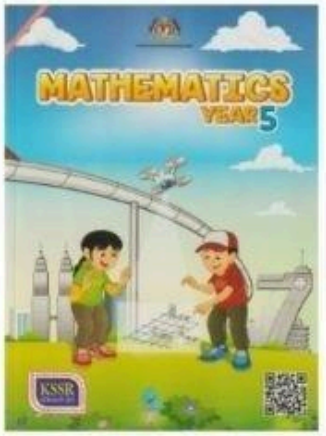
KEMENTERIAN PENDIDIKAN

RANCANGAN PENGAJARAN TAHUNAN

2023/2024



MATHEMATICS (DLP)

YEAR FIVE

<table>
<tr><th>WEEK: 1</th><th colspan="2">LEARNING AREA : NUMBERS AND OPERATIONS</th><th colspan="2">TOPIC : 1.0 WHOLE NUMBERS AND BASIC OPERATIONS</th></tr>
<tr><th rowspan="2">CONTENT STANDARD</th><th rowspan="2">LEARNING STANDARD</th><th rowspan="2">REMARKS</th><th colspan="2">PERFORMANCE STANDARD</th></tr>
<tr><th>TP</th><th>DESCRIPTOR</th></tr>
<tr><td rowspan="7">1.1 Number value</td><td rowspan="7">Pupils will be able to:
1.1.1 State numbers up to 1 000 000:
(i) Read any number in words.
(ii) Say any number in numerals.
(iii) Write numbers in numerals and words.

1.1.2 Determine the value of numbers up to 1 000 000:
(i) State the place value and digit value of any number.
(ii) Write any numbers in extended notation based on place value and digit value.
(iii) Compare the value of two numbers.
(iv) Arrange numbers in ascending and descending order.
(v) Complete any number sequence in ascending and descending order.</td><td rowspan="7">Notes:
Say numbers correctly. 382 425 is read as ‘three hundred eighty two thousand four hundred and twenty-five’ and not ‘three eight two four two five’.

Suggested Activities:
● Use various representations including concrete models, manipulative tools, square grids, pictures, number lines and symbols to represent numbers.
● Use ICT to state and determine the number value.</td><td>1</td><td>Read number sentences involving basic operations and mixed operations with and without brackets.</td></tr>
<tr><td>2</td><td>• Identify prime numbers.
• Explain procedure of basic operations and mixed operations with and without brackets.</td></tr>
<tr><td>3</td><td>• Determine number values including estimation, round off and completion of number patterns up to 1 000 000.
• Justify the answer and solve number sentences involving basic operations and mixed operations with and without brackets.</td></tr>
<tr><td>4</td><td>Solve daily routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1 000 000.</td></tr>
<tr><td>5</td><td>Solve daily routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1 000 000 using various strategies.</td></tr>
<tr><td>6</td><td>Solve daily non-routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1</td></tr>
</table>

				000 000 creatively and innovatively.

WEEK: 1-2	LEARNING AREA : NUMBERS AND OPERATIONS	TOPIC: 1.0 WHOLE NUMBERS AND BASIC OPERATIONS		
CONTENT STANDARD	**LEARNING STANDARD**	**REMARKS**	**PERFORMANCE STANDARD**	
			TP	**DESCRIPTOR**
1.2 Prime numbers	1.2.1 1.2.1 Identify prime numbers within 100.	**Notes:** A prime number is a number that can only be divided by 1 and itself. **Suggested Activities:** Use ICT to identify prime numbers.	1	Read number sentences involving basic operations and mixed operations with and without brackets.
			2	• Identify prime numbers. • Explain procedure of basic operations and mixed operations with and without brackets.
			3	• Determine number values including estimation, round off and completion of number patterns up to 1 000 000. • Justify the answer and solve number sentences involving basic operations and mixed operations with and without brackets.
1.3 Estimation	1.3.1 Estimate quantity based on given reference set and justify the answer.	**Notes:** Examples given should be related to pupils' knowledge and experiences. **Suggested Activities:** Use concrete and non-concrete materials.	4	Solve daily routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1 000 000.
			5	Solve daily routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1 000 000 using various strategies.

