|---|
| CONTENT  | L FARMING STAL      | ALD A DD    | PERFO                              | ORMANCE :   | STANDARD         | NOTE  |
| STANDARD | LEARNING STAI       | NDARD       | PERFORMANCE<br>LEVEL               | PERFORMANCE DI  |                  | NOTE<br>S   |
|          | Pupils are able to: |             | 1                                  | State the ingathered.   | nformation       | Suggested activities:   |
|          | 1.1.4 Communicate   |             | 2                                  | Record information or ideas in any forms.  Record information or ideas in suitable form.  Record information or ideas in suitable form and present it systematically. |                  | Carry out activities that can lead to the acquire skills such as:                   |
|          |                     |             | 3                                  |   |                  | (i) Design a poster on<br>how to keep the<br>cleanliness of river.                  |
|          |                     |             | 4                                  |   |                  | (ii) Record the number<br>of leaves on a<br>growing plant using a<br>suitable form. |
|          |                     |             | 5                                  |   |                  |   |
|          |                     |             | 6                                  | innovative<br>based on t<br>ideas reco  | ally and able to |   |

| WEEK: 7                    |  | THEME: INQUIRY IN SCIENCE TOPIC                          |   |   | TOPIC: 1.0 SCIEI  | NTIFIC SKILLS   |
|----------------------------|--|--|---|---|---|---|
| CONTENT                    | LEA  | RNING STANDARD   |   | PERFORMANCE   |   | NOTE  |
| STANDARD                   |  |  |   | DESCRII   |   | S   |
| 1.2 Manipulative<br>Skills | Pupils are ab  |  | 1 | List the apparate substances and required for an acti   | specimens   | Suggested activities:   |
|                            | SC   | lse and handle cience apparatus and ubstances correctly. | 2 | Describe the use o  |   | Assessments are carried out during pupils' learning activities such as: |
|                            | 1.2.2 cc   | landle specimens orrectly and carefully.                 |   | science substances and specimens required for an activity.  |   | (i) Germinating seeds. (ii) Dissolving sugar in water                   |
|                            |  | ketch specimens,<br>pparatus and                         |   |   |   |   |
|                            | apparatus and science substances correctly.                  | cience<br>ubstances<br>orrectly.                         | 3 | Using and handling science substances required for an acticorrect method.                                     | s and specimens   |   |
|                            | 1125   | Clean science pparatus correctly.                        |   |   |   |   |
|                            | Store science apparatus and substances correctly and safely. |  | 4 | Using, handling, sk<br>and storing the app<br>substances and sp<br>an activity with the                       | paratus, science<br>ecimens used in                     |   |
|                            |  |  | 5 | Using, handling, sk<br>and storing the app<br>substances and sp<br>an activity with the<br>systematically and | paratus, science<br>ecimens used in<br>correct methods, |   |
|                            |  |  |   | Using, handling, sk<br>and storing the app  | etching, cleaning                                       |   |

| · · · · · · · · · · · · · · · · · · · |             |   |  |
|---------------------------------------|-------------|---|--|
|                                       | an activity | es and specimens used in y with the correct methods, ically, sparingly and be an to others. |  |

| WEEK: 8                    |  | THEME: IN   | E: INQUIRY IN SCIENCE TOPIC: 1.0 SCI                        |   |   | NTIFIC SKILLS  |
|----------------------------|--|---|---|---|---|--|
| CONTENT                    | I FADNING OT   | ANDADD  |   | PERFORMANCE   | STANDARD  | NOTE   |
| STANDARD                   | LEARNING ST  | ANDARD  |   | DESCRIF   | PTOR  | NOTE<br>S  |
| 1.2 Manipulative<br>Skills | Pupils are able to:  1.2.1 Use and har                                 | 1   | List the apparat<br>substances and<br>required for an activ | specimens   | Suggested activities: Assessments are carried           |  |
|                            | substances  1.2.2 Handle spectorrectly and Sketch spectors             | science apparatus and substances correctly.  Handle specimens correctly and carefully.  Sketch specimens, | 2   | Describe the use of science substances required for an activ  | f apparatus,<br>s and specimens                         | out during pupils' learning activities such as:  (i) Germinating seeds. (ii) Dissolving sugar in water |
|                            | 1.2.3 apparatus and science 1.2.4 substances correctly.  Clean science | ce  | 3   | Using and handling science substances required for an active correct method.                                    | s and specimens   |  |
|                            | Store science apparatus and substances correctly and safely.           |   |   | Using, handling, sk<br>and storing the app<br>substances and spe<br>an activity with the                        | ecimens used in   |  |
|                            |  |   | 5   | Using, handling, ske<br>and storing the app<br>substances and spe<br>an activity with the<br>systematically and | earatus, science<br>ecimens used in<br>correct methods, |  |

