



**RANCANGAN PENGAJARAN TAHUNAN**

**SCIENCE DLP YEAR 3**

**2025/2026**

SCHOOL NAME:

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SCHOOL ADDRESS:

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TEACHER'S NAME:

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CLASS:

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THEME: INQUIRY IN SCIENCE		TOPIC : 2.0 SCIENCE ROOM RULES		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
1	<b>MINGGU ORIENTASI</b> Kump A: 16.2.2025-20.2.2025, Kump B: 17.2.2025-21.2.2025			
2	<b>2.1 Science room rules</b> 2.1.1 Adhere to science room rules  Kump A: 23.2.2025-27.2.2025	1	State science room rules.	Suggested activities: Assessment is carried out through observations before, during and after using the science room.
		2	Explain science room rules.	
		3	Adhere to science room rules.	
		4	Provide reasoning on the importance of adhering to science room rules.	
		5	Generate ideas of action that need to be taken if there is any situation violating the science room rules.	
		6	Practise the concept of compliance to science room rules as a culture in daily life.	

THEME: INQUIRY IN SCIENCE		TOPIC : 1.0 SCIENTIFIC SKILLS		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
<p style="text-align: center;">3</p> <p style="text-align: center;">Kump A: 2.3.2025-6.3.2025</p>	<p><b>1.1 Science Process Skills</b></p> <p>1.1.1 Observe</p>	1	State all the senses involved to make observations of phenomenon or changes that occur.	<p>Suggested activities: Carry out activities that can lead to acquiring skills such as:</p> <p>(i) Observe video about food digestion.</p> <p>(ii) Observe objects that float or objects that sink.</p>
		2	Describe the use of all the senses involved to make observations of phenomenon or changes that occur.	
		3	Use all the senses involved to make observations of phenomenon or changes that occur.	
		4	Use all the senses involved and tools if necessary to make qualitative observations to explain phenomenon or changes that occur.	
		5	Use all the senses involved and tools if necessary to make qualitative and quantitative observations to explain phenomenon or changes that occur.	
		6	Use all the senses involved and tools if necessary to make qualitative and quantitative observations systematically to explain phenomenon or changes that occur.	

THEME: INQUIRY IN SCIENCE		TOPIC : 1.0 SCIENTIFIC SKILLS		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
4  Kump A: 9.3.2025-13.3.2025	1.1.2 Classify	1	State the characteristics of objects or phenomenon.	Suggested activities: Carry out activities that can lead to acquiring skills such as: (i) Classify animals based on eating habits. (ii) Classify plants based on the ways plants reproduce.
		2	Describe the characteristics of objects or phenomenon by stating the similarities and differences.	
		3	Separate and group objects or phenomenon based on common and different characteristics.	
		4	Separate and group objects or phenomenon based on common and different characteristics as well as state the common characteristics used.	
		5	Separate and group objects or phenomenon based on common and different characteristics as well as state the common characteristics used; and use other characteristics to separate and group.	
		6	Separate and group objects or phenomenon based on common and different characteristics until the final stage by stating the characteristics used.	

THEME: INQUIRY IN SCIENCE		TOPIC : 1.0 SCIENTIFIC SKILLS		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
5  Kump A: 16.3.2025- 20.3.2025	1.1.3 Measure and use numbers	1	Choose appropriate tools to measure a quantity.	Suggested activities: Carry out activities that can lead to acquiring skills such as: (i) Measure time for an activity. (ii) Measure length of a book, pencil and other objects.
		2	Describe the use of tools and appropriate ways to measure a quantity.	
		3	Measure by using appropriate tools and standard unit with correct techniques.	
		4	Measure by using appropriate tools and standard unit with correct technique as well as record it in a table.	
		5	Make justification on appropriate tools and standard units used in the activity.	
		6	Demonstrate the way to measure by using tools and standard units with correct techniques, as well as record it systematically, creatively and innovatively in a table.	