			6	Solve daily non-routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1 000 000 creatively and innovatively.

WEEK: 3-4	LEARNING AREA : NUMBERS AND OPERATIONS	TOPIC: 1.0 WHOLE NUMBERS AND BASIC OPERATIONS		
CONTENT STANDARD	**LEARNING STANDARD**	**REMARKS**	**PERFORMANCE STANDARD**	
			TP	**DESCRIPTOR**
1.4 Rounding off numbers	1.4.1 Round off whole numbers up to the nearest hundred thousand. 1.2.2 Identify numbers that can be represented by a rounded off number up to the nearest hundred thousand.	**Notes:** Rounding off numbers can involve decimals, percentages, money and measurement. **Suggested Activities:** Use number lines and various strategies.	1	Read number sentences involving basic operations and mixed operations with and without brackets.
			2	• Identify prime numbers. • Explain procedure of basic operations and mixed operations with and without brackets.
1.5 Number patterns	1.5.1 Identify patterns in given number series in ascending and descending order by ones up to tens, hundreds, thousands, ten thousands and hundred thousands. Complete various number patterns that are given in ascending and descending order.	**Notes:** Number series can involve up to six numbers. **Suggested Activities:** Various calculation tools can be used to calculate in constructing number patterns.	3	• Determine number values including estimation, round off and completion of number patterns up to 1 000 000. • Justify the answer and solve number sentences involving basic operations and mixed operations with and without brackets.
			4	Solve daily routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1 000 000.
			5	Solve daily routine problems involving whole numbers, basic

				operations and mixed operations with and without brackets up to 1 000 000 using various strategies.
			6	Solve daily non-routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1 000 000 creatively and innovatively.

WEEK: 5-6	LEARNING AREA : NUMBERS AND OPERATIONS	TOPIC: 1.0 WHOLE NUMBERS AND BASIC OPERATIONS		
CONTENT STANDARD	**LEARNING STANDARD**	**REMARKS**	**PERFORMANCE STANDARD**	
			TP	**DESCRIPTOR**
1.6 Basic operations	1.6.1 Solve addition number sentences up to five numbers involving numbers up to six digits with sum within 1 000 000. 1.6.2 Solve subtraction number sentences up to three numbers within 1 000 000. 1.6.3 Solve multiplication number sentences of any number up to six digits with a number up to two digits, 100 and 1000 with product up to 1 000 000. 1.2.3 Solve division number sentences of any number within 1 000 000 with a number up to two digits, 100 and 1000.	**Notes:** Begin subtraction involving two numbers. **Suggested Activities:** Use concrete materials, pictures, number lines and mental arithmetic calculation to represent calculation process.	1	Read number sentences involving basic operations and mixed operations with and without brackets.
			2	• Identify prime numbers. Explain procedure of basic operations and mixed operations with and without brackets.
			3	• Determine number values including estimation, round off and completion of number patterns up to 1 000 000. Justify the answer and solve number sentences involving basic operations and mixed operations with and without brackets.
1.7 Mixed operations	1.7.1 Calculate mixed operations within 1 000 000 with and without brackets: (i) Addition and multiplication, (ii) Subtraction and	**Notes:** Begin mixed operations without regrouping. **Suggested Activities:**	4	Solve daily routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1

	multiplication, (iii) Addition and division, Subtraction and division.	Mixed operations can involve money.		000 000.
			5	Solve daily routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1 000 000 using various strategies.
			6	Solve daily non-routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1 000 000 creatively and innovatively.

CUTI PERTENGAHAN PENGGAL 1, SESI 2023/2024 (SELEPAS MINGGU 5)