|  | 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: 9 - 11              |  | THEME: IN    | THEME : INQUIRY IN SCIENCE TOPIC : 2.0 SCIEN |             |  | NCE ROOM RULES  |
|---------------------------|--|--------------|--|-------------|--|---|
| CONTENT                   | 1 5 4 D VIII 0 0 T 4                         | ND 4 DD      | PERFO  | ORMANCE :   | STANDARD   | NOTES   |
| STANDARD                  | LEARNING STA                                 | NDARD        | PERFORMANC<br>E LEVEL                        | D           | ESCRIPTOR  | NOTES   |
| 2.1 Science<br>room rules | Pupils are able to:  2.1.1 Adhere to science | e room rules | 1  | State scier | nce room rules.                                    | Suggested activities: Assessments are   |
|                           | 2.111 y tariore to ecione                    | 100m rui00   | 2  | Explain sc  | ience room rules.                                  | carried out through observations before, during and after using the science room. |
|                           |  |              | 3  | Apply scie  | nce room rules.                                    | the science room.   |
|                           |  |              | 4  |             | asoning on the<br>e to adhere<br>om rules.         |   |
|                           |  |              | 5  | that need t | deas of action<br>to be taken if<br>y violation of |   |

|  |  | 6 | Practise compliance concept of science room rules in daily life as a culture. |  |  |  |
|--|--|---|---|--|--|--|
| CUTI PENGGAL 1, SESI 2024/2025   |  |   |   |  |  |  |
| KUMPULAN A: 24.05.2024 - 02.06.2024, KUMPULAN B: 25.05.2024 - 02.06.2024 |  |   |   |  |  |  |

| WE  | EK : 12 - 15                           |  | THEME : LIFE   | SCIENCE              |  | TOPIC: 3.0 HUM                                 | <b>IAN</b>   |
|-----|--|--|--|----------------------|--|--|--|
|     | CONTENT                                | I E A DAUNIA   | COTANDADD  |                      |  | STANDARD                                       | NOTES  |
|     | STANDARD                               | LEARNING   | G STANDARD   | PERFORMANCE<br>LEVEL | PERFORMANCE LEVEL DESCRIPTOR                   |  | NOTES  |
| 3.1 | Reproduction<br>and growth in<br>human | Pupils are able to 3.1.1 State how   |  | 1                    | State that reproduce birth.                    | human<br>e by giving                           | Suggested activities:  Discussion on changes of  |
|     | 0.1                                    | reproduce. 3.1.2  Describe char  | hanges in size,<br>weight in an  | 2                    | Describe changes in an individual since birth. |  | an individual based on pictures from infant to adult in terms of increase in:  |
|     |  | 3.1.3<br>Make gene<br>growths an   | individual since birth.  1.3  Make generalization that growths among individuals   | 3                    | the featur<br>offsprings                       | es that<br>inherited from<br>nts or ancestors. | (i) size;<br>(ii) height; and<br>(iii) weight.   |
|     |  | out activitie 3.1.4  Describe the inherit feat parents or 3.1.5  Give exam | are different by carrying out activities.  1.4  Describe that offsprings inherit features from their parents or ancestors. |                      | inherited individual                           | based on                                       | Use pictures to match the offspring with the mother / father / family members.  Compare and contrast the size of palms, soles, height and weight among classmates. |

| ancestors such as skin<br>colour, iris colour and hair<br>type. | 5 | Conclude that the growth of individuals of the same age are different. |  |
|---|---|--|--|
|---|---|--|--|