THEME: INQUIRY IN SCIENCE		TOPIC : 1.0 SCIENTIFIC SKILLS		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
6  Kump A: 23.3.2025- 27.3.2025	1.1.4 Make inference	1	State the observation for a given situation.	Suggested activities: Carry out activities that can lead to acquiring skills such as: (i) Making inference about objects that float and objects that sink. (ii) Making inference about animal groupings based on eating habits.
		2	State an explanation for observation.	
		3	State more than one explanation for the same observation.	
		4	Select the most reasonable explanation for an observation using the information obtained.	
		5	Make an initial conclusion which is reasonable based on selected explanation using the information obtained.	
		6	Support initial conclusion made using other information or other observation.	
7	CUTI PERAYAAN HARI RAYA AIDILFITRI Kump A: 30.3.2025-3.4.2025, Kump B: 31.3.2025-4.4.2025			

THEME: INQUIRY IN SCIENCE		TOPIC : 1.0 SCIENTIFIC SKILLS		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
8  Kump A: 6.4.2025- 10.4.2025	1.1.5 Predict	1	State one expectation for observation of an event or phenomenon.	Suggested activities: Carry out activities that can lead to acquiring skills such as: (i) Predict the change in water temperature when heated. (ii) Predict the condition of the planet based on its sequence in the Solar System.
		2	Make one expectation of an event or phenomenon based on observation, previous experiences, data or pattern.	
		3	Make more than one expectation of an event or phenomenon based on observation, previous experiences, data or pattern.	
		4	Describe the expectation of an event or phenomenon based on observation, previous experiences, data or pattern.	
		5	Support the expectation made using additional information.	
		6	Make expectation through intrapolation or extrapolation based on observation, previous experiences, data or pattern.	

THEME: INQUIRY IN SCIENCE		TOPIC : 1.0 SCIENTIFIC SKILLS		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
<p style="text-align: center;">9</p> <p style="text-align: center;"><b>Kump A:</b> 13.4.2025-17.4.2025</p>	1.1.6 Communicate	1	State the information obtained.	<p>Suggested activities: Carry out activities that can lead to acquiring skills such as:</p> <p>(i) Draw and label the structure of the tooth.</p> <p>(ii) Make poster of a serving of a balanced meal.</p>
		2	Record information or ideas in any form.	
		3	Record information or ideas in suitable form.	
		4	Record information or ideas in suitable form and present it systematically.	
		5	Record information or ideas in more than one suitable form and present it systematically.	
		6	Produce a creative and innovative presentation based on the information or ideas recorded systematically as well as able to give feedback.	

THEME: INQUIRY IN SCIENCE		TOPIC : 1.0 SCIENTIFIC SKILLS		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PL	DESCRIPTOR	
9  Kump A: 13.4.2025-17.4.2025	1.2 Manipulative Skills  1.2.1 Use and handle apparatus and science substances correctly.	1	Identify apparatus, science substances and specimens required for an activity.	Suggested activities: Assessment is carried out during teaching and learning activities such as: (i) Measure time for an activity. (ii) Carry out plant reproduction project for plants that reproduce through more than one way.
		2	Describe the use of science apparatus, substances and specimens required for an activity.	
10  Kump A: 20.4.2025-24.4.2025	1.2.2 Handle specimens correctly and carefully.  1.2.3 Sketch specimens, apparatus and science substances correctly.  1.2.4 Clean science apparatus correctly.  1.2.5 Store science apparatus and substances correctly and safely.	3	Use and handle science apparatus, substances and specimens required for an activity with the correct method.	
		4	Use, handle, sketch, clean and store science apparatus, substances and specimens used in an activity with the correct method and carefully.	
		5	Use, handle, sketch, clean and store science apparatus, substances and specimens used in an activity with the correct method, systematically and courteously.	
		6	Use, handle, sketch, clean and store science apparatus, substances and specimens used in an activity with the correct method, systematically, wisely. and be an example for others.	

THEME: LIFE SCIENCE		TOPIC : 3.0 HUMAN		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
11  Kump A: 27.4.2025-1.5.2025	<b>3.1 Teeth</b>	1	State the types of teeth.	Suggested activities: Video or pictures to show the number and types of milk teeth and permanent teeth sets and their replacements.  Notes: (i) Tooth structure that is enamel, dentine, nerve, blood vessel and gum. (ii) Consumption of certain food such as sweet food may damage the enamel and cause toothache. (iii) Examples of dental treatment are dental filling, braces, dentures and root canal treatment.
	3.1.1 Describe the types of teeth and their functions.			
	3.1.2 Label the structure of the tooth.	2	Describe the function of each type of teeth.	
	3.1.3 Compare and contrast sets of milk teeth and permanent teeth.	3	Label the cross section of a tooth.	
	3.1.4 Relate dental care with the structure of the tooth.	4	Compare and contrast sets of milk teeth and permanent teeth.	
	3.1.5 Explain the result of observations about teeth through written or verbal forms, sketches or ICT in a creative way.	5	Give reasons on the importance of the practice of daily dental care.	
		6	Communicate about the use of technology in dental treatment creatively and innovatively.	

