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| RANCANGAN PENGAJARAN TAHUNAN SCIENCE DLP YEAR 6 (SK)  2024/2025 | SCHOOL NAME:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  SCHOOL ADDRESS:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  TEACHER’S NAME:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  CLASS:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **WEEK: 1** | | **ORIENTATION WEEK** | | | | |
| **WEEK: 2-3** | | **THEME: INQUIRY IN SCIENCE** | | **TOPIC: 1.0 SCIENTIFIC SKILLS** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 1.1 | Science Process Skills | Pupils are able to: | | 1 | Recall the science process skills. | Suggested activities:  Carry out investigations to acquire science process skills such as:   1. Experimenting to determine the factors that affect the frictional force. 2. Experimenting to determine the factors that affect the growth of microorganisms. |
|  | 1.1.1  1.1.2  1.1.3  1.1.4 | Observe by using all the senses involved and tools if necessary to make qualitative observations to explain phenomenon or changes that occur.  Classify by comparing or identifying similarities and differences based on common characteristics.  Measure and use numbers by using appropriate tools and standard units with correct techniques.  Make inferences by stating the initial conclusion or by giving reasonable explanations for the observation made using the information gathered. |
|  |  | 2 | Describe the science process skills. |

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| **WEEK: 2-3** | **THEME: INQUIRY IN SCIENCE** | | **TOPIC: 1.0 SCIENTIFIC SKILLS** | | |
| **CONTENT STANDARD** | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
|  | 1.1.5  1.1.6 | Predict by making reasonable assumptions of an event or phenomenon based on observations, prior experiences or data.  Communicate by recording information or ideas in suitable forms and presenting them systematically. | 3 | Apply the science process skills to perform a task. |  |
| 1.1.7 | Use space-time relationship by arranging occurrences of phenomenon or event in a chronological order based on time. |  |  |
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| 1.1.8 | Interpret data by selecting relevant ideas about an object, event or based on the trend of the data to make an explanation. | 4 | Analyse the science process skills to solve problems or to perform a task. |

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| **WEEK: 3** | **THEME: INQUIRY IN SCIENCE** | | **TOPIC: 1.0 SCIENTIFIC SKILLS** | | |
| **CONTENT STANDARD** | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
|  | 1.1.9  1.1.10 | Define operationally by describing an interpretation of a task carried out and observed in a situation according to determined aspects.  Control variables by determining the responding and constant variables after the manipulated variable in an investigation have been determined. | 5 | Evaluate the science process skills to solve a problem or to perform a task. |  |
| 1.1.11 | Make a hypothesis by making a general statement that can be tested based on the relationship between the variables in an investigation. |  |  |
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| 1.1.12 | Experiment by using the basic science process skills to collect and interpret data, summarise to prove the hypothesis and write a report. | 6 | Design an experiment to solve a problem systematically and be responsible to oneself, peers and environment. |

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| **WEEK: 4** | | **THEME: LIFE SCIENCE** | | **TOPIC: 2.0 HUMAN** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 2.1 | Human Reproduction | Pupils are able to: | | 1 | Identify male and female reproductive organs. | Notes:  Reproductive organs:   1. Testis 2. Penis 3. Vagina 4. Ovary 5. Fallopian tube 6. Uterus |
|  | 2.1.1  2.1.2  2.1.3  2.1.4 | Describe the functions of male and female reproductive organs.  Explain the process of human fertilisation until the baby is born.  Provide reasoning on the importance of reproduction to human.  Explain the observations of human reproduction through written or verbal forms, sketches or ICT in a creative way. |
|  |  | 2 | State the main part of the central nervous system. |
|  |  |  |  | 3 | Describe the functions of male and female reproductive organs. |
| **MINGGU: 5** | | **CUTI PERAYAAN – HARI RAYA AIDILFITRI** | | | | |