| CONTENT  |   | PERFOI               | RMANCE STANDARD   |  |
|----------|---|----------------------|---|--|
| STANDARD | LEARNING STANDARD   | PERFORMANCE<br>LEVEL | DESCRIPTOR  | NOTE<br>S  |
|          | 3.1. Explain observations 6 about growth and heredity using sketches, ICT, in written or verbal form. | 6                    | Communicate creatively and innovatively to predict the features inherited by the offspring that can be seen in their parents. | Suggested activities:  Display a picture of a man and a woman with clear features such as curly hair iris colour, skin colour, hair colour and height. Pupils make predictions about features that may be inherited by the couple's offspring and give explanations.  Note:  Discussion of heredity, family tree is not necessarily based on the pupil's own family. |

| WEEK: 16 - 19 THEM                     |  | THEME : LIFE              | LIFE SCIENCE TOPIC : 4.0 ANII |                                     | MALS                            |  |
|--|--|---------------------------|-------------------------------|-------------------------------------|---------------------------------|--|
| CONTENT                                | CONTENT  |                           |                               |                                     | STANDARD                        |  |
| STANDARD                               | LEARNING   | STANDARD                  | PERFORMANC<br>E LEVEL         | DESCRIPTOR                          |                                 | NOTES  |
| 4.1 Reproduction and growth in animals | Pupils are able to: 4.1.1 State how ar reproduce.          | nimals                    | 1                             |                                     | mals that lay<br>animals that   | Suggested activities:  Observe a video   |
|  | 4.1.3 reproduce.  Explain with                             | the way they examples     | 2                             | Classify a<br>according<br>reproduc | g to the way they               | on animals' reproduction.  Observe the life cycles of animals such as frog, butterfly, mosquito and cow. |
|  |  |                           | 3                             | way anim                            | neralization the nals reproduce | Match the pictures of the young with their parents.  |
|  | Explain with animals that 4.1.5 many young that give birtl | give birth to and animals | J                             | in term of<br>eggs and              | fthe number of young.           |  |

| young.  |   |  |  |
|---|---|--|--|
| Record the changes in<br>the animals' growth by<br>observing their life cycles. | 4 | Interpret data on the changes in growth that occur in the life cycle of animals. |  |

| CONTENT  |       |  | PERFO                 | RMANCE STANDARD   |       |
|----------|-------|--|-----------------------|---|-------|
| STANDARD |       | LEARNING STANDARD  | PERFORMANC<br>E LEVEL | DESCRIPTOR  | NOTES |
|          | 4.1.6 | Explain with examples young animals that look like their parents and animals which do not look like their parents. | 5                     | Conclude from the observations that some animals look like their parents and some do not look like their parents.                             |       |
|          | 4.1.7 | Explain observations about reproduction and growth in animals using sketches, ICT, in written or verbal form.      | 6                     | Communicate creatively and innovatively to explain the various ways animals protect their eggs or care for their young and provide reasoning. |       |

| WEEK: 20 - 23 |                        | THEME : LIF   | ME : LIFE SCIENCE TOPIC : 5.0 PLA |   | ANTS.                 |                          |  |      |  |
|---------------|------------------------|---|-----------------------------------|---|-----------------------|--------------------------|--|------|--|
|               | CONTENT                |   |                                   |   |                       | RMANCE S                 | MANCE STANDARD                               |      |  |
|               | STANDARD               | LEAR  | RNING STA                         | ANDARD  | PERFORMANC<br>E LEVEL | DE                       | DESCRIPTOR                                   |      | NOTE<br>S  |
| 5.1           | Growth<br>of<br>Plants | plants anima 5.1.2 State the se 5.1.3 Recor growth actual | the importa                       | s and needs for minate. s in plant's ving the m | 2                     | and suitab<br>temperatui | e of<br>umans<br>ls.<br>hat water, air<br>le | (ii) | growth in plant has several stages e.g. fruit, germination of seed, young plant, bear flowers, bear fruit in a coconut tree. soil or fertilizer provides nutrients to help growth of plants. disruption in plant growth stage will cause shortage in |