THEME: LIFE SCIENCE		TOPIC : 3.0 HUMAN		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>12</b>  <b>Kump A:</b> <b>4.5.2025-8.5.2025</b>	3.1 Teeth	1	State the types of teeth.	Suggested activities: Video or pictures to show the number and types of milk teeth and permanent teeth sets and their replacements.  Notes: (iv) Tooth structure that is enamel, dentine, nerve, blood vessel and gum. (v) Consumption of certain food such as sweet food may damage the enamel and cause toothache. (vi) Examples of dental treatment are dental filling, braces, dentures and root canal treatment.
	3.1.1 Describe the types of teeth and their functions.			
	3.1.2 Label the structure of the tooth.	2	Describe the function of each type of teeth.	
	3.1.3 Compare and contrast sets of milk teeth and permanent teeth.	3	Label the cross section of a tooth.	
	3.1.4 Relate dental care with the structure of the tooth.	4	Compare and contrast sets of milk teeth and permanent teeth.	
	3.1.5 Explain the result of observations about teeth through written or verbal forms, sketches or ICT in a creative way.	5	Give reasons on the importance of the practice of daily dental care.	
		6	Communicate about the use of technology in dental treatment creatively and innovatively.	

THEME: LIFE SCIENCE		TOPIC : 3.0 HUMAN		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTE S
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>13</b>  <b>Kump A:</b> <b>11.5.2025-15.5.2025</b>	<b>3.2 Classes of food</b>	1	State examples of food.	Suggested activities: Plan a diet using pictures, model or real food.  Notes:Classes of food are carbohydrate, protein, fats, vitamins, minerals, fibre and water.  Examples of the importance of classes of food: (i) Carbohydrate provides energy. (ii) Protein is essential for growth (iii) Fats warmth the body. (iv) Vitamins and minerals are essential for health. (v) Fibre prevents constipation. (vi) Water to regulate body temperature.
	3.2.1 Give examples of food for each class of food.	2	List examples for each class of food.	
	3.2.2 Make generalisation about the importance of food according to its class for the human body.	3	Explain with examples the importance of each class of food.	
	3.2.3 Explain with examples of a balanced diet based on the food pyramid.	4	Give reasons on the effects of food intake which does not follow the food pyramid.	
	3.2.4 Give reasons on the effects of imbalanced food intake.	5	Suggest a meal based on the food pyramid and give reasons.	

THEME: LIFE SCIENCE		TOPIC : 3.0 HUMAN		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
14  Kump A: 18.5.2025- 22.5.2025	<b>3.2 Classes of food</b>	1	State examples of food.	Suggested activities: Plan a diet using pictures, model or real food.  Notes: Classes of food are carbohydrate, protein, fats, vitamins, minerals, fibre and water.  Examples of the importance of classes of food: (i) Carbohydrate provides energy. (ii) Protein is essential for growth (iii) Fats warmth the body. (iv) Vitamins and minerals are essential for health. (v) Fibre prevents constipation. (vi) Water to regulate body temperature.
	3.2.1 Give examples of food for each class of food.	2	List examples for each class of food.	
	3.2.2 Make generalisation about the importance of food according to its class for the human body.	3	Explain with examples the importance of each class of food.	
	3.2.3 Explain with examples of a balanced diet based on the food pyramid.	4	Give reasons on the effects of food intake which does not follow the food pyramid.	
	3.2.4 Give reasons on the effects of imbalanced food intake.	5	Suggest a meal based on the food pyramid and give reasons.	
	3.2.5 Explain the result of observations about classes of food through written or verbal forms, sketches or ICT in a creative way.	6	Communicate about types of food that need to be avoided for someone with health problems and present it creatively and innovatively.	

