

**RANCANGAN PENGAJARAN TAHUNAN**

**SCIENCE DLP YEAR 4**

**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 : 1.0 SCIENTIFIC SKILLS		
WEEK : 2-8	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
1	MINGGU ORIENTASI Kump A: 16.2.2025-20.2.2025, Kump B: 17.2.2025-21.2.2025			
2  Kump B: 24.2.2025-28.2.2025  3  Kump B 3.3.2025-7.3.2025  4  Kump B: 3.3.2025-7.3.2025	1.1 Science Process Skills  1.1.1 Observe by using all the senses involved and tools if necessary to make qualitative observations to explain the phenomena or changes that occur.  1.1.2 Classify by comparing or identifying similarities and differences based on common characteristics.  1.1.3 Measure and use numbers by using appropriate tools and standard units with correct techniques.  1.1.4 Make inferences by stating the initial conclusion or by giving reasonable explanations for the observation made using the information gathered.	1	Recall the science process skills.	Suggested activities:  Carry out investigations that lead to acquiring the science process skills such as: (i) Experimenting to determine the factors that affect the size and shape of shadows. (ii) Making conclusion on parts of plants that respond to stimuli.
		2	Describe the science process skills.	

WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
5  Kump B: 17.3.2025- 21.3.2025	1.1.5 Predict by making reasonable assumptions about an event or phenomenon based on observations, prior experiences or data.	3	Apply the science process skills.	
6  Kump B: 24.3.2025- 28.3.2025	1.1.6 Communicate by recording information or ideas in suitable forms and presenting them systematically.			
	1.1.7 Use space - time relationship by arranging occurrences of phenomenon or event in a chronological order based on time.	4	Analyse the science process skills to solve problems or to perform a task.	
	1.1.8 Interpret data by selecting relevant ideas about an object, event or trend found in the data to make an explanation.			
7	CUTI PERAYAAN HARI RAYA AIDILFITRI Kump A: 30.3.2025-3.4.2025, Kump B: 31.3.2025-4.4.2025			

WEEK : 2-8	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
8  Kump B: 7.4.2025- 11.4.2025	1.1.9 Define operationally by describing an interpretation of a task carried out and observed in a situation according to determined aspects.	5	Evaluate the science process skills to solve a problem or to perform a task.	
	1.1.10 Control variables by determining the responding and constant variables after the manipulated variable in the investigation have been determined.			
	1.1.11 Make a hypothesis by making a general statement that can be tested based on the relationship between the variables in the investigation.	6	Design an experiment to solve a problem systematically and be responsible to oneself, peers and the environment.	
	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.			

THEME : LIFE SCIENCE		TOPIC : 2.0 HUMAN		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
9  <b>Kump B:</b> <b>14.4.2025-18.4.2025</b>  10  <b>Kump B:</b> <b>21.4.2025-25.4.2025</b>	<b>2.1 Breathing Process</b>  2.1.1 Identify the organs involved in the breathing process.  2.1.2 Describe the breathing process in terms of air passage and exchange of gases in the lungs through observation by using various media.  2.1.3 Differentiate the content of oxygen and carbon dioxide during inhalation and exhalation.	1	Label the organs involved during the breathing process.	Notes:  Inhaled air contains more oxygen compared to exhaled air.  Exhaled air contains more carbon dioxide compared to inhaled air.  Rate of breathing can be observed through chest movement in one minute.
		2	Explain the breathing process in terms of air passage.	
		3	Make generalisation on the chest movement during the breathing process.	
		4	Differentiate the content of oxygen and carbon dioxide during the breathing process.	
		5	Conclude that the rate of breathing depends on the types of activities.	