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| **WEEK: 6-7** | | **THEME: LIFE SCIENCE** | | **TOPIC: 2.0 HUMAN** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 2.2 | Nervous System | Pupils are able to: | | 4 | Provide reasoning on the importance of the reproductive system to human. | Notes:  The nervous system consists of central nervous system and peripheral nervous system.  The main parts of central nervous system are the brain and spinal cord.  Ways to care of the nervous system such as:   1. Wear helmet when riding a bike. 2. Carry out daily activities with correct posture. |
|  | 2.2.1  2.2.2  2.2.3  2.2.4  2.2.5  2.2.6 | Identify the types of human nervous system.  Describe the central nervous system and its functions.  State the functions of peripheral nervous system.  Predict the condition that occurs if the peripheral nervous system does not function.  Generate ideas on ways to take care of the nervous system.  Explain the observations of the nervous system through written or verbal forms, sketches or ICT in a creative way. |
|  |  | 5 | Summarise the importance of taking care of the nervous system towards the well-being of human life. |
|  |  | 6 | Communicate creatively and innovatively on the reproductive system and the nervous system and present their findings. |

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| **WEEK: 8-9** | | **THEME: LIFE SCIENCE** | | **TOPIC: 3.0 MICROORGANISMS** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 3.1 | Life Processes and Effects of Microorganisms | Pupils are able to: | | 1 | State the types and examples of microorganisms. | Notes:  Safety precautions need to be considered when handling the microorganisms.  The types of microorganisms are fungi, protozoa, algae, bacteria and virus.  Suggested activities:  Carry out investigations by using suitable microorganisms to understand the life processes of microorganisms such as breathing, growing and moving. |
|  | 3.1.1  3.1.2  3.1.3  3.1.4 | Explain with examples the types of microorganisms.  Make generalisation on the meaning of microorganisms.  Describe the life processes of microorganisms by carrying out investigations.  Carry out experiments to determine the factors that affect the growth of microorganisms. |
|  |  | 2 | Describe that microorganisms undergo life processes. |
|  |  |  |  | 3 | Explain the harmful effects of microorganisms. |

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| **WEEK: 10** | **THEME: LIFE SCIENCE** | | **TOPIC: 3.0 MICROORGANISMS** | | |
| **CONTENT STANDARD** | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
|  | 3.1.5  3.1.6 | Describe the effects of microorganisms in daily life.  Explain the observations of microorganisms through written or verbal forms, sketches or ICT in a creative way. | 4 | Explain with examples the uses of microorganisms. | Notes:  Factors of the growth of microorganisms:   1. Temperature 2. Nutrient 3. Acidity 4. Water 5. Air |
|  | 5 | Conclude the factors that affect the growth of microorganisms. |
|  |  | 6 | Communicate creatively and innovatively on life processes of microorganisms and their effects and present their findings. |

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| **WEEK: 11** | | **THEME: LIFE SCIENCE** | | **TOPIC: 4.0 INTERACTION AMONG LIVING THINGS** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 4.1 | Interaction among Animals | Pupils are able to: | | 1 | State the meaning of interaction among living things. | Notes:  Types of interaction among animals are prey- predator, competition and symbiosis.  Symbiosis among animals are mutualism, commensalism and parasitism. |
|  | 4.1.1  4.1.2  4.1.3  4.1.4 | Describe the types of interaction among living things.  Explain with examples the factors of competition among animals of intraspecies and interspecies.  Explain through examples the types of symbiosis among animals.  Explain the observations of interaction among animals through written or verbal forms, sketches or ICT in a creative way. |
|  |  | 2 | List the factors of competition among animals. |
|  |  | 3 | Make generalisation on the factors of competition among plants. |
| **CUTI PENGGAL 1, SESI 2024/2025**  **KUMPULAN A: 24.05.2024 - 02.06.2024, KUMPULAN B: 25.05.2024 - 02.06.2024** | | | | | | |