KUMPULAN A: 21.04.2023 - 29.04.2023, KUMPULAN B: 22.04.2023 - 30.04.2023

WEEK: 7-9	LEARNING AREA : NUMBERS AND OPERATIONS	TOPIC: 1.0 WHOLE NUMBERS AND BASIC OPERATIONS		
CONTENT STANDARD	**LEARNING STANDARD**	**REMARKS**	**PERFORMANCE STANDARD**	
			TP	**DESCRIPTOR**
1.8 Using unknown	1.8.1 Determine the value of an unknown in multiplication number sentences involving one multiplication operation with the product up to 1 000 000. 1.2.4 Determine the value of an unknown in division number sentences involving any number with a number up to two digits, 100 and 1000 within 1 000 000.	**Notes:** ● Unknown is represented by letters. ● Unknown can be in three positions in a number sentence: i. *a* x 23 = 46 ii. 114 x *b* = 342 iii. 20 x 3 = *c* Begin with numbers of small values.	1	Read number sentences involving basic operations and mixed operations with and without brackets.
			2	• Identify prime numbers. • Explain procedure of basic operations and mixed operations with and without brackets.
			3	• Determine number values including estimation, round off and completion of number patterns up to 1 000 000. • Justify the answer and solve number sentences involving basic operations and mixed operations with and without brackets.
1.9 Problem solving	1.9.1 Solve problems involving whole numbers up to 1 000 000 in daily situations. 1.9.2 Solve daily problems involving basic operations	**Suggested Activities:** ● Begin with numbers of small values. ● Use Polya Model in problem solving: 1. Understand and interpret the problem; 2. Plan a solving strategy;		Solve daily routine problems

	and mixed operations within 1 000 000. Solve multiplication and division problems in daily situations involving one unknown.	3. Carry out the strategy; and 4. Check the answer. ● Use various problem solving strategies such as identifying patterns, constructing tables, working backwards, drawing diagrams and trying simpler situations. Use various teaching and learning strategies such as STEM approach, mastery learning, contextual learning and modular approach.	4	involving whole numbers, basic operations and mixed operations with and without brackets up to 1 000 000.
			5	Solve daily routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1 000 000 using various strategies.
			6	Solve daily non-routine problems involving whole numbers, basic operations and mixed operations with and without brackets up to 1 000 000 creatively and innovatively.

CUTI PENGGAL 1, SESI 2023/2024

KUMPULAN A: 26.05.2023 - 03.06.2023, KUMPULAN B: 22.04.2023 - 30.04.2023

WEEK: 10-11	LEARNING AREA : NUMBERS AND OPERATIONS	TOPIC 2.0 FRACTIONS, DECIMALS AND PERCENTAGES		
CONTENT STANDARD	**LEARNING STANDARD**	**REMARKS**	**PERFORMANCE STANDARD**	
			TP	**DESCRIPTOR**
2.1 Fractions	Pupils will be able to: 2.2.1 2.1.1 Multiply fractions of two numbers involving whole numbers, proper fractions and mixed numbers.	**Notes:** Fractions with denominators up to 10. **Suggested Activities:** Use concrete materials, diagrams and software.	1	Read number sentences involving fractions, decimals and percentages.
			2	• Convert fractions and mixed numbers to percentages. Round off decimals.
2.2 Decimals	2.2.1 Round off decimals up to three decimal places. 2.2.2 Solve mixed operations number sentence involving addition and subtraction of decimals up to three decimal places.	**Notes:** Rounding off can involve money and measurement. **Suggested Activities:**	3	• Multiply fractions involving whole numbers, proper fractions and mixed numbers. • Justify the answer in solving basic operations and mixed operations number sentences

	2.2.3 Multiply decimals up to three decimal places with numbers up to two digits, 100 and 1000. 2.3.1 Divide decimals with numbers up to two digits, 100, 1000, with quotient up to three decimal places.	Use diagrams, number lines and software.		involving decimals. Calculate quantity of a percentage and vice versa.
			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 daily non-routine problems involving fractions, decimals and percentages creatively and innovatively.

WEEK: 12	**LEARNING AREA : NUMBERS AND OPERATIONS**	**TOPIC 2.0 FRACTIONS, DECIMALS AND PERCENTAGES**		
CONTENT STANDARD	**LEARNING STANDARD**	**REMARKS**	**PERFORMANCE STANDARD**	
			TP	**DESCRIPTOR**
2.3 Percentages	2.3.1 Convert mixed numbers to percentages and vice versa. 2.2.2 Calculate quantity of percentage up to more than 100% and vice versa.	**Suggested Activities:** ● Use various strategies. Use hundred grid and folded paper.	1	Read number sentences involving fractions, decimals and percentages.
			2	• Convert fractions and mixed numbers to percentages. Round off decimals.

