

**SCHEME OF WORK  
SCIENCE  
YEAR SIX**

WEEK	LEARNING OBJECTIVE	LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	NOTES	VOCABULARY	SPS	TSTS	NOBLE VALUES
<b>THEME : INVESTIGATING LIVING THINGS</b>								
<b>LEARNING AREAS: 1. INTERACTING AMONG LIVING THINGS</b>								
1	1.1 Understanding that some animals live in groups and others live in solitary.	1.1.1 state that some animals live in groups.	Pupils view a video on animals that live in groups and in solitary.		solitary – <i>menyendiri</i> safety- <i>keselamatan</i> cooperation- <i>bekerjasama</i> competition- <i>persaingan</i>	observing classifying communicating making inferences	attributing comparing and contrasting grouping and classifying generating ideas relating	having an interest and curiosity towards the environment realizing that science is a means to understand nature
2		1.1.2 State that some animals live in solitary. 1.1.3 Give examples of animals that live in groups. 1.1.4 Give examples of animals that live in solitary.	Pupils gather information and give examples of animals that live in group and in solitary.					

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<b>THEME : INVESTIGATING LIVING THINGS</b>								
<b>LEARNING AREAS: 1. INTERACTING AMONG LIVING THINGS</b>								
3	1.2 Understanding that competition is a form of interaction among living things.	1.2.1 State that living things interact with one another in the environment. 1.2.2 State that competition is a form of interaction. 1.2.3 List the factors that animals compete for.	Pupils view video on interaction among living things in various habitats.  Pupils discuss and give examples of interaction among living things.  Pupils discuss that competition is a form of interaction.	The video should include various types of interaction such as competition and cooperation .	interaction- <i>interaksi</i> competition- <i>persaingan</i> limited resources- <i>sumber terhadap</i> territory- <i>wilayah</i> breeding- <i>pembiakan</i> mate- <i>pasangan</i> defend- <i>mempertahankan</i> space- <i>ruang</i> shelter- <i>tempat perlindungan</i>	Observing Classifying Making inference Predicting Interpreting data Making hypothesis	Attributing Comparing and contrasting Relating Visualizing Grouping Analyzing Evaluation Predicting	Having an interest and curiosity towards the environment  Realizing that science is a means to understand nature
4		1.2.4 Give reasons why animals compete. 1.2.5 List factors that plants compete for. 1.2.6 Give reasons why plants compete with each other.	Pupils view video or computer simulation of competition among animals.  Pupils discuss and list the factors that animals compete for: a) food, b) water, c) mate, d) shelter, e) territory/space.  Pupils carry out activities to observe animals competing for food, e.g. fish or bird.  Pupils discuss that animals compete because of: a) limited food resources, b) limited water resources, c) trying to get a mate for breeding, d) defending or looking for			Observing Classifying Interpreting data Controlling variables Making hypothesis	Attributing Comparing and contrasting Analyzing Making conclusion Evaluation Relating Predicting	Appreciating the balance of nature  Being thankful to God  Being kind hearted and caring  Being flexible and open minded

			<p>territory, e) defending or looking for shelter.</p> <p>Pupils view a video or pictures of plants in the forest. Based on the video or pictures pupils discuss why plants in the forest have different heights.</p> <p>Pupils carry out activities to observe competition among plants.</p> <p>Pupils discuss that plants compete for: a) sunlight, b) water, c) space, d) nutrient.</p> <p>Pupils discuss and conclude that plants compete because of: a) limited sunlight that can reach them, b) limited water resources, c) limited space, d) limited nutrient.</p>	<p>These activities can be prepared earlier because they may take some time to show results. Suggestion: a) green beans, b) maize.</p>				
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<b>THEME : INVESTIGATING LIVING THINGS</b>								
<b>LEARNING AREAS: 1. INTERACTING AMONG LIVING THINGS</b>								
5	1.3 understanding the responsibility of human beings in protecting endangered species.	1.3.1 Give examples of extinct animal. 1.3.2 Give examples of endangered animal. 1.3.3 Give examples of endangered plant. 1.3.4 Explain why certain animals or plant are facing the threat of extinction. 1.3.5 Suggest ways to prevent animals and plants from extinction.	<p>Pupils view a video or pictures of animals that are extinct, e.g. dinosaurs.</p> <p>Pupils view a video or pictures of endangered animals and plants, e.g. tiger, turtle, orang utan, panda, rhinoceros and rafflesia and pitcher plant.</p> <p>Pupils discuss and conclude that certain animals and plants are facing the threat of extinction because of human activities such as illegal or excessive logging, excessive consumption, and deforestation.</p> <p>Discuss ways to prevent animals and plants from extinction, e.g.</p> <p>a) campaign against excessive logging,            b) educating the public about the importance of protecting and conserving animals and plants,            c) avoid consuming or buying products made from endangered species,            d) enforcing the law.</p>		<i>rafflesia- bunga pakma</i> <i>hornbill-burung enggang</i> <i>conservation-pemuliharaan</i> <i>protection-pelindungan</i> <i>endangered-terancam</i> <i>extinct-pupus</i> <i>excessive-berleluasa</i> <i>threat- ancaman</i> <i>logging-pembalakan</i> <i>consume-menggunakan</i> <i>enforcement-penguatkuasaan</i>	Observing Classifying Making inferences Predicting Communicating	Grouping and classifying Attributing Comparing and contrasting Relating	Having an interest and curiosity towards the environment  Being responsible about the safety of oneself, others, and the environment  Appreciating the balance of nature  Being thankful to God  Being kind-hearted and caring