THEME : LIFE SCIENCE		TOPIC : 2.0 HUMAN		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>10</b>  <b>Kump B:</b> <b>21.4.2025-25.4.2025</b>  <b>11</b>  <b>Kump B:</b> <b>28.4.2025-2.5.2025</b>	<p>2.1.4 Describe the chest movement during inhalation and exhalation by carrying out activities.</p> <p>2.1.5 Make generalisation that the rate of breathing depends on the types of activities carried out.</p> <p>2.1.6 Explain the observations on human breathing through written or verbal forms, sketches or ICT in a creative way.</p>	6	<p>Communicate creatively and innovatively on situations which give good and bad effects on human breathing and provide suggestions to keep the lungs healthy</p>	<p>Notes:</p> <p>Situations that affect breathing such as being in recreational parks, polluted air, congested areas, and being around smokers.</p>



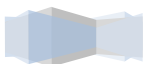
THEME : LIFE SCIENCE		TOPIC : 2.0 HUMAN		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>12</b>  <b>Kump B:</b> <b>5.5.2025-9.5.2025</b>	<b>2.2 Excretion and Defecation</b>  2.2.1 State the meaning of excretion and defecation.  2.2.2 Identify the organs and products of excretion.  2.2.3 Make inferences on the importance to rid products of excretion and defecation.  2.2.4 Explain the observations on human excretion and defecation through written or verbal forms, sketches or ICT in a creative way.	1	State the meaning of defecation.	Notes:  Organs and products of excretion are: (i) Kidneys excrete urine. (ii) Skin excretes sweat. (iii) Lungs release carbon dioxide and water vapour.
		2	List the products of excretion and defecation.	
		3	Describe excretion and defecation.	
		4	Match the organs with the products of excretion using graphic organisers.	
		5	Provide reasoning on the importance of excretion and defecation in human.	
		6	Communicate creatively and innovatively good practices to ensure excretion and defecation are not disrupted.	



THEME : LIFE SCIENCE		TOPIC : 2.0 HUMAN		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>13</b>  <b>Kump B: 12.5.2025- 16.5.2025</b>	<b>2.3 Humans Respond to Stimuli</b>	1	State the sensory organs of human.	Notes:  Examples of responses to stimuli: (i) Eyes close as light is shone directly at them. (ii) Hand moves away spontaneously as it touches hot or sharp objects. (iii) Body shivers in extreme cold.
	2.3.1 State that humans respond when the sensory organs receive stimuli.	2	State that humans respond to stimuli.	
	2.3.2 Explain with examples humans respond to stimuli in daily life.	3	Match a stimulus to its response(s) in a situation.	
	2.3.3 Make inferences on the importance of human response to stimuli.	4	Give examples on how humans respond to stimuli.	
	2.3.4 Explain habits that disrupt the process of human response to stimuli.	5	Summarise the importance of humans response to stimuli.	
	2.3.5	6	Communicate creatively and innovatively concerning habits that should be avoided to prevent damage to the sensory organs and present the findings.	
	Explain the observations on human response to stimuli through written or verbal forms, sketches or ICT in a creative way.			



THEME : LIFE SCIENCE		TOPIC : 3.0 ANIMAL		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>14</b>  <b>Kump B: 19.5.2025- 23.5.2025</b>	<b>3.1 Breathing Organs of Animals</b>  3.1.1 Identify the breathing organs of animals.  3.1.2 Classify animals according to their breathing organs.  3.1.3 Make generalisation that some animals have more than one breathing organ.  3.1.4 Explain the observations about the breathing organs of animals through written or verbal forms, sketches or ICT in a creative way.	1	Label the breathing organs of animals.	Notes:  Examples of animals' breathing organs: (i) Lungs: cat, bird, crocodile, frog and whale. (ii) Gills: fish, tadpole, crab and prawn. (iii) Moist skin: frog and worm. (iv) Spiracle: cockroach, grasshopper, butterfly and caterpillar.
		2	List the examples of vertebrates and invertebrates.	
		3	Give examples of specific characteristics for each class of vertebrates.	