| n sequence<br>is in a plant's | Record changes in plant's growth such as the number of leaves, circumference of stem, size of leaf or height of plant by observing real plants. | food sources (plants and animals) |
|-------------------------------|---|-----------------------------------|
| 4                             | Arrange in sequence the stages of a plant's growth and give explanation.  |                                   |

| WEEK : 24 |          | THEME : LIFE SCIENCE |   | TOPIC: 5.0 PLANTS     |   |           |  |  |
|-----------|----------|----------------------|---|-----------------------|---|-----------|--|--|
| CONTENT   |          |                      |   | PERFO                 | RMANCE STANDARD   |           |  |  |
|           | STANDARD |                      | LEARNING STANDARD   | PERFORMANC<br>E LEVEL | DESCRIPTOR  | NOTE<br>S |  |  |
|           |          | 5.1.5                | Conclude the basic needs for a plant's growth by carrying out investigations.                     | 5                     | Summarize that water, nutrients, air and sunlight are needed for a plant to grow. |           |  |  |
|           |          | 5.1.6                | Explain observations about life process of plants using sketches, ICT, in written or verbal form. |                       |   |           |  |  |

|  | 6 | Communicate about the prediction of what will happen to human or animals if the stages in plant's growth is disrupted. |  |
|--|---|--|--|
|--|---|--|--|

| WEEK: 25 - 26 THEME: PH |                             |   | YSICAL SCIENCE |                      | TOPIC : 6.0 LI                | GHT AND DARK                      |   |
|-------------------------|-----------------------------|---|----------------|----------------------|-------------------------------|-----------------------------------|---|
| CONTENT                 | CONTENT<br>STANDARD LEARNIN |   |                | PERFOR               | RMANCE S                      |                                   |   |
| _                       |                             |   | NDARD          | PERFORMANCE<br>LEVEL | DESCRIPTOR                    |                                   | NOTE<br>S   |
| 6.1 Light and dark      | Pupils a                    | are able to:  |                | 1                    | •                             | Suggested activity the sources of |   |
|                         | 6.1.1                       | State sources of  | of light.      |                      | Explain how shadow is formed. |                                   | Use a black box that consists of a few objects.                 |
|                         | 6.1.2                       | Differentiate the carried out in liqued dark situation. |                | 2                    |                               |                                   | Pupil picks an object from the box in light and dark situation. |
|                         |                             |   |                |                      |                               |                                   | Differentiate the clarity of                                    |

| 6. | 1.3 Explain how shadow is formed by carrying out activities.  | 3 | Compare activities that are carried out in light and dark conditions. | shadow (clear, less clear,<br>no shadow) using different<br>objects such as A4 paper,<br>tracing paper, plastic and |
|----|---|---|---|---|
|    | <ul> <li>1.4 Compare and contrast the clarity of shadows when light is blocked by different objects by carrying out investigations.</li> <li>1.5 Create a shadow game.</li> </ul> | 4 | Make conclusion about the sharpness of shadows formed.                | transparency film.  |
| 6. | .1.6 Explain observations about light and dark using sketches, ICT, in written or verbal form.  | 5 | Provide reasoning on the importance of light to human.                |   |
|    |   | 6 | Create a shadow game and explain how the shadow is formed.            |   |

## **CUTI PENGGAL 2, SESI 2024/2025**

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

| WEEK: 27 - 31 THEME: P |                   |  | YSICAL SCIENCE        |                            | TOPIC : 7.0 EL                | ECTRIC  |
|------------------------|-------------------|--|-----------------------|----------------------------|-------------------------------|---|
| CONTENT<br>STANDARD    | LEARNING STANDARD |  | PERFORMANC<br>E LEVEL | RMANCE STANDARD DESCRIPTOR |                               | NOTE<br>S   |
| 7.1 Electric circui    |                   |  | 1                     | State com<br>in an elect   | ponents found<br>ric circuit. | Suggested activities:  Testing ability of bulb to light up using various objects or materials such as pencil, nails, eraser, coins, paper clips and lemon juice. From |