2.4 Problem solving	2.4.1 Solve daily problems involving fractions, decimals and percentages.	**Suggested Activities:** ● Use Polya Model in problem solving: 1.Understand and interpret the problem; 2.Plan solving strategy; 3.Carry out the strategy; and 4.Check the answers. ● Use various problem solving strategies such as drawing diagrams, making tables or lists systematically. Use various teaching and learning strategies such as modular approach, STEM approach and problem solving.	3	• Multiply fractions involving whole numbers, proper fractions and mixed numbers. • Justify the answer in solving basic operations and mixed operations number sentences involving decimals. Calculate quantity of a percentage and vice versa.
			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 daily non-routine problems involving fractions, decimals and percentages creatively and innovatively.

WEEK: 13-14	LEARNING AREA : NUMBERS AND OPERATIONS	TOPIC : 3.0 MONEY		
CONTENT STANDARD	**LEARNING STANDARD**	**REMARKS**	**PERFORMANCE STANDARD**	
			TP	**DESCRIPTOR**
3.1 Basic operations involving money	Pupils will be able to: 3.1.1 Solve addition number sentences up to three values of money with sum within	**Suggested Activities:** ● Use money model,	1	State the meaning of

	RM1 000 000. 3.1.2 Solve subtraction number sentences up to two values of money from one value of money within RM1 000 000. 3.1.3 Solve multiplication number sentences involving value of money up to two digits, 100, 1000 and product within RM1 000 000. 3.1.1 Solve division number sentences involving value of money within RM1 000 000 divided by up to two-digit numbers, 100 and 1000.	pictures, number lines, software and mental calculation to represent calculation of any basic operation. Use simulation and games in teaching and learning strategies.		savings and investment.
			2	Explain simple interest and compound interest in savings.
			3	Justify the answer and solve basic operations and mixed operations number sentences involving money.
3.2 Mixed operations involving money	3.2.1 Solve mixed operations number sentences involving money within RM1 000 000, with and without brackets: (i) Addition and multiplication, (ii) Subtraction and multiplication, (iii) Addition and division, Subtraction and division.	**Suggested Activities:** Use money model, pictures, number lines, software and mental calculation to represent calculation of mixed operations.	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: 15-16	LEARNING AREA : NUMBERS AND OPERATIONS		TOPIC : 3.0 MONEY	
CONTENT STANDARD	LEARNING STANDARD	REMARKS	PERFORMANCE STANDARD	
			TP	DESCRIPTOR

3.3 Savings and investment	3.3.1 Explain meaning of savings and investment. 3.1.2 Explain meaning of simple interest and compound interest in savings.	Notes: Introduce dividend and bonus in investment. Explain appreciation and depreciation of values of savings and investment.	1 State the meaning of savings and investment. 2 Explain simple interest and compound interest in savings.
3.4 Credit and debt management	3.4.1 Explain meaning of credit and debt. 3.2.2 Explain price difference in buying goods using credit and cash.	Notes: • Credit as a facility. • Explain role of interest on loan. Explain why usage of credit card is debt incurring.	3 Justify the answer and solve basic operations and mixed operations number sentences involving money.
3.5 Problem solving	3.5.1 Solve problems involving money within RM1 000 000 in daily situations.	Suggested Activities: • Use Polya Model in problem solving: 1.Understand and interpret the problem; 2.Plan solving strategy; 3.Carry out the strategy; and 4.Check the answers. • Use various problem solving strategies such as trial and error and solving simpler case. • Use various teaching and learning strategies such as simulations, mastery learning, contextual learning and project-based learning.	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: 17-18	LEARNING AREA: MEASUREMENT AND GEOMETRY	TOPIC : 4.0 TIME