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<b>THEME : INVESTIGATING LIVING THINGS</b>								
<b>LEARNING AREAS: 1. INTERACTING AMONG LIVING THINGS</b>								
6	1.4 Knowing the impact of human activities on environment.	1.4.1 Give examples of environmental destruction caused by human. 1.4.2 Explain how human activities cause environmental destruction. 1.4.3 Predict what will happen to the Earth if human activities are not controlled.	<p>Pupils view video or see pictures of environmental destructions caused by human activities, e.g.</p> <p>a) erosion, b) landslide, c) flash-flood, d) water pollution, e) air pollution.</p> <p>Pupils view a video and discuss human activities that cause destruction to the environment, e.g.</p> <p>a) illegal and excessive logging, b) illegal and excessive hunting, c) improper management of development.</p> <p>Pupils discuss what will happen to the Earth if human activities that caused environmental destructions are not controlled.</p> <p>Pupils prepare a scrap book on environmental destruction caused by human activities and steps taken to reduce its effects.</p>		balance of nature- <i>keseimbangan alam</i> illegal logging- <i>pembalakan haram</i> illegal hunting- <i>pemburuan haram</i> landslide- <i>tanah runtuh</i> flash-flood- <i>banjir kilat</i> pollution- <i>pencemaran</i> erosion- <i>hakisan</i> disaster- <i>bencana</i> destruction- <i>kemusnahan</i>	Observing Predicting Communicat ing Controlling variables Making Inference Making hypotheses	Attributing Comparing & Contrasting Relating Analysing Making inferences Visualising Generating ideas Synthesisin g Making hypotheses Predicting	<p>Having an interest and curiosity towards the environment.</p> <p>Being responsible about the safety of oneself,others, and the environment.</p> <p>Realising that science is a means to understand nature.</p> <p>Appreciating and practicing clean and healthy living.</p> <p>Appreciating the balance of nature.</p> <p>Being thankful to God.</p> <p>Being kind-hearted and caring.</p>

WEEK	LEARNING OBJECTIVE	LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	NOTES	VOCABULARY	SPS	TSTS	NOBLE VALUES
<b>THEME: INVESTIGATING FORCE AND ENERGY</b>								
<b>LEARNING AREAS: 1. FORCE</b>								
7	1.1 Understanding that push and pull are forces.	1.1.1 State that push and pull are force.  1.1.2 State that force cannot be seen but its effects can be observed.	Pupils push and pull each other's palms to feel the effect of forces.  Pupils discuss and conclude that push and pull are forces.  Based on the above activity pupils discuss and conclude that a force cannot be seen but its effects can be observed.		pull- <i>tarikan</i> push- <i>tolakan</i> force- <i>daya</i> palm- <i>tapak</i> <i>tangan</i>	Observing Making hypotheses Making inferences Making conclusion	Grouping and classifying Making conclusion  Generating ideas Making inferences Making hypotheses Visualising	Being respectful and well-mannered Being objective Being cooperative
8	1.2 Understanding the effects of a force.	1.2.1 State that a force can move a stationary object. 1.2.2 State that a force can change the motion of an object. 1.2.3 State that a force can change the shape of an object.	Pupils carry out activities and discuss the effects of pushing a) a stationary ball, b) a moving ball.  Pupils press, twist or squeeze objects such as plasticine, sponge and spring.  Pupils observe and discuss the effects of forces.  Pupils discuss and conclude that a force can: a) move the stationary object, b) stop a moving object, c) change the direction of a moving object, d) make an object move faster or slower, e) change the shape of an object.		speed – <i>kelajuan</i> stationary – <i>pegun</i> moving – <i>bergerak</i> twist- <i>pulas</i> press- <i>tekan</i>	Observing Making inferences Making hypotheses Communicating Experimenting	Evaluating Making conclusions Generating ideas Making inferences Predicting Making hypotheses	Realising that science is a means to understand nature. Being respectful and well-mannered Having critical and analytical thinking Being flexible and open-minded Being cooperative