| 7.1 | Explain functions of the components in a complete electric circuit.  Build a complete electric   | 2 | Explain functions of the components in an electric circuit.  | these activities, pupils make generalization about conductors and insulators.              |
|-----|--|---|--|--|
| 7.1 | circuit using dry cell, bulb, switch and connecting wires.  Predict why bulb does  | 3 | Build a complete electric circuit with components provided.  | Note:  Give opportunities for pupils to use the motor, buzzer and others besides the bulb. |
|     | not light up in a circuit.  Record whether a bulb will light up when the switch is replaced with other objects or materials  | 4 | Provide reasoning<br>when bulbs do not<br>light up in a circuit.   |  |
| 7.1 | by carrying out investigations.  Make generalization of objects that can light up a bulb in a circuit are conductors and objects that cannot light up a bulb are insulators. | 5 | Summarize that objects which can light up bulb in a circuit are conductors and objects that cannot light up a bulb are insulators. |  |

| CONTENT  |       |   | PERFO                 | RMANCE STANDARD   |           |
|----------|-------|---|-----------------------|---|-----------|
| STANDARD |       | LEARNING STANDARD   | PERFORMANC<br>E LEVEL | DESCRIPTOR  | NOTE<br>S |
|          | 7.1.7 | Explain observations about electric circuit using sketches, ICT, in written or verbal form. | 6                     | Produce and present a function circuit using other objects to replace the bulb. |           |

| WEEK: 32 - 33 |  | THEME : MAT | ERIAL SCIENCE                 |        | TOPIC: 8.0 MIX                                | TURE   |
|---------------|--|-------------|-------------------------------|--------|---|--|
| CONTENT       | CONTENT  |             | PERFO                         | RMANCE | STANDARD                                      |  |
| STANDARD      | LEARNING   | STANDARD    | PERFORMANC DESCRIPTOR E LEVEL |        | NOTE<br>S                                     |  |
| 8.1 Mixture   | Pupils are able to:  8.1.1 Describe med separate a m |             | 1                             |        | amples of<br>which dissolve<br>ot dissolve in | Note:  Examples of mixtures such as peanuts, dried |

| 8.1.2 | various materials or objects.  2 Provide reasoning about the method used to                       | 2 | Describe<br>methods to<br>separate a<br>mixture.  | leaves and flour.  Examples of methods to separate mixtures such as using sieve or magnet.             |
|-------|---|---|---|--|
|       | separate a mixture of various materials or objects.   | 3 | Separate a mixture of various materials or objects.   | Examples of mixture such as sand or stone of   |
| 8.1.3 | Identify materials that can dissolve and cannot dissolve in water by carrying out investigations. | 4 | Explain through an example why the method is used to separate a mixture.  | various sizes, sand and salt and limestone mixed with water are given as problems for pupils to solve. |
|       | 4 Summarize how materials can be dissolved more quickly by carrying out investigations.           | 5 | Summarize how materials can be dissolved more quickly.  |  |
| 8.1.9 | 5 Explain observations<br>about mixtures using<br>sketches, ICT, in written or<br>verbal form.    | 6 | Solve problem by carry out a project to separate a mixture to obtain the original materials in a faster and more effective way. |  |

| WEEK: 34 - 35 |          | THEME: EARTH AND SPACE |        |                      | TOPIC: 9.0 EARTH |                |                       |  |
|---------------|----------|------------------------|--------|----------------------|------------------|----------------|-----------------------|--|
|               | CONTENT  |                        |        | _                    |                  | MANCE STANDARD |                       |  |
|               | STANDARD | LEARNING ST            | ANDARD | PERFORMANCE<br>LEVEL | DESCRIPTOR       |                | NOTE<br>S             |  |
| 9.1           | Water    | Pupils are able to:    |        | 1                    | List natur       |                | Suggested activities: |  |