<table>
<tr><th>CONTENT STANDARD</th><th>LEARNING STANDARD</th><th>REMARKS</th><th colspan="2">PERFORMANCE STANDARD</th></tr>
<tr><th></th><th></th><th></th><th>TP</th><th>DESCRIPTOR</th></tr>
<tr><td rowspan="2">4.1 Duration</td><td rowspan="2">Pupils will be able to:
4.1.1 Determine duration involving:
(i) Days and hours
(ii) Months and days
Years, months and days</td><td rowspan="2">Notes:
● Introduce leap year.
Duration involving (ii) and (iii) calculated in days only.</td><td>1</td><td>State duration involving units of time.</td></tr>
<tr><td>2</td><td>Convert time units to fractions and decimals.</td></tr>
<tr><td rowspan="4">4.2 Relationship involving units of time</td><td rowspan="4">4.2.1 Convert time units involving fractions:
(i) hours to minutes
(ii) days to hours
(iii) years to months
(iv) decades to years
(v) centuries to decades
(vi) centuries to years

4.2.2 Convert time units involving decimals:
(i) hours to minutes
(ii) days to hours
(iii) years to months
(iv) decades to years
(v) centuries to decades
(vi) centuries to years</td><td rowspan="4">Notes:
● Answers must be in whole numbers.
Fractions only involve bigger units.</td><td>3</td><td>Justify the answer and solve addition and subtraction number sentences involving time in fractions and decimals.</td></tr>
<tr><td>4</td><td>Solve daily routine problems involving time.</td></tr>
<tr><td>5</td><td>Solve daily routine problems involving time using various strategies.</td></tr>
<tr><td>6</td><td>Solve daily non-routine problems involving time creatively and innovatively.</td></tr>
</table>

<table>
<tr><th>WEEK: 18-21</th><th colspan="2">LEARNING AREA: MEASUREMENT AND GEOMETRY</th><th colspan="2">TOPIC : 4.0 TIME</th></tr>
<tr><th>CONTENT STANDARD</th><th>LEARNING STANDARD</th><th>REMARKS</th><th colspan="2">PERFORMANCE STANDARD</th></tr>
<tr><th></th><th></th><th></th><th>TP</th><th>DESCRIPTOR</th></tr>
<tr><td rowspan="2">4.3 Basic operations involving time</td><td rowspan="2">4.3.1 Solve addition and subtraction number sentences of time involving fractions:
(i) hours and minutes
(ii) days and hours
(iii) years and months
(iv) decades and years
(v) centuries and decades
(vi) centuries and years
with and without conversion of unit.

4.3.2 Solve addition and subtraction number sentences of time involving decimals:
(i) hours and minutes
(ii) days and hours
(iii) years and months
(iv) decades and years
(v) centuries and decades
(vi) centuries and years
with and without conversion of unit.</td><td rowspan="2">Notes:
Addition and subtraction involving fractions and decimals can involve fractions, decimals and percentages.</td><td>1</td><td>State duration involving units of time.</td></tr>
<tr><td>2</td><td>Convert time units to fractions and decimals.</td></tr>
<tr><td rowspan="2">4.4 Problem Solving</td><td rowspan="2">4.4.1 Solve problems involving time in daily situations.</td><td rowspan="2">Suggested Activities:
● Use Polya Model in problem solving:
1. Understand and interpret the problem;.
2. Plan a solving strategy;.
3. Carry out the strategy; and
4. Check the answer.

• Use various problem solving strategies such as trial and error and trying a simpler case.
• Use various teaching and learning strategies such as simulations, mastery learning, contextual learning and project-based learning.</td><td>3</td><td>Justify the answer and solve addition and subtraction number sentences involving time in fractions and decimals.</td></tr>
<tr><td>4</td><td>Solve daily routine problems involving time.</td></tr>
<tr><td></td><td></td><td></td><td>5</td><td>Solve daily routine problems involving time using various strategies.</td></tr>
<tr><td></td><td></td><td></td><td>6</td><td>Solve daily non-routine problems involving time creatively and innovatively.</td></tr>
</table>