THEME : LIFE SCIENCE		TOPIC : 3.0 ANIMAL		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
15  Kump B: 26.5.2025- 28.5.2025	3.2 <b>Vertebrates</b>			Notes:  Classes of vertebrates (animals with backbone) consist of mammals, reptiles, amphibians, birds and fish.
	3.2.1    State the meaning of vertebrates and invertebrates.	4	Classify vertebrates based on their specific charateristics.	
	3.2.2    Give examples of vertebrates and invertebrates.			
	3.2.3    Classify vertebrates based on specific characteristics for mammals, reptiles, amphibians, birds and fish.	5	Summarise that some animals have more than one breathing organ.	
	3.2.4    Explain the observations about vertebrates through written or verbal forms, sketches or ICT in a creative way.	6	Communicate creatively and innovatively on the breathing organs of animals and classify vertebrates and their specific charateristics to each class and present the findings.	
CUTI PENGGAL 1 SESI 2025/2026				
KUMPULAN A: 29.05.2025 - 09.06.2025, KUMPULAN B: 29.05.2025 - 09.06.2025				

THEME : LIFE SCIENCE		4.0 PLANT		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>16</b>  <b>Kump B:10.6.2025-13.6.2025</b>  <b>17</b>  <b>Kump B: 16.6.2025-20.6.2025</b>	<b>4.1 Plants respond to stimuli</b>	1	State parts of plants that respond to stimuli.	Notes:  Parts of plants that respond to stimuli such as: (i) Roots respond to water. (ii) Roots respond to gravity. (iii) Shoots respond to light. (iv) Leaves of some plants respond to touch.
	4.1.1 State that plants respond to stimuli through observation using various media.			
	4.1.2 Relate parts of plants that respond to different types of stimuli.	2	Describe the process of photosynthesis.	
	4.1.3 Conclude that parts of plants respond to stimuli by carrying out investigations.			
	4.1.4 Explain the observations on responses of plants to stimuli through written or verbal forms, sketches or ICT in a creative way.	3	Explain with examples the responses of parts of plants to stimuli.	



THEME : LIFE SCIENCE		4.0 PLANT		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<div>18</div> <div>Kump B: 23.6.2025-27.6.2025</div> <div>19</div> <div>Kump B: 30.6.2025- 4.7.2025</div> <div>20</div> <div>Kump B: 7.7.2025- 11.7.2025</div>	<b>4.2    Photosynthesis</b>	4	Provide reasoning on the importance of photosynthesis for living things.	Notes:
	4.2.1    State the meaning of photosynthesis.			
	4.2.2    List the needs of plants for the process of photosynthesis.	5	Test the hypothesis that plants respond to stimuli.	Photosynthesis is a process where plants produce their own food.
	4.2.3    State the products of photosynthesis through observations using various media.			Products of photosynthesis are starch and oxygen.
	4.2.4    Provide reasoning on the importance of photosynthesis for living things.			Suggested activity: Simulate the process of photosynthesis using ICT.
4.2.5    Explain the observations on photosynthesis through written or verbal forms, sketches or ICT in a creative way.				

THEME : PHYSICAL SCIENCE		5.0 PROPERTIES OF LIGHT		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>21</b> <b>Kump B:</b> <b>14.7.2025-18.7.2025</b>	<b>5.1 Light Travels In a Straight Line</b> 5.1.1 State that light travels in a straight line by carrying out activities. 5.1.2 Compare and contrast the shadows formed when light is blocked by transparent, translucent and opaque objects by carrying out activities. 5.1.3 Carry out experiment to determine the factors that affect the size and shape of the shadow. 5.1.4 Explain the observations that light travels in a straight line through written or verbal forms, sketches or ICT in a creative way.	1	State that light travels in a straight line, can be reflected and refracted.	
		2	Sketch a ray diagram to show reflection of light from a mirror.	