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| **WEEK: 12** | | **THEME: LIFE SCIENCE** | | **TOPIC: 4.0 INTERACTION AMONG LIVING THINGS** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 4.1 | Interaction among Animals | Pupils are able to: | | 1 | State the meaning of interaction among living things. | Notes:  Types of interaction among animals are prey- predator, competition and symbiosis.  Symbiosis among animals are mutualism, commensalism and parasitism. |
|  | 4.1.1  4.1.2  4.1.3  4.1.4 | Describe the types of interaction among living things.  Explain with examples the factors of competition among animals of intraspecies and interspecies.  Explain through examples the types of symbiosis among animals.  Explain the observations of interaction among animals through written or verbal forms, sketches or ICT in a creative way. |
|  |  | 2 | List the factors of competition among animals. |
|  |  | 3 | Make generalisation on the factors of competition among plants. |

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| **WEEK: 13** | | **THEME: LIFE SCIENCE** | | **TOPIC: 4.0 INTERACTION AMONG LIVING THINGS** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 4.2 | Interaction among Plants | Pupils are able to: | | 4 | Explain through examples the types of symbiosis among plants and animals. | Notes:  Types of interaction among plants are competition and symbiosis.  Symbiosis among plants are commensalism and parasitism.  Importance of interaction among living things to ecosystem such as:   1. Survival of species 2. Control the population of living things in a habitat. 3. Maintain the natural resources. 4. Restore the balance of nature. |
|  | 4.2.1  4.2.2  4.2.3 | Describe the factors of competition among plants by carrying out investigations.  Explain through examples the types of symbiosis among plants.  Explain the observations of interaction among plants through written or verbal forms, sketches or ICT in a creative way. |
|  |  | 5 | Summarise the interaction among animals and the interaction among plants. |
|  |  |  | 6 | Communicate creatively and innovatively on the importance of interaction among living things to the ecosystem. |

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| **WEEK: 14-15** | | **THEME: LIFE SCIENCE** | | **TOPIC: 5.0 PRESERVATION AND CONSERVATION** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 5.1 | Preservation and Conservation for the Balance of Nature. | Pupils are able to: | | 1 | State the examples of extinct animals. |  |
|  | 5.1.1 | State the meaning of preservation and conservation of animals and plants. |
|  | 5.1.2 | Generate ideas on ways of preservation and conservation of animals and plants. |  |  |
|  | 5.1.3 | Explain with examples the extinct animals. |  |  |
|  | . | 5.1.4 | Explain through examples the animals and plants that are facing the threat of extinction. |  |  |
|  | 5.1.5 | Describe the factors that cause the threat of extinction to animals and plants. | 2 | Describe the plants and animals that are facing the threat of extinction. |

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| **WEEK: 16** | **THEME: LIFE SCIENCE** | | **TOPIC: 5.0 PRESERVATION AND CONSERVATION** | | |
| **CONTENT STANDARD** | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
|  | 5.1.6  5.1.7 | Generate ideas on the effects of preservation and conservation of animals and plants that are facing the threat of extinction.  Explain the observations of preservation and conservation through written or verbal forms, sketches or ICT in a creative way. | 3 | Describe the factors that cause the threat of extinction to animals and plants. |  |
| 4 | Explain through examples  the ways of preservation  and conservation of animals  and plants. |
| 5 | Provide reasoning on  preservation and  conservation of animals and  plants. |
|  | 6 | Communicate creatively and innovatively on the role of oneself in the effort to preserve and conserve the nature for sustainability. |

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| **WEEK: 17** | | **THEME: PHYSICAL SCIENCE** | | **TOPIC: 6.0 FORCE** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 6.1 | Force and its Effects | Pupils are able to: | | 1 | State the meaning of force. | Notes:  Force is a pull or a push which acts upon an object.  Effects of force:   1. Changes the shape of an object. 2. Changes the direction of an object. 3. Changes the speed of an object. 4. Moves a stationary object. 5. Stops a moving object. |
|  | 6.1.1  6.1.2  6.1.3 | State the meaning of force by carrying out activities.  Explain with examples the effects of force by carrying out activities.  Explain the observations of force and its effects through written or verbal forms, sketches or ICT in a creative way. |
|  |  | 2 | Describe the effects of force. |
|  |  |  |  | 3 | Explain with examples the frictional force. |