WEEK	LEARNING OBJECTIVE	LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	NOTES	VOCABULARY	SPS	TSTS	NOBLE VALUES
<b>THEME: INVESTIGATING FORCE AND ENERGY</b>								
<b>LEARNING AREAS: 1. FORCE</b>								
<b>9</b>	1.3 Analysing friction	1.3.1 State that friction is a type of force. 1.3.2 Describe the effects of friction. 1.3.3 Describe ways to reduce friction.	Pupils observe an object such as a book or a coin sliding on a surface.  Pupils discuss that friction slows down a moving object and conclude that friction is a force.	Friction can be reduced by using: a) using roller, marbles b) using talcum powder, oil, wax, grease, air cushion, c) smoothening the surfaces in contact.	friction – <i>geseran</i> aerodynamic- <i>aerodinamik</i> oppose – <i>bertentangan</i> effect – <i>kesan</i> reduce – <i>kurangkan</i> increase – <i>menambahkan</i> surfaces in contact – <i>permukaan yang bersentuhan</i>	Observing Classifying Making inferences Predicting Interpreting data Controlling variables Making hypothesis Experimenting Communicating	Attributing Comparing and contrasting Grouping and classifying Sequencing Prioritising Analysing Making conclusions	Having an interest and curiosity towards environment.  Being honest and accurate in recording and validating data.  Being responsible about the safety of oneself, others and the environment.  Being respectful and well-mannered.  Having critical and analytical thinking.  Being systematic.  Being cooperative.
<b>10</b>		1.3.4 Describe ways to increase friction. 1.3.5 State the advantages of friction. 1.3.6 State the disadvantages of friction.	Pupils carry out activities that involve friction, e.g. a) open the lid of a jar with dry hands, b) open the lid of a jar with oily hands.					
<b>11</b>		1.3.7 Conclude that friction occurs when two surfaces are in contact. 1.3.8 Design a fair test to find out how different types of surfaces affect the distance a trolley moves by deciding what to change, what to keep the same, and what to measure.	Pupils discuss and conclude that it is easier to open the lid of a jar with dry hands because of greater friction.  Pupils carry out activities that involve friction, e.g. a) rubbing their palms, b) pulling a heavy object, c) rubbing an eraser against a surface. Based on the above activities pupils explain the effects of friction: a) their palms become warmer because friction produces heat, b) it is difficult to move the object because					

		<p>friction opposes motion, c) the eraser becomes smaller because friction causes wear and tear.</p> <p>Pupils list and discuss the effects of friction in everyday life.</p> <p>Pupils compare the effects of friction by rubbing their palms: a) without oil, b) with oil. Pupils discuss and conclude that oil reduces friction.</p> <p>Pupils suggest various ways to reduce friction.</p> <p>Pupils carry out activities to test their suggestions.</p> <p>Pupils gather information on the advantages and disadvantages of friction in everyday life.</p> <p>Pupils discuss various situations where friction occurs and conclude that friction is produced when surfaces are in contact with one another.</p> <p>Pupils plan and carry out an experiment to investigate how different types of surfaces affects the distance a trolley moves.</p>					<p>Being fair and just.</p> <p>Thinking rationally.</p> <p>Being confident and independent.</p>
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<b>THEME: INVESTIGATING FORCE AND ENERGY</b>								
<b>LEARNING AREAS: 2. MOVEMENT</b>								
12	2.1 Understanding speed	2.1.1 State that an object which moves faster travels a longer distance in a given time. 2.1.2 State that an object which moves faster takes a shorter time to travel a given distance. 2.1.3 State what speed is. 2.1.4 Solve problem using the formula.	Pupils carry out activities to: a) compare the distances travelled in a given time by two moving objects, b) compare the time taken by two moving objects to travel a given distance.  Pupils discuss and conclude that: a) an object which moves faster travels a longer distance in a given time, b) an object which moves faster takes a shorter time to travel a given distance.  Pupils conclude that: a) speed is a measurement of how fast an object moves, b) speed can be calculated by using the formula $speed = distance/time$ .  Pupils solve problems using the formula.		Speed = <i>Kelajuan</i> Distance = <i>Jarak</i> Time = <i>Masa</i>	Observing Measuring and Using Number Using Space and Time Relationship Communicating	Attributing Comprising and Contrasting Relating Sequencing Prioritizing	Being honest and accurate in recording and validating data Appreciating the contribution of science and technology Having critical and analytical thinking Being fair and just