THEME : PHYSICAL SCIENCE		5.0 PROPERTIES OF LIGHT		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>22</b> <b>Kump B: 21.7.2025-</b> <b>25.7.2025</b>	<b>5.2 Reflection of Light</b>  5.2.1 State that light can be reflected by carrying out activities.  5.2.2 Describe the uses of reflection of light in daily life.  5.2.3 Draw a ray diagram to show the reflection of light from a mirror.  5.2.4 Explain the observations of reflection of light through written or verbal forms, sketches or ICT in a creative way.	3	Give examples of situations in daily life that show light travels in a straight line, can be reflected and refracted.	Notes:  Applications of reflection of light in daily life such as periscope, mirror and others.
		4	Provide reasoning on the importance of properties of light in daily life.	



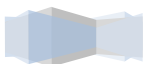
THEME : PHYSICAL SCIENCE		5.0 PROPERTIES OF LIGHT		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>23</b>  <b>Kump B: 28.7.2025- 1.8.2025</b>  <b>24</b>  <b>Kump B: 4.8.2025-8.8.2025</b>	<b>5.3 Refraction of Light</b>			Notes:
	5.3.1 State that light can be refracted, through observation using various media.			Situations or phenomena that show refraction of light such as:
	5.3.2 Explain through examples that light can be refracted by carrying out activities.			(i) Position of a coin in water.
	5.3.3 Describe the formation of rainbow by carrying out activities.	5	Conclude the factors that affect the size and shape of the shadow.	(ii) Shape of a pencil in a glass of water.
	5.3.4 Explain the observations on refraction of light through written or verbal forms, sketches or ICT in a creative way.	6	Communicate creatively and innovatively on innovations of device that apply properties of light to solve problems in daily life.	

THEME : PHYSICAL SCIENCE		TOPIC : 6.0 SOUND		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>25</b>  <b>Kump B:</b> <b>11.8.2025-</b> <b>15.8.2025</b>  <b>26</b>  <b>Kump B:</b> <b>18.8.2025-22.8.2025</b>	<b>6.1 Sound</b>  6.1.1 State that sound is produced by vibrations, by carrying out activities.  6.1.2 Describe that sound travels in all directions.  6.1.3 Give examples of phenomenon that show sound can be reflected in daily life.  6.1.4 Describe the sound that is useful and harmful in daily life.	1	List ways to produce sound.	Notes:  Sound can be produced by blowing, knocking, plucking, bowing and clapping.  Examples of reflection of sound are echo, sonar and ultrasonic.
		2	State that sound is produced by vibrations.	
		3	Make generalisation that sound travels in all directions.	





THEME : PHYSICAL SCIENCE		TOPIC : 6.0 SOUND		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>26</b>  <b>Kump B:</b> <b>18.8.2025-22.8.2025</b>	6.1.5 Generate ideas to solve problems in reducing sound pollution.  6.1.6 Explain the observation of sound through written or verbal forms, sketches or ICT in a creative way.	4	Explain through examples the phenomena that show sound can be reflected.	
		5	Solve problems to reduce sound pollution in daily life.	
		6	Communicate creatively and innovatively on the effects of sound in daily life and present the findings.	



THEME : PHYSICAL SCIENCE		TOPIC : 7.0 ENERGY		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<div>27</div> <div>Kump B: 25.8.2025-29.8.2025</div> <div>28</div> <div>Kump B: 1.9.2025-5.9.2025</div>	<b>7.1 Sources and Forms of Energy</b>	1	List the sources and forms of energy.	Notes:  Forms of energy such as solar energy, heat energy, chemical energy, electrical energy, kinetic energy, sound energy, potential energy, light energy and nuclear energy.
	7.1.1 State the meaning of energy.			
	7.1.2 Describe various sources of energy through observation using various media.	2	Describe renewable and non-renewable energy sources.	
	7.1.3 Explain with examples the various forms of energy.			
	7.1.4 Explain through examples the transformation of energy in daily life.	3	Explain with examples the tranformation of energy.	
	7.1.5 Make generalisation that energy cannot be created or destroyed but can be transformed.			
7.1.6 Explain the observations on the sources and forms of energy through written or verbal forms, sketches or ICT in a creative way.				