THEME: LIFE SCIENCE		TOPIC : 3.0 HUMAN		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
15  Kump A 25.5.2025- 28.5.2025	3.3 Digestion  3.3.1 Describe the digestion process.	1	State that food is broken into pieces by teeth, tongue and saliva.	Suggested activities: Video/computer simulation/chart to observe the food digestion process.
		2	Label parts that involved in digestion.	Explanation about food flow during digestion using various media.
16  Kump A: 10.6.2025-12.6.2025	3.3.2 Arrange in sequence the flow of food during digestion.  3.3.3 Conclude the digested food that is not required by the body.  3.3.4 Explain the result of observations about digestion through written or verbal forms, sketches or ICT in a creative way.	3	Arrange in sequence the flow of food during digestion.	Notes:Digestion is the process of breaking down food into smaller pieces so that nutrients from food can be absorbed by the body starting from the mouth (teeth, tongue and saliva), oesophagus, stomach, intestines and anus.
		4	Make generalisation about digested food.	Notes:Actions that disrupt digestion are:
		5	Conclude about digestion based on the sequence of the food flow.	(i) Talk, run and jump while eating. (ii) Eating too fast.
		6	Communicate about the actions that can disrupt food digestion and its effects in a creative and innovative way.	The actions that disrupt digestion cause effects such as hiccups, vomiting, choking and stomach ache.

THEME: LIFE SCIENCE		TOPIC : 4.0 ANIMALS		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
17  Kump A: 15.6.2025-19.6.2025	4.1 Eating Habits 4.1.1 Classify animals according to their eating habits.	1	State animals' eating habits.	Suggested activities: Video / chart to observe animals' eating habits.  Notes: Animals' natural eating habits are eating plants only, eating animals only or eating animals and plants.
		2	Classify animals based on their eating habits.	
18  Kump A: 22.6.2025-26.6.2025	4.1.2 Explain with examples the eating habits of herbivore, carnivore and omnivore.	3	Make generalisation about the eating habits of herbivore, carnivore and omnivore.	
	4.1.3 Make inference about the animal groupings based on their eating habits.	4	Give reasons on the dentition of herbivore, carnivore and omnivore based on their eating habits.	
	4.1.4 Compare and contrast the dentition of herbivore, carnivore and omnivore.	5	Explain the change of animals natural eating habits through examples.	
	4.1.5 Explain the result of observations about animals' eating habits through written or verbal forms, sketches or ICT in a creative way.	6	Communicate and justify the change of animals' natural habits.	

THEME: LIFE SCIENCE		TOPIC : 5.0 PLANTS		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
<p>19 Kump A: 29.6.2025- 3.7.2025</p> <p>20 Kump A: 6.7.2025- 10.7.2025</p> <p>21 Kump A: 13.7.2025- 17.7.2025</p> <p>22 Kump A: 20.7.2025- 24.7.2025</p>	<p><b>5.1 Plant Reproduction</b></p> <p>5.1.1 Give examples of plants for each way of reproduction</p> <p>5.1.2 Give reasons on the importance of plant reproduction to living things.</p> <p>5.1.3 Make generalisation that a plant can reproduce through various ways by carrying out projects.</p> <p>5.1.4 Explain the result of observations about plant reproduction through written or verbal forms, sketches or ICT in a creative way.</p>	1	State the ways plants reproduce.	<p>Suggested activities: Plant reproduction projects such as:</p> <p>(i) Planting sweet potatoes through stem cutting and underground stem.</p> <p>(ii) Planting water spinach through stem cutting and seeds.</p> <p>Notes: Ways of plant reproduction are spores, seeds, stem cutting, leaves, suckers and underground stems.</p>
		2	Give examples of plants and their ways of reproduction.	
		3	Generate ideas about the importance of plant reproduction to living things.	
		4	Make generalisation that certain plants are able to reproduce in more than one way.	
		5	Communicate creatively and innovatively about plant reproduction projects that have been carried out.	
		6	Explain through examples the use of technology in plant reproduction.	

THEME : PHYSICAL SCIENCE		TOPIC : 6.0 MEASUREMENT		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>23</b> <b>Kump A: 27.7.2025-31.7.2025</b>	<b>6.1 Measurement of area and volume.</b> 6.1.1 State the units that are used to measure area and volume. 6.1.2 Measure the area of regular surfaces using 1cm x 1cm square. 6.1.3 Solve problems to estimate the area of irregular surfaces.	1	State the units that are used to measure area and volume.	Suggested activities: Carry out activity such as measuring the area of surface using graph paper.  Notes: Units used: (i) Area: square centimetre (cm <sup>2</sup> ), square metre (m <sup>2</sup> ), square kilometre (km <sup>2</sup> ). (ii) Volume: millilitre (mL), litre (L), cubic centimetre (cm <sup>3</sup> ), cubic metre (m <sup>3</sup> ).
		2	Describe the methods of measuring area and volume.	
		3	Measure area and volume.	
<b>24</b> <b>Kump A: 3.8.2025-7.8.2025</b>				