WEEK	LEARNING OBJECTIVE	LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	NOTES	VOCABULARY	SPS	TSTS	NOBLE VALUES
<b>THEME: INVESTIGATING MATERIALS</b>								
<b>LEARNING AREAS: 1. FOOD PRESERVATION</b>								
13	1.1 Understanding food spoilage	1.1.1 Describe what spoilt food is. 1.1.2 Identify characteristics of spoilt food. 1.1.3 State that microorganisms can spoil food. 1.1.4 State the conditions for microorganisms to grow.	<p>Pupils observe samples of spoilt food.</p> <p>Pupils discuss and conclude that spoilt food is unsafe to eat.</p> <p>Pupils conclude that spoilt food has one or more of the following characteristics:            a) unpleasant smell,            b) unpleasant taste,            c) changed colour,            d) changed texture,            e) mouldy.</p> <p>Pupils carry out an activity to observe that food turns bad by leaving a slice of bread in the open for a few days.</p> <p>Pupils discuss and conclude that microorganisms can spoil food.</p> <p>Pupils gather information and conclude that microorganisms need certain conditions to grow:            a) air,            b) water,            c) nutrient,            d) suitable temperature,            e) suitable acidity.</p>	Food used in the activity should not be tasted.	medium - keadaan	Observing  Making inferences  Predict  Controlling variable  Making hypothesis  Experimenting  communicating	Comparing and contrasting  Analyzing  Evaluating  Making conclusions  Predicting  Relating  All thinking skill	Being responsible About the safety of one self, others and the environment.  Realizing that science is a means to understand nature.  Appreciating And practicing clean and healthy living.  Being respectful and well mannered  Having critical and analytical thinking  Being cooperative  Dare to try  Thinking rationally  Being confidence and independent

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<b>THEME: INVESTIGATING MATERIALS</b>								
<b>LEARNING AREAS: 1. FOOD PRESERVATION</b>								
14	1.2 Synthesizing the concept of food preservation.	1.2.1 Describe ways to preserve food. 1.2.2 Give examples of food for each type of food preservation. 1.2.3 Give reasons why each way of food preservation is used.	Pupils find information about ways to preserve food and examples of food for each type of preservation, i.e. a) drying, b) boiling, c) cooling, d) vacuum packing, e) pickling, f) freezing, g) bottling/canning, h) pasteurising, i) salting, j) smoking, k) waxing.  Pupils discuss and explain why the above ways are used to preserve food.  Pupils view a video or visit food factory to observe how food is processed and preserved.  Pupils discuss that food preservation is a process of slowing down the food from becoming bad.  Pupils carry out a project on food preservation to preserve a given food.		drying- <i>pengeringan</i> pickling- <i>penjerukan</i> heating - <i>pemanasan</i> vacuum packing- <i>pembungkusan vakum</i> cooling- <i>pendinginan</i> freezing- <i>penyejuk bekuan</i> bottling- <i>pembotolan</i> canning- <i>pengetinan</i> smoking- <i>salai</i> salting- <i>pengasinan</i>	Observing Classifying Making Inferences Predicting Communicating Defining operationally Controlling variables Making hypotheses Experimenting (design a fair test )	Attributing Grouping and classifying Sequencing Making conclusions Making inferences Predicting Making generalisations. Making hypotheses.	-Being honest and accurate in recording and validating data -Being diligent and persevering -Being responsible about the safety of oneself, others, and the environment -Appreciating and practicing clean and healthy living. -Appreciating the contribution of science and technology. -Being thankful to God. -Being kind-hearted and caring. -Being objectives -Being systematic. -Being fair and just.
15		1.2.4 State what food preservation is. 1.2.5 Design and carry out a project to preserve a given food.		Food given can be: a) tapioca, b) banana, c) egg, d) mango, e) chili.				