| 9.1.1   | State natural sources of water such as rain, rivers, lakes, seas and springs. | 2   | Describe the direction of water flow from high to low place.             | Discussion on water flow such as puddles, bathing water and flood based on experience and              |
|---|---|---|--|--|
| 9.1.2 State direction of water flow by carrying out activities.   | 3   | Make generalisation the natural direction of water flow on earth.                     | observation on the environment.  Observations on                         |  |
| 9.1.3   | natural direction of water flow such as in rivers and waterfalls through      | 4   | Arrange in sequence and label the natural water cycle.                   | movement of water in a tray when one end is slightly tilted.   |
| 9.1.4   | observation using various media.  Arrange in sequence the                     | 5   | Generate ideas on environmental effect if the water flow is interrupted. | Water cycle is stated as water from the river or sea turning into water vapour. Water vapour then form |
| sequence the natural water cycle.  9.1.5 Explain observations about water cycle using sketches, ICT, in written or verbal form. | 6   | Communicate on the role of human in maintaining clean source of water and water flow. | clouds. Clouds then produce rain which flows back to rivers or seas.     |  |

| WEEK: 36 - 37 |                     | THEME : EA | RTH AND SPACE        |                          | TOPIC : 9.0 E/  | ARTH                  |  |
|---------------|---------------------|------------|----------------------|--------------------------|-----------------|-----------------------|--|
| CONTENT       |                     |            | PERFORMANCE STANDARD |                          |                 | NO.                   |  |
| STANDARD      | LEARNING S          | IANDARD    | PERFORMANCE<br>LEVEL | DESCRIPTOR               |                 | NOTE<br>S             |  |
| 9.2 Air       | Pupils are able to: |            | 1                    | State living to breathe. | things need air | Suggested activities: |  |

| 9.2.1<br>9.2.2  | State that air is around us.  State that air consists of gases such as oxygen and carbon | 2   | Give example of gases in the air.   | A video showing living things in water, in the soil and the surroundings.  Note: |
|---|--|---|---|--|
| 9.2.3 Describe that moving air is wind. 9.2.4   | 3  | Describe that air cannot be seen but can be felt when it moves.   | Examples of model such as windmill and sailboat                             |  |
| 9.2.5   | Generate ideas on the effects of air movement in everyday life.  Create a tool or        | 4   | Explain through example that air is everywhere including in water and soil. |  |
| Create a tool or model by applying knowledge that demonstrates usage 9.2.6 of air movement. | 5  | Generate ideas on the advantages and disadvantages of moving air. |   |  |
|   | Explain observations about air using sketches, ICT, in written or verbal form.           | 6   | Create a model by applying knowledge of moving air.                         |  |

| WEEK: 38-39 | THEME: TECHNOLOGY AND SUSTAINABILITY OF LIFE TOPIC |            |        | TOPIC: 10.0 | TECHNOLOGY |
|-------------|--|------------|--------|-------------|------------|
| CONTENT     | PERFORMANCE STA                                    |            | ANDARD |             |            |
| STANDARD    | LEARNING STANDARD                                  | PERFORMANC | DES    | CRIPTOR     | NOTE<br>S  |
|             |  | E LEVEL    |        |             |            |

| 10.<br>1 | Building set   | Pupils are able to:  10.1 Choose a structure to build from the building  | 1   | Choose the components needed for the chosen structure to build. | Note:  Construction set is a set of components that can                             |
|----------|--|--|---|---|---|
|          |  | set.  10.2 Identify the building components according to the illustrated manual.   | 2   | Build the structure according to the illustrated manual.        | build several models and have illustrated manual.  Able to describe the function of |
|          |  | <ul> <li>10.3 Assemble the building components according to the illustrated manual.</li> <li>10.4 Create a new structure that is not in the illustrated manual.</li> </ul> | 3   |   | newly built structure.  |
|          |  | 10.5 Disassemble the built structure in sequence and store the components into   |   | Communicate to explain the built structure.                     |   |
|          | a storage container  10.6 Explain observations about built structure using sketches, ICT, in written or verbal form. | 1  | Choose the components needed for the chosen structure to build. |   |   |
|          |  | verbai ioiiii.   | 6   | Build the structure according to the illustrated manual.        |   |

**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<br>KUMPULAN A: 17.01.2025 - 15.02.2025, KUMPULAN B: 18.01.2025 - 16.02.2025 |