THEME : PHYSICAL SCIENCE		TOPIC : 7.0 ENERGY		
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>29</b>  <b>Kump B: 8.9.2025- 12.9.2025</b>	7.2 Renewable and Non-renewable Energy Sources	4	Provide reasoning on the importance of saving energy for sustainability of energy sources.	Notes:  Renewable energy sources can be generated continuously.  Non-renewable energy sources are limited and cannot be generated continuously.  Renewable energy has the potential to be the future source of energy.
	7.2.1 Explain with examples renewable and non-renewable energy sources through observation using various media.			
	7.2.2 Generate ideas on the importance of using energy wisely.	5	Carry out activities to prove the transformation of energy that occurs in daily life.	
	7.2.3 Explain the observations on renewable and non-renewable energy sources through written or verbal forms, sketches or ICT in a creative way.	6	Communicate creatively and innovatively on innovations in the use of energy resources in the future.	
<b>CUTI PENGAL 2 SESI 2025/2026</b> <b>KUMPULAN A: 12.09.2025 - 20.09.2025, KUMPULAN B: 13.09.2025 - 21.09.2025</b>				

THEME : MATERIALS SCIENCE			TOPIC : 8.0 MATERIAL					
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS				
		PERFORMANCE LEVEL	DESCRIPTOR					
30  Kump B: 22.9.2025- 26.9.2025	8.1 <b>Basic Sources of Materials</b>  8.1.1   Explain through examples the basic sources of materials used to make objects.  8.1.2   Classify objects based on basic sources.  8.1.3   Explain the observations on the basic sources of materials through written or verbal forms, sketches or ICT in a creative way.	1	Match materials to their basic sources.	Notes:				
				Basic source	Material	Example of objects		
				2	Characterise objects based on type of materials and basic sources.	Plant	wood	table
							cotton	clothes
							rubber	tyre
				Animal	skin	handbag		
					wool	sweater		
					silk	shawl		
Rocks	metal			nail				
	soil			mirror glass				
Petroleum	plastic			pail				
	synthetic cloth			umbrella				



THEME : MATERIALS SCIENCE			TOPIC : 8.0 MATERIAL	
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>31</b>  <b>Kump B: 29.9.2025- 3.10.2025</b>	<b>8.2 Properties of Materials</b>  8.2.1 Describe the properties of materials by carrying out activities.  8.2.2 Create an object by applying the knowledge of properties of materials.  8.2.3 Provide reasoning on the types of materials chosen in creating the object.	4	Make generalisation on the properties of materials by carrying out investigation.	Notes:  Properties of materials such as: (i) Water absorbent and waterproof. (ii) Float and sink. (iii) Conduct electricity (iv) Ability to allow light to pass through. (v) Conduct heat. (vi) Elasticity.
	8.2.4 Explain the observations on the properties of materials through written or verbal forms, sketches or ICT in a creative way..	5	Make inferences on the materials used for each part of the object.	



WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
		6	Create an object by applying the knowledge of the properties of the materials and present it in a creative and innovative way.	



THEME : EARTH AND SPACE			TOPIC : 9.0 EARTH	
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>32</b>  <b>Kump B: 6.10.2025-10.10.2025</b>  <b>33</b>  <b>Kump B: 13.10.2025-17.10.2025</b>	<b>9.1 Gravity of Earth</b>  9.1.1 Describe the gravitational pull of Earth based on observation by carrying out activities.  9.1.2 Make generalisation that all objects on Earth remain in their positions, by carrying out activities.  9.1.3 Explain the observations on gravity of Earth through written or verbal forms, sketches or ICT in a creative way.	1	State that the Earth rotates on its axis and at the same time revolves around the Sun in its orbit.	Notes :  Gravitational pull of Earth is a force that pulls objects towards the Earth.  The effects of gravitational pull of Earth: (i) objects fall freely. (ii) objects remain in their position.  Objects on Earth remain in their position and this can be demonstrated using a globe.
		2	Explain the gravitational pull of Earth.	
		3	Describe the effects of rotation of the Earth.	