								-Dare to try. -Being confident and independent.
16	1.3 Realising the importance of preserving food.	1.3.1 Give reasons why we need to preserve food.	Pupils discuss and give reasons why we need to preserve food, e.g. a) the food will last longer, b) the food is easy to store, c) to reduce wastage of food.			Making Inferences Communicating	Relating Comparing & contrasting Analysing Making Inferences Discussion	- Being cooperative - Appreciating the contribution of science and technology
17	<b>PKSR 2</b>							

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<b>THEME: INVESTIGATING FORCE AND ENERGY</b>								
<b>LEARNING AREAS: 2. WASTE MANAGEMENT</b>								
18	2.1 Understanding the effects of improper disposal of waste on the environment.	2.1.1 Identify types of waste in the environment.	Pupils observe various waste in a rubbish bin, e.g. plastic, glass, chemical waste, organic waste and metal.		harmful effects- <i>kesan buruk</i> waste disposal - <i>pembuangan</i> <i>bahan buangan</i>	Observing	Attributing	Being responsible about the safety of oneself, others, and the environment.
19		2.1.2 Identify sources of waste.	Pupils view a video on various waste from factories, food stalls and market.			Making inferences	Relating	
		2.1.3 State the improper ways of waste disposal.				Predicting	Making inferences	Appreciating and practicing clean and healthy living.
		2.1.4 State the proper ways of waste disposal.				Communicating	Visualising	Appreciating the contribution of science and technology.
		2.1.5 Describe the harmful effects of improper waste disposal.	Pupils gather information on: a) sources of waste, b) various ways of waste disposal.			Classifying		Being kind-hearted and caring.
		2.1.6 Describe how waste is disposed in a local area.	Pupils discuss and classify the proper and improper ways of waste disposal.					Thinking rationally.
		2.1.7 Suggest ways to improve waste disposal.	Pupils discuss the harmful effects of improper waste disposal, e.g. a) air pollution, b) water pollution, c) sickness and diseases, d) acid rain, e) flash-flood. Pupils gather information on how waste in a local area is disposed.					
			Pupils discuss and suggest ways to improve waste disposal in a local area.					
			Pupils visit a waste management centre or listen to a talk to gather information on how waste is treated.					

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<b>THEME: INVESTIGATING FORCE AND ENERGY</b>									
<b>LEARNING AREAS: 2. WASTE MANAGEMENT</b>									
20	2.2 Understanding that some waste can decay.	2.2.1 State that certain waste can decay.	Pupils view videos and time-lapse clippings about waste that decay and waste that do not decay.	Biodegradable materials are materials that can be decayed by microorganisms.  Certain plastics are biodegradable.	decay- <i>reput</i> harmful- <i>merbahaya</i> separate- <i>asingkan</i>	Observing Classifying Making Inferences Making Hypotheses Communicating	Attributing Comparing and contrasting Relating Grouping and classifying Analysing Making Inferences Visualising Generating Ideas Making Hypotheses Predicting Synthesising	Having an interest and curiosity towards the environment Being responsible about the safety of oneself, others, and the environment Realising that science is a means to understand nature Appreciating and practicing clean and healthy living Being systematic Thinking rationally	
21		2.2.2 Give examples of waste that can decay.	Pupils separate waste in a rubbish bin according to the categories such as vegetables, paper, glass, plastics and wood.						2.2.3 Give examples of waste that do not decay.
22	<b>UPSR TRAIL EXAM</b>								

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<b>THEME: INVESTIGATING THE EARTH AND THE UNIVERSE</b>								
<b>LEARNING AREAS: 1. ECLIPSES</b>								
23	1.1 Understanding the eclipse of the moon	1.1.1 State what eclipse of the moon is. 1.1.2 State the position of the Moon, the Earth and the Sun during the eclipse of the moon. 1.1.3 Explain why eclipse of the moon occurs.	<p>Pupils use models to simulate the movement of the Earth, the Moon and the Sun.</p> <p>Pupils view a video or computer simulation about partial and total eclipse of the moon.</p> <p>Pupils discuss and conclude that eclipse of the moon occurs because:</p> <p>a) the Earth is between the Moon and the Sun, and            b) the Earth, the Moon and the Sun are positioned in a straight line.</p> <p>Pupils draw diagrams to show the position of the Moon, the Earth and the Sun during the eclipse of the moon.</p>		eclipse- <i>gerhana</i> position- <i>kedudukan</i> partial eclipse- <i>gerhana separa</i> total eclipse- <i>gerhana penuh</i>	Observing Interpreting data Communicat ing	Attributing Generating ideas Visualising	Having an interest and curiosity towards the environment. Realising that science is a means to understand nature.  Appreciating the balance of nature  Being thankful to God.