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| **WEEK: 18-19** | | **THEME: PHYSICAL SCIENCE** | | **TOPIC: 6.0 FORCE** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 6.2 | Frictional Force | Pupils are able to: | | 4 | Conclude the factors that affect frictional force. | Notes:  Frictional force occurs when two surfaces are in contact.  Factors that affect frictional force are:   1. Mass of an object 2. Type of surface |
|  |  | 6.2.1  6.2.2  6.2.3  6.2.4  6.2.5 | State the meaning of frictional force by carrying out activities.  Describe the effects of frictional force.  Carry out experiments to determine the factors that affect the frictional force.  Generate ideas to solve problems on frictional force in daily life.  Explain the observations of frictional force through written or verbal forms, sketches or ICT in a creative way. |
|  |  | 5 | Solve problems by applying knowledge on appropriate ways to increase and decrease frictional force. |
|  |  |  | 6 | Communicate creatively and innovatively on the application of frictional force in technology. |

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| **WEEK: 20-21** | | **THEME: PHYSICAL SCIENCE** | | **TOPIC: 6.0 FORCE** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 6.3 | Air Pressure | Pupils are able to: | | 1 | State the existence of air pressure. | Notes:  Air pressure is caused by collisions of air particles on the surface of an object.  Air pressure at the peak of a mountain is lower than air pressure at the foot of a mountain.  Suggested activities:  Observations on the existence of air pressure through activities such as:   1. A cup of water covered with a hard cardboard is turned upside down. 2. A bottle of water is closed tightly and punched with holes at the bottom of the bottle. |
|  |  | 6.3.1  6.3.2  6.3.3  6.3.4 | Describe the existence of air pressure in surrounding by carrying out activities.  Relate air pressure with level of height.  Explain through examples the application of air pressure in daily life.  Explain the observations of air pressure through written or verbal forms, sketches or ICT in a creative way. |
|  |  | 2 | Describe the application of air pressure in daily life. |
|  |  |  | 3 | Explain with examples the relationship between height and air pressure. |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
|  |  | 4 | Provide reasoning on the importance of air pressure in daily life. | Notes:  Examples of problems in daily life such as clogged sink. |
| 5 | Solve problems by applying knowledge of air pressure in daily life. |
| 6 | Design a model by applying the knowledge of air pressure and present it creatively and innovatively. |

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| **WEEK: 22-23** | | **THEME: PHYSICAL SCIENCE** | | **TOPIC: 7.0 SPEED** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 7.1 | Speed of Objects | Pupils are able to: | | 1 | Arrange the examples of vehicles according to the speed. | Notes:  Units of speed:   1. kilometre per hour (km/h) 2. metre per second (m/s) 3. centimetre per second (cm/s)   Suggested activity:  Carry out an experiment using a trolley or a toy car on a ramp to determine the relationship between speed, distance and time. |
|  | 7.1.1  7.1.2  7.1.3  7.1.4  7.1.5 | State the units of speed.  Carry out experiments to determine the relationship between speed, distance and time.  Solve problems related to speed using formula.  Define operationally the speed by carrying out activities.  Explain the observations of speed through written or verbal forms, sketches or ICT in a creative way. |
|  |  | 2 | State the units of speed. |
|  |  | 3 | Calculate to determine the speed, distance or time using formula. |
|  |  | 4 | Conclude the relationship between speed, distance and time. |
|  |  |  | 5 | Interpret data using space- time relationship by analysing the graph of a moving object. |
|  |  |  |  | 6 | Define operationally the speed by carrying out an activity. |