THEME : PHYSICAL SCIENCE		TOPIC : 6.0 MEASUREMENT		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
25  Kump A: 10.8.2025-14.8.2025	6.1.4 Measure the volume of hollow boxes using 1cm x 1cm x 1cm cubes.	4	Solve problems to estimate the area of irregular surfaces.	The volume of liquids can be measured using graduated tools such as measuring cylinder by emphasizing on the correct meniscus reading  Solving problems in daily life to determine area and volume of irregular shaped solids.
	6.1.5 Measure the volume of liquid using correct tools and techniques.	5	Solve problems to determine the volume of irregular shaped solids.	
26  Kump A: 17.8.2025-21.8.2025	6.1.6 Solve problems to determine the volume of irregular shaped solids using water displacement method.	6	Give reasons on the importance of measurement in daily life.	
	6.1.7 Explain the result of observations about the measurement of area and volume through written or verbal forms, sketches or ICT in a creative way.			



THEME : PHYSICAL SCIENCE		TOPIC : 7.0 DENSITY		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
27 Kump A: 24.8.2025- 28.8.2025	7.1 <b>Objects or materials which are more or less dense than water.</b> 7.1.1 Make inferences about objects or materials that float or sink by carrying out activities.	1	State the objects or materials that float and the objects or materials that sink.	Suggested activities: Carrying out activities such as: (i) Ice cubes are put into the water. (ii) Oil is poured into the water. (iii) Condensed milk is poured into the water. (iv) Dissolve sugar or salt to increase the density of water so that objects or materials that initially sink can float.  Note: Objects or materials which are more dense than water will sink and objects or materials which are less dense than water will float.  Suggested projects: (i) Produce layers of coloured liquid with different density. (ii) Observe the difference in density of oranges with peel and without peel in water.
		2	Make inferences about objects or materials that float and objects or materials that sink.	
28 Kump A: 1.9.2025- 4.9.2025	7.1.2 Relate objects or materials that float and objects or materials that sink with density.	3	Make generalisation on objects or materials that are more or less dense than water	
29 Kump A: 7.9.2025- 11.9.2025	7.1.3 Solve problems to identify methods to make water more dense. 7.1.4 Explain the result of observations about object or materials which are more or less dense through written or verbal forms, sketches or ICT in a creative way.	4	Conclude the ways to make water more dense.	
		5	Apply the knowledge on density by carrying out projects or activities.	
		6	Communicate about the applications of density in life in a creative and innovative way.	

THEME : MATERIAL SCIENCE		TOPIC : 8.0 ACID AND ALKALI		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
30 Kump A: 21.9.2025- 25.9.2025	8.1 Acid and alkali 8.1.1 Test acidic, alkaline and neutral substances through changes in colour of litmus paper by carrying out investigation.	1	State that litmus paper is used to test acidic, alkaline or neutral substances.	Notes: Acidic, alkaline and neutral substances are used in fields such as agriculture, medical, the manufacturing of household products, health and industry.  Example of other materials such as purple cabbage juice and turmeric can be used to test acidic, alkaline and neutral substances.
		2	Give examples of acidic, alkaline and neutral substances based on the change in the colour of litmus paper.	
31 Kump A: 28.9.2025- 2.10.2025	8.1.2 Make generalisation on acidic, alkaline and neutral substances through taste and touch by testing a few substances.	3	Explain the properties of acidic, alkaline and neutral substances through the change in the colour of litmus paper, taste and touch.	
32 Kump A: 5.10.2025- 9.10.2025	8.1.3 Explore other materials to test acidic, alkaline and neutral substances. 8.1.4 Explain the result of observations about acid and alkali through written or verbal forms, sketches or ICT in a creative way.	4	Make generalisation that taste and touch are not scientific indicators of the properties of acidic, alkaline and neutral substances.	
		5	Explain through examples the use of acidic, alkaline and neutral substances in life.	
		6	Communicate about other methods to identify acidic, alkaline and neutral substances in a creative and innovative way.	