CUTI PENGGAL 2, SESI 2022/2023

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

WEEK: 22-27	LEARNING AREA: MEASUREMENT AND GEOMETRY		TOPIC 5.0 MEASUREMENT	
CONTENT STANDARD	LEARNING STANDARD	REMARKS	PERFORMANCE STANDARD	
			TP	DESCRIPTOR
5.1 Length	Pupils will be able to: 5.1.1 Convert units of length involving; (i) millimetre and centimetre, (ii) centimetre and metre, (iii) metre dan kilometre, in decimals up to three decimals places. 5.1.2 Convert units of length involving; (i) millimetre and centimetre, (ii) centimetre and metre, (iii) metr e dan kilometre, in fractions. 5.1.3 Add up to three measurements of length involving decimals and fractions with and without unit conversion. 5.1.4 Subtract up to three measurements of length involving decimals and fractions with and without unit conversion. 5.1.5 Multiply measurements of length involving decimals and fractions with numbers up to two digits, 100 and 1000 with and without unit conversion. 5.1.6 Divide measurements of length involving decimals and fractions with numbers up to two digits, 100	**Suggested Activities:** ● Use realia and software in converting units of length. Use various calculation strategies in solving number sentences.	1	Convert units of measurement to fractions and decimals.
			2	Explain steps in solving fractions and decimals number sentences involving measurement.
			3	Justify the answer and solve fractions and decimals number sentences involving measurement.
			4	Solve daily routine problems involving measurement.
			5	Solve daily routine problems involving measurement using various strategies.

	and 1000 with and without unit conversion.		6	Solve daily non-routine problems involving measurement creatively and innovatively.

WEEK: 28-29	LEARNING AREA: MEASUREMENT AND GEOMETRY		TOPIC 5.0 MEASUREMENT	
CONTENT STANDARD	LEARNING STANDARD	REMARKS	PERFORMANCE STANDARD	
			TP	DESCRIPTOR
5.2 Mass	5.2.1 Convert units of mass involving gram and kilogram in fractions and decimals. 5.2.2 Add up to three units of mass in fractions and decimals with and without unit conversion. 5.2.3 Subtract up to three units of mass in fractions and decimals with and without unit conversion. 5.2.4 Multiply units of mass in decimals and fractions with numbers up to two digits, 100 and 1000 with and without unit conversion up to three decimal places. 5.1.1 Divide units of mass in decimals and fractions with numbers up to two digits, 100 and 1000 with and without unit conversion.	**Suggested Activities:** ● Use realia and software in converting units of mass. Use various calculation strategies in solving number sentences.	1	Convert units of measurement to fractions and decimals.
			2	Explain steps in solving fractions and decimals number sentences involving measurement.
			3	Justify the answer and solve fractions and decimals number sentences involving measurement.
			4	Solve daily routine problems involving measurement.

			5	Solve daily routine problems involving measurement using various strategies.
			6	Solve daily non-routine problems involving measurement creatively and innovatively.

WEEK: 30-31	LEARNING AREA: MEASUREMENT AND GEOMETRY		TOPIC 5.0 MEASUREMENT	
CONTENT STANDARD	LEARNING STANDARD	REMARKS	PERFORMANCE STANDARD	
			TP	DESCRIPTOR
5.3 Volume of liquid	5.3.1 Convert units of volume involving millilitre and litre in fractions and decimals. 5.3.2 Add up to three volumes of liquid in fractions and decimals with and without unit conversion. 5.3.3 Subtract up to three volumes of liquid in fractions and decimals with and without unit conversion. 5.3.4 Multiply volume of liquid in decimals and fractions with numbers up to two digits, 100 and 1000 with and without unit conversion. 5.3.5 Divide volume of liquid in decimals and fractions with numbers up to two digits, 100 and 1000 with and without unit conversion.	**Suggested Activities:** ● Use realia and software in converting units of volume of liquid. ● Use various calculation strategies in solving number sentences.	1	Convert units of measurement to fractions and decimals.
			2	Explain steps in solving fractions and decimals number sentences involving measurement.
			3	Justify the answer and solve fractions and decimals number sentences involving measurement.
			4	Solve daily routine problems involving measurement.

5.4 Problem solving	5.3.1 5.4.1 Solve problems involving measurement in daily situations.	**Suggested Activities:** ● Use Polya Model in problem solving: 1. Understand and interpret the problem;. 2. Plan a solving strategy;. 3. Carry out the strategy;.and 4. Check the answer. ● Use various problem solving strategies such as logical reasoning and identifying patterns. ● Use various teaching and learning strategies such as simulations and STEM approach.	5	Solve daily routine problems involving measurement using various strategies.
			6	Solve daily non-routine problems involving measurement creatively and innovatively.