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| **WEEK: 24** | | **THEME: MATERIAL SCIENCE** | | **TOPIC: 8.0 FOOD PRESERVATION TECHNOLOGY** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 8.1 | Food Spoilage | Pupils are able to: | | 1 | List the characteristics of spoilt food. |  |
|  |  | 8.1.1  8.1.2  8.1.3 | Explain with examples the characteristics of spoilt food.  State that food spoilage is caused by the action of microorganisms.  Explain the observations of food spoilage through written or verbal forms, sketches or ICT in a creative way. |
|  |  | 2 | State the purpose of food preservation. |
|  |  |  |  | 3 | Explain with examples the methods of preservation and relate them with factors of the microorganisms’ growth. |

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| **WEEK: 25-26** | | **THEME: MATERIAL SCIENCE** | | **TOPIC: 8.0 FOOD PRESERVATION TECHNOLOGY** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 8.2 | Food Preservation | Pupils are able to: | | 4 | Provide reasoning on the importance of food preservation technology. | Notes:  The purpose of food preservation is to prevent or slow down the life processes of microorganisms.  Food preservation methods such as drying, boiling, cooling, vacuum packing, pickling, freezing, canning, bottling, pasteurising, salting, smoking and waxing.  Example of combined preservation methods for salted fish: salting, drying and vacuum packing. |
|  | 8.2.1  8.2.2  8.2.3  8.2.4  8.2.5 | Describe the purpose of food preservation.  Relate the methods of food preservation with the factors that affect the growth of microorganisms.  Carry out food preservation projects on a type of food using various methods.  Summarise that some food can be preserved using more than one preservation methods.  Make generalisation that some food can be preserved by combining more than one preservation methods. |
|  |  | 5 | Summarise that some food can be preserved by combining more than one preservation methods for longer shelf-life. |
|  |  |  | 6 | Communicate creatively and innovatively on the role of food preservation technology for sustainable life. |

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| **WEEK: 26** | **THEME: MATERIAL SCIENCE** | | **TOPIC: 8.0 FOOD PRESERVATION TECHNOLOGY** | | |
| **CONTENT STANDARD** | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
|  | 8.2.6  8.2.7 | Describe the importance of food preservation technology to fulfill the needs of food supply.  Explain the observations of food preservation through written or verbal forms, sketches or ICT in a creative way. |  |  | Notes:  The importance of food preservation technology such as preparing food supply during off-season, long lasting, avoid wastage and easy storage . |
| **CUTI PENGGAL 2, SESI 2024/2025**  **KUMPULAN A: 13.09.2024 - 21.09.2024, KUMPULAN B: 14.09.2024 - 22.09.2024** | | | | | |

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| **WEEK: 27** | | **THEME: MATERIAL SCIENCE** | | **TOPIC: 9.0 WASTE MATERIAL** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 9.1 | Waste Management | Pupils are able to: | | 1 | State the examples of waste materials. | Notes:  Examples of waste materials such as glass, paper, plastic, metal, toxic waste, leftover food and faeces.  Suggested activities:   1. Produce organic fertiliser. 2. Record and analyse waste materials discarded by oneself and plan ways to reduce them. 3. Conduct 5R projects (Reuse, Reduce, Recycle, Repair and Refuse). |
|  | 9.1.1  9.1.2  9.1.3  9.1.4 | Identify waste materials based on the types of materials.  State the meaning of biodegradable and non- biodegradable waste materials.  Classify the waste materials into biodegradable and non- biodegradable materials.  Provide reasoning on the usage of biodegradable and non-biodegradable waste materials wisely. |
|  |  | 2 | Classify the waste materials into biodegradable and non- biodegradable materials. |
|  |  |  |  | 3 | Explain through examples the proper ways of waste management. |

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| **WEEK: 28** | **THEME: MATERIAL SCIENCE** | | **TOPIC: 9.0 WASTE MATERIAL** | | |
| **CONTENT STANDARD** | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
|  | 9.1.5  9.1.6 | Describe proper ways of waste management for sustainable life.  Explain the observations of waste management through written or verbal forms, sketches or ICT in a creative way. | 4 | Summarise the uses of biodegradable and non- biodegradable waste materials wisely. |  |
|  | 5 | Generate ideas on the effects of improper waste disposal. |
|  |  | 6 | Communicate creatively and innovatively one’s role in managing waste materials in the environment for a sustainable life. |