THEME : EARTH AND SPACE			TOPIC : 9.0 EARTH	
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<div>33</div> <div>Kump B: 13.10.2025-17.10.2025</div> <div>34</div> <div>Kump B: 23.10.2025-24.10.2025</div>	<b>9.2    Rotation and Revolution of Earth</b>	4	Provide reasoning on the importance of the gravitational pull on the Earth.	Notes:
	9.2.1    State that the Earth rotates on its axis and at the same time revolves around the Sun in its orbit.			The effects of Earth’s rotation on its axis: (i)    Occurrence of day and night; (ii)    The Sun seems to change its position; (iii)    Changes in length and direction of the shadow.
	9.2.2    Describe the rotation and revolution of the Earth in terms of direction and duration by carrying out activities.	5	Summarise the rotation and revolution of the Earth using graphic organisers.	Suggested activity:
	9.2.3    Describe the effects of the rotation of the Earth on its axis by carrying out activities.			Encourage the use of ICT to view the rotation and revolution of the Earth.
	9.2.4    Explain the observations on the rotation and revolution of the Earth through written or verbal forms, sketches or ICT in a creative way.			



WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
		6	Communicate creatively and innovatively on other effects of the rotation and revolution of the Earth.	



THEME: TECHNOLOGY AND SUSTAINABILITY OF LIFE			TOPIC : 10.0 MACHINES	
WEEK	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>35</b>  <b>Kump B: 27.10.2025- 31.10.2025</b>	<b>10.1 Lever</b>  10.1.1 Identify the load, fulcrum and force on the lever by carrying out activities.  10.1.2 Make generalisation on the relationship between the distance of load from fulcrum with the required force.  10.1.3 Explain the observations about the lever through written or verbal forms, sketches or ICT in a creative way.	1	Give examples for each type of simple machines.	Notes :  The design of a model consisting of various simple machines and its functions explained.
		2	Describe the simple machines found in a complex machine.	Suggested activity:  Encourage the use of ICT to observe the relationship between the distance of load from fulcrum with the force.
		3	Make generalisation on the relationship between the distance of load from fulcrum with the required force.	



THEME: TECHNOLOGY AND SUSTAINABILITY OF LIFE			TOPIC : 10.0 MACHINES	
WEEK : 36-37	CONTENT STANDARD/ LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
<b>36</b>  <b>Kump B:</b>  <b>3.11.2025-7.11.2025</b>  <b>37</b>  <b>Kump B:</b>  <b>10.11.2025-14.11.2025</b>	<b>10.2 Simple Machines and Complex Machines</b>  10.2.1 Explain with examples the types and uses of simple machines by carrying out activities.  10.2.2 Solve problems using two or more simple machines.  10.2.3 Summarise the meaning of complex machines.  10.2.4 Explain the observations of the simple and complex machines through written or verbal forms, sketches or ICT in a creative way.	4	Generate ideas to solve problems involving the use of machines.	Notes :  Types of simple machines are lever, gear, pulley, wheel and axle, wedge, screw and inclined plane.  Examples of problems in daily life such as lifting and moving heavy loads.  The complex machine consists of a combination of more than one simple machine.
		5	Communicate to show the importance of inventing sustainable machines.	
		6	Design a model of complex machine and present it creatively and innovatively.	

38-39	<b>Ujian Akhir Sesi Akademik (UASA)</b> 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
40-42	<b>PENGURUSAN AKHIR TAHUN</b> 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
<b>CUTI AKHIR PERSEKOLAHAN SESI 2025/2026</b> <b>KUMPULAN A: 19.12.2025 - 10.01.2026, KUMPULAN B: 20.12.2025 - 11.01.2026</b>	

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

Tiktok: <https://www.tiktok.com/@rphrozayus>

Shopee Link: <https://shopee.com.my/rph.rozayus>

**\*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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