WEEK: 32	LEARNING AREA: MEASUREMENT AND GEOMETRY		TOPIC 6.0 SPACE	
CONTENT STANDARD	LEARNING STANDARD	REMARKS	PERFORMANCE STANDARD	
			TP	DESCRIPTOR
6.1 Regular polygons	Pupils will be able to: 6.1.1 State characteristics of regular polygons with reference to sides, corners, symmetrical axes, angles and diagonals.	**Notes:** Introduce interior angles.	1	Name shapes found in combination of two shapes.
			2	Explain steps in measuring the angles in ~~a~~ regular polygons.
6.2 Angles	6.2.1 6.2.1 Measure angles of regular polygons up to eight sides.	**Notes:** Measure the interior angles only. Use protractor to measure.	3	● Measure angles of regular polygons. ● Calculate perimeter of combination of two regular polygons. ● Calculate area of combination of two shapes involving quadrilaterals and

6.3 Perimeter and area	6.3.1 Determine perimeter of two combined regular polygons up to eight sides including right- angled triangles, equilateral triangles and squares. 6.3.1 Determine area of two combined shapes involving squares, rectangles, equilateral triangles, isosceles triangles and right-angled triangles.	**Suggested Activities:** Use realia, models and diagrams to reinforce pupils' understanding.		triangles. ● Calculate volume of combination of two shapes involving cubes and cuboids.
			4	Solve routine problems involving space.
			5	Solve routine problems involving space using various strategies.
			6	Solve non-routine problems involving space creatively and innovatively.

WEEK: 33-34	LEARNING AREA: MEASUREMENT AND GEOMETRY		TOPIC 6.0 SPACE	
CONTENT STANDARD	LEARNING STANDARD	REMARKS	PERFORMANCE STANDARD	
			TP	DESCRIPTOR

<table>
<tr>
<td>6.4 Volume of solids</td>
<td>6.4.1 Determine volume of two combined shapes involving cubes and cuboids.</td>
<td>Suggested Activities:
Use realia, models and diagrams to reinforce pupils' understanding.</td>
<td></td>
</tr>
<tr>
<td>6.5 Problem solving</td>
<td>6.2.2 6.5.1 Solve problems involving space.</td>
<td>Suggested Activities:
● Use various problem solving strategies such as logical reasoning and identifying patterns.

Use various teaching and learning strategies such as simulations and STEM approach.</td>
<td></td>
</tr>
</table>

1	Name shapes found in combination of two shapes.
2	Explain steps in measuring the angles in a regular polygons.
3	● Measure angles of regular polygons. ● Calculate perimeter of combination of two regular polygons. ● Calculate area of combination of two shapes involving quadrilaterals and triangles. ● Calculate volume of combination of two shapes involving cubes and cuboids.
4	Solve routine problems involving space.
5	Solve routine problems involving space using various strategies.
6	Solve non-routine problems involving space creatively and innovatively.

<table>
<tr><th>WEEK: 35-36</th><th colspan="2">LEARNING AREA: RELATIONSHIP AND ALGEBRA</th><th colspan="3">TOPIC 7.0 COORDINATES, RATIO AND PROPORTION</th></tr>
<tr><th rowspan="2">CONTENT STANDARD</th><th rowspan="2">LEARNING STANDARD</th><th rowspan="2">REMARKS</th><th colspan="2">PERFORMANCE STANDARD</th></tr>
<tr><th>TP</th><th>DESCRIPTOR</th></tr>
<tr><td rowspan="4">7.1 Coordinates in first quadrant

7.2 Ratio

7.3 Proportion</td><td rowspan="4">Pupils will be able to:

7.1.1 7.1.1 Determine horizontal distance and vertical distance between two coordinates.

7.2.1 Represent ratio of two quantities in the form of a : b involving:
(i) Parts to parts
(ii) Parts to whole
Whole to parts

7.3.1 Determine an unknown value using proportion.</td><td rowspan="4">Notes:
Calculations involving horizontal distance and vertical distance.