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| **WEEK: 29-31** | | **THEME: EARTH AND SPACE** | | **TOPIC: 10.0 ECLIPSE** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 10.1 | Eclipse of the Moon and Eclipse of the Sun Phenomena | Pupils are able to: | | 1 | State the position of the Moon, the Earth and the Sun of an eclipse phenomenon. | Notes:  Safety precaution that needs to be considered  while making observation on eclipse of the Sun is to avoid looking directly at eclipse of the Sun with naked eyes. |
|  | 10.1.1  10.1.2  10.1.3  10.1.4  10.1.5 | Describe eclipse of the Moon phenomenon based on the position of the Moon, the Earth and the Sun by carrying out a simulation.  Describe eclipse of the Sun phenomenon based on the position of the Moon, the Earth and the Sun by carrying out a simulation.  Relate eclipse of the Moon and eclipse of the Sun phenomena with the properties of light.  Predict the condition on the Earth during the occurrence of eclipse of the Moon and eclipse of the Sun.  Explain the observations of eclipse of the Moon and eclipse of the Sun phenomena through written or verbal forms, sketches or ICT in a creative way. |
|  |  | 2 | Describe the Milky Way galaxy. |
|  |  | 3 | Explain the eclipse phenomena. |

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| **WEEK: 32-33** | | **THEME: EARTH AND SPACE** | | **TOPIC: 11.0 GALAXY** | | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 11.1 | The Milky Way Galaxy | Pupil are able to: | | 4 | Sketch diagrams to show eclipse of the Sun and eclipse of the Moon phenomena. | Notes :  Galaxy consists of millions of stars, gases and dust.  Suggested activities : |
|  | 11.1.1  11.1.2 | State the meaning of galaxy.  Describe the Milky Way galaxy. |
|  | 11.1.3 | Summarise that the Solar System is in the Milky Way galaxy. |  |  | Show videos/pictures of the Milky Way galaxy. |
|  |  | 5 | Summarise that the size of the Solar System is very small compared to the Milky Way galaxy by carrying out a simulation. |
| 11.1.4  11.1.5 | Carry out a simulation to show the size of the Solar System in the Milky Way galaxy and amaze with God’s creation.  Explain the observations of galaxies through written or verbal forms, sketches or ICT in a creative way. |  |
|  |  |  | 6 | Communicate creatively  and innovatively on the  types of galaxies in the  universe and present their  findings |  |

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| **WEEK: 34** | | **THEME: TECHNOLOGY AND SUSTAINABILITY OF LIFE** | | | **TOPIC: 12.0 STABILITY AND STRENGTH** | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 12.1 | Stability and Strength of Objects and Structures | Pupils are able to: | | 1 | Give examples of strong and stable structures. | Notes:  Factors that affect the stability are base area and height (centre of gravity).  Factors that affect the strength are type of material and shape of a structure.  Suggested activity:  Create a strong and stable model structure using waste materials. |
|  | 12.1.1  12.1.2  12.1.3 | Describe the meaning of stability and strength by carrying out activities.  Explain with examples the structures that are strong and stable.  Carry out experiments to determine the factors that affect the stability of an object. |
|  |  | 2 | State the meaning of stability and strength. |
|  |  |  |  | 3 | Describe the factors that affect the stability and the strength of a structure. |