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<b>THEME: INVESTIGATING THE EARTH AND THE UNIVERSE</b>								
<b>LEARNING AREAS: 1. ECLIPSES</b>								
24	1.2 Understanding the eclipse of the sun	1.2.1 State what eclipse of the sun is. 1.2.2 State the position of the Moon, the Earth and the Sun during the eclipse of the sun.. 1.2.3 Explain why eclipse of the sun occurs. 1.2.4 Predict the scenario on the Earth during the eclipse of the sun.	<p>Pupils use models to simulate the movement of the Earth, the Moon and the Sun. Pupils discuss that the eclipse of the sun occurs during daytime.</p> <p>Pupils view videos or computer simulations about partial and total eclipse of the sun.</p> <p>Pupils discuss and conclude that eclipse of the sun occurs because:            a) the Moon is between the Earth and the Sun,            b) the Earth, the Moon and the Sun are positioned in a straight line.</p> <p>Pupils draw diagrams to show the position of the Moon, the Earth and the Sun during the eclipse of the sun. Pupils discuss and predict the scenario on the Earth during the eclipse of the sun.</p>			Observing Interpreting data Communicating	Attributing Generating ideas Visualising	Having an interest and curiosity towards the environment. Realising that science is a means to understand nature.  Appreciating the balance of nature  Being thankful to God.

WEEK	LEARNING OBJECTIVE	LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	NOTES	VOCABULARY	SPS	TSTS	NOBLE VALUES
<b>THEME: INVESTIGATING TECHNOLOGY</b>								
<b>LEARNING AREAS: 1. MACHINE</b>								
25	1.1 Understanding simple machines	1.1.1 Explain what simple machine is. 1.1.2 State types of simple machines. 1.1.3 Give an example for each type of simple machine.	<p>Pupils try to remove the lid of a tin using</p> <ol style="list-style-type: none"> <li>bare hands,</li> <li>spoon.</li> </ol> <p>Pupils compare the difficulty to complete the task and discuss the function of the tool.</p> <p>Pupils discuss that a simple machine is a device that allows us to use less force to make work easier or faster.</p> <p>Pupils examine and manipulate the following simple machines:</p> <ol style="list-style-type: none"> <li>wheel and axle,</li> <li>lever,</li> <li>wedge,</li> <li>pulley,</li> <li>gear,</li> <li>inclined plane,</li> <li>screw.</li> </ol> <p>Pupils discuss types and examples of simple machines.</p> <p>Pupils walk around the school compound and identify various types of simple machines.</p>		lid- <i>penutup</i> wheel and axle- <i>roda dan gandar</i> lever- <i>tuas</i> wedge- <i>baji</i> pulley- <i>takal</i> gear- <i>gear</i> inclined plane- <i>satah condong</i> screw- <i>skru</i>	Classifying Communicating Observing	Attributing Grouping & Classifying	Appreciating the contribution of science and technology Dare to try

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<b>THEME: INVESTIGATING TECHNOLOGY</b>								
<b>LEARNING AREAS: 1. MACHINE</b>								
26	1.2 Analysing a complex machine.	1.2.1 Identify simple machines in a complex machine. 1.2.2 Conclude that a complex machine is made up of more than one simple machine. 1.2.3 Give examples of complex machines.	Pupils identify the simple machines in a bicycle or a wheel barrow.  Pupils discuss and conclude that a complex machine is a machine made up of more than one simple machine.  Pupils prepare scrap books on examples of complex machines.		wheel barrow- <i>kereta sorong</i>	Observing	Analysing Making conclusion	
27	1.3 Appreciating the invention of machines that make life easier.	1.3.1 Predict how life is without machines. 1.3.2 Explain how machines can make our lives easier. 1.3.3 Design a machine to solve a problem.	Pupils carry out simulation to find out how life would be without machines.  Pupils discuss and predict how life would be without machines.  Pupils discuss and explain how machines make our lives easier.  Pupils identify a problem and design a machine to solve the problem.	Encourage pupils to reuse materials and recycle materials.		Predicting Observing	Inventing	Being responsible about the safety of oneself, other and the environment Being cooperative Dare to try Being confident and independent

28	<b>PKSR 2</b>	
29	<b>REVISION</b>	
30	<b>REVISION</b>	
31	<b>UPSR</b>	
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