Notes:
Ratio units must be the same.

Suggested Activities:
Use concrete and non-concrete materials to represent ratio.

Notes:
Use various methods including unitary method.

Suggested Activities:
Use concrete materials and mental arithmetic.</td><td>1</td><td>● State position of x-axis and y-axis in first quadrant.
● Say the given ratio.</td></tr>
<tr><td>2</td><td>● Explain steps in determining horizontal and vertical distance between two points.
● Represent ratio of two quantities.</td></tr>
<tr><td>3</td><td>● Justify the answer for solutions involving horizontal and vertical distance between two points.
● Justify the answer for ratio representations of two quantities.</td></tr>
<tr><td>4</td><td>Solve routine problems involving coordinates, ratio and proportion.</td></tr>
<tr><td>7.4 Problem solving</td><td>7.4.1 Solve problems involving coordinates, ratio and proportions in daily situations.</td><td>Suggested Activities:
Use various problem solving strategies such as analogy and drawing diagrams.</td><td>5</td><td>Solve routine problems involving coordinates, ratio and proportion using various strategies.</td></tr>
<tr><td colspan="3"></td><td>6</td><td>Solve non-routine problems involving coordinates, ratio and proportion creatively and innovatively.</td></tr>
<tr><td colspan="5">CUTI PENGGAL 3, SESI 2023/2024

(KUMPULAN A: 15.12.2023 - 01.01.2024, KUMPULAN B: 16.12.2023 - 01.01.2024)</td></tr>
</table>

<table>
<tr><th>WEEK: 37-39</th><th colspan="2">LEARNING AREA: STATISTICS AND PROBABILITY</th><th colspan="3">TOPIC 8.0 DATA HANDLING</th></tr>
<tr><th>CONTENT STANDARD</th><th>LEARNING STANDARD</th><th>REMARKS</th><th colspan="2">PERFORMANCE STANDARD</th></tr>
<tr><th></th><th></th><th></th><th>TP</th><th>DESCRIPTOR</th></tr>
<tr><td>8.1 Pie chart</td><td>Pupils will be able to:
8.1.1 Interpret pie chart.</td><td>Suggested Activities:
Use pie chart obtained from various sources such as newspaper cuttings, magazines, journals and reports.</td><td>1</td><td>Read information from pictographs and bar charts.</td></tr>
<tr><td>8.2 Mode, median, mean and range</td><td>8.2.1 Recognise and determine mode, median, mean and range from ungrouped data.</td><td>Notes:
Involve pictograph, bar chart and pie chart.</td><td>2</td><td>Explain the steps to construct pictographs and bar charts.</td></tr>
<tr><td>8.3 Problem solving</td><td>8.3.1 Solve problems involving data handling in daily situation.</td><td>Suggested Activities:
● Use Polya Model in problem solving:
1. Understand the problem;
2. Plan a solving strategy;
3. Carry out the strategy; and
4. Check the answer.
● Use various problem solving strategies such as drawing diagrams, making tables/charts or listing systematically.
Use various teaching and learning strategies such as STEM approach and project-based learning.</td><td>3</td><td>● Construct pictographs and bar charts.
● Interpret data from pictographs and bar charts.</td></tr>
<tr><td></td><td></td><td></td><td>4</td><td>Solve daily routine problems involving pictographs and bar charts.</td></tr>
<tr><td></td><td></td><td></td><td>5</td><td>Solve daily routine problems involving pictographs and bar charts using various strategies.</td></tr>
<tr><td></td><td></td><td></td><td>6</td><td>Solve daily non-routine problems involving pictographs and bar charts creatively and innovatively.</td></tr>
</table>

40	ULANGKAJI
41	PENTAKSIRAN AKHIR TAHUN
42	PENGURUSAN AKHIR TAHUN
CUTI AKHIR PERSEKOLAHAN SESI 2023/2024 *(KUMPULAN A: 09.02.2024 - 09.03.2024, KUMPULAN B: 10.02.2024 - 10.03.2024)*	

#MEMERLUKAN RPH LENGKAP UNTUK SETAHUN DAN BORANG TRANSIT PBD?
#RPH2023/2024 coming soon on 3 FEB 2023.

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