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| **WEEK: 35-36** | **THEME: TECHNOLOGY AND SUSTAINABILITY OF LIFE** | | | | **TOPIC: 12.0 STABILITY AND STRENGTH** | |
| **CONTENT STANDARD** | **LEARNING STANDARD** | | **PERFORMANCE LEVEL** | | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** | |
|  | 12.1.4  12.1.5  12.1.6  12.1.7 | Carry out experiments to determine the factors that affect the strength of a structure.  Generate ideas on the importance of strong and stable structures for sustainable life.  Create a strong and stable model structure using suitable recyclable materials.  Explain the observations of stability and strength of objects and structures through written or verbal forms, sketches or ICT in a creative way. | 4 | Summarise the importance of strong and stable structures for sustainable life. | |  |
| 5 | Create a strong and stable model structure. | |
| 6 | Communicate creatively and innovatively on the strength and stability of the built model and give suggestions to improve it. | |

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| **WEEK: 37-39** | | **THEME: TECHNOLOGY AND SUSTAINABILITY OF LIFE** | | | **TOPIC: 13.0 TECHNOLOGY** | |
| **CONTENT STANDARD** | | **LEARNING STANDARD** | | **PERFORMANCE STANDARD** | | **REMARKS** |
| **PERFORMANCE LEVEL** | **DESCRIPTOR** |
| 13.1 | Advantages and  Disadvantages of Technology | Pupils are able to: | | 1 | State the meaning of technology. | Notes:  Technology is one of the applications of science knowledge to overcome human limitations.  Development of technology in various fields such as agriculture, medicine, transportation, construction and communication. |
|  | 13.1.1  13.1.2  13.1.3  13.1.4 | State the meaning of technology and its importance.  Describe the development of technology in various fields.  Explain through examples the advantages and disadvantages of technology in daily life.  Explain the observations of advantages and disadvantages of technology through written or verbal forms, sketches or ICT in a creative way. |
|  |  | 2 | Give examples of appliances that make life easier. |
|  |  | 3 | Explain with examples the development of technology in certain fields. |
|  |  | 4 | Provide reasoning on the importance of technology to human. |
|  |  | 5 | Relate the effects of the uses of technology with sustainable life. |
|  |  |  | 6 | Communicate creatively and innovatively on the need of future technology in certain fields. |

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| **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 | |

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#RPH2024/2025 coming soon on FEB 2024.

Sila order melalui website (Autosent by EMAIL): https://rphsekolahrendah.com

@ PM: **017- 4991 336** (WhatsApp link: <https://wa.me/60174991336> )

Rozayus Whatsapp Channel (INFO DISKAUN): <https://whatsapp.com/channel/0029VaBMmMlICVfgCkJq7x3n>

TELEGRAM (FREE RPT & DSKP): <https://telegram.me/RPTDSKPSekolahRendah>

FB Group (FREE RPT): <https://www.facebook.com/groups/freerpt/>

FB Page (Contoh RPH): <https://www.facebook.com/RozaYusAcademy/>

Instagram: <https://www.instagram.com/rozayus.academy/>

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\*UP: Diizinkan untuk share tanpa membuang maklumat yang disampaikan oleh Rozayus Academy

**KEMBARA ILMU MEI 2024**

**Kembara Ilmu Cuti Sekolah Bulan Mei 2024.**

**TOKYO, UZBEKISTAN, BEIJING, FINLAND**

**Terbuka kepada semua**

**Trip Kembara Ilmu ini akan dibawa oleh Smart Thinker 4.0 dengan kerjasama Rozayus Academy dan MECK.**

**Check harga pakej dan lihat gambar2 trip sebelum ini dalam channel ni dulu...** [**https://t.me/+IKfsrUK51DI0NGNl**](https://t.me/+IKfsrUK51DI0NGNl)

**Sila wassap untuk maklumat lanjut:** [**https://wa.me/601116412391**](https://wa.me/601116412391)

**KELEBIHAN TRIP KAMI YANG TIADA DENGAN TRAVEL LAIN IALAH KAMI AKAN MEMBAWA ANDA MELAWATI PUSAT-PUSAT PENGAJIAN / SEKOLAH DI NEGARA YANG AKAN DILAWATI KERANA KONSEP KAMI IALAH EDUCATIONAL TRIP !**