THEME : EARTH AND SPACE		TOPIC : 9.0 SOLAR SYSTEM		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
33 Kump A: 12.10.2025- 16.10.2023	9.1 Solar System 9.1.1 List member of the Solar System using various media.	1	State the center of the Solar System.	Suggested activities: Carry out simulation to describe the revolution of the planets.  Notes: The member of the Solar System are the Sun, planets, natural satellites, asteroids, meteoroids and comets.  The position of planets refers to the sequence of the planets from the Sun. The further the distance of the planets from the Sun, the longer the time taken to make a complete revolution around the Sun.
		2	Name the member of the Solar System.	
34 Kump A: 22.10.2025- 23.10.2025	9.1.2 Make generalisation of the planets' temperature based on their sequence in the Solar System. 9.1.3 Describe the planets that revolve around the Sun on their orbits.	3	Arrange in sequence the planets in the Solar System.	
		4	Make generalisation that planets revolve around the Sun on their orbits.	
35 Kump A: 26.10.2025- 30.10.2025	9.1.4 Relate the positions of the planets from the Sun with the time taken for the planets to revolve around the Sun. 9.1.5 Explain the result of observations about Solar System through written or verbal forms, sketches or ICT in a creative way.	5	Summarize the relationship between the positions of the planets from the Sun with the time taken for the planets to revolve around the Sun.	
		6	Build and present a model of the Solar System creatively and innovatively.	

THEME : TECHNOLOGY AND SUSTAINABILTY OF LIFE		10.0 MACHINE		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		NOTES
		PERFORMANCE LEVEL	DESCRIPTOR	
36 Kump A: 2.11.2025- 6.11.2025	<b>10.1 Pulley</b>	1	State that pulley is an example of a machine.	Suggested activities: Problem solving in daily life by creating a model of a functional pulley.  Notes: Pulley is an example of a simple machine which enables load to be lifted easily by using less force.
	10.1.1 State the meaning and the uses of pulleys.			
	10.1.2 Describe how a fixed pulley works using a model.	2	Give examples of the uses of pulleys in life.	
10.1.3 Give examples of the application of pulleys in life.	3	Describe how a fixed pulley works.		
37 Kump A: 9.11.2025- 13.11.2025	10.1.4 Create a functional model of a pulley.	4	Build a model of a pulley and explain how it works.	
	10.1.5 Explain the result of observations about pulley through written or verbal forms, sketches or ICT in a creative way.	5	Give reasons on the importance of pulleys in daily life.	
		6	Communicate and present the type of pulley creatively and innovatively.	

38-39	<p style="text-align: center;"><b>Ujian Akhir Sesi Akademik (UASA)</b></p> <p style="text-align: center;">Kump A: 16.11.2025-20.11.2025, Kump B: 17.11.2025-21.11.2025 Kump A: 23.11.2025-27.11.2025, Kump B: 24.11.2025-28.11.2025</p>
40-42	<p style="text-align: center;"><b>PENGURUSAN AKHIR TAHUN</b></p> <p style="text-align: center;">Kump A: 30.11.2025-4.12.2025 Kump B: 1.12.2025-5.12.2025 Kump A: 7.12.2025-11.12.2025 Kump B: 8.12.2025-12.12.2025 Kump A: 14.12.2025-18.12.2025 Kump B: 15.12.2025-19.12.2025</p>
<p style="text-align: center;"><b>CUTI AKHIR PERSEKOLAHAN SESI 2025/2026</b></p> <p style="text-align: center;"><b>KUMPULAN A: 19.12.2025 - 10.01.2026, KUMPULAN B: 20.12.2025 - 11.01.2026</b></p>	

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

**BAHAN-BAHAN PERCUMA YANG AKAN DIPEROLEHI BERSAMA RPH 2025/2026:-**

1. DSKP & RPT 2025/2026 (Lengkap dengan tarikh Kumpulan A dan B)
2. Muka Depan Borang Transit Dan Panduan Tahap Pencapaian (TP)
3. Borang Transit – 3 Version ( 2 Excel (Autosum & Manual) & Senarai semak)
4. RPH Pendidikan Sivik\* (BM, BI, Sejarah, P,Moral, P.Islam)
5. RPH PKJR\* (RPH bergabung RPH BM)
6. Buku Teks Pdf (Google Drive)
7. Poster Cuti – Cuti Am, Cuti Penggal.
8. Divider Mingguan – 3 Version (Google Drive)
9. Teacher Planner – 2 Version (Google Drive)
10. Fail Rekod Penghantaran RPH (Google Drive)

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