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| RANCANGAN PENGAJARAN TAHUNAN MATHEMATICS DLP YEAR 1 (SK) 2025/2026 | SCHOOL NAME:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  SCHOOL ADDRESS:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  TEACHER’S NAME:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  CLASS:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 1.0 WHOLE NUMBERS UP TO 100** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **1-4** | **MINGGU TRANSISI MURID TAHUN 1**  (Kump A: 16.2.2025-13.3.2025, Kump B: 17.2.2025-14.3.2025) | | | |
| **5**  **Kump A:**  **16.3.2025-20.3.2025**  **Kump B:**  **17.3.2025-21.3.2025**  **6**  **Kump A:**  **23.3.2025-27.3.2025**  **Kump B:**  **24.3.2025-28.3.2025** | **1.1 Quantity intuitively.**     * + 1. State the quantity by comparing.   1. **Number value.**   1.2.1 Name the numbers up to 100:  (i) Count objects in groups.  (ii) State the number for a group of objects to represent its quantity.  (iii) Write numbers in numerals and words.  1.2.2 Compare the quantity of two groups of objects. | Compare two groups of objects by one-to-one matching to state:  • many or few  • equal or not equal  • more or less  Use concrete materials and pictorials when counting objects.  Begin with naming numbers up to 10, then followed by up to 20, up to 50 and up to 100 according to the development of the pupil’s ability.  Example:  10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20  20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10  Use concrete materials and pictorials to count and write numbers in numerals and words.  Example:  10 ten  11 eleven  Compare the quantity of two groups of objects using concrete materials and pictorials.  Example:  34 is larger than 24 | |  |  | | --- | --- | | 1 | State any number up to 100. | | 2 | Determine the number values and arrange numbers in order. | | 3 | Estimate and round off any number.  Complete number sequence and number pattern. | | 4 | Solve daily routine problems involving any number. | | 5 | Solve daily routine problems involving any number using various strategies. | | 6 | Solve daily non-routine problems involving any number creatively and innovatively. | | |
| 7 | **CUTI PERAYAAN HARI RAYA AIDILFITRI**  Kump A: 30.3.2025-3.4.2025, Kump B: 31.3.2025-4.4.2025 | | | |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 1.0 WHOLE NUMBERS UP TO 100** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **8**  **Kump A:**  **6.4.2025-10.4.2025**  **Kump B: 17.3.2025-21.3.2025**  **9**  **Kump A:**  **13.4.2025-17.4.2025**  **Kump B: 24.3.2025-28.3.2025** | **1.3 Write numbers**  1.3.1 Write numbers in  numerals and words.  **1.4 Combination of numbers.**  1.4.1 State combination of  one digit numbers. | * Begin with numbers up to 10, then followed by up to 20, up to 50 and up to 100. * Use concrete materials and various of representations to state the place value and digit value.   Example 1:  Write 12 according to place value and digit value.  Example 2:  Partition the number according to place value and digit value.  Place value: 1 tens + 2 ones  Digit value: 10+2   * The word partition can be replaced with other suitable words according to the development of the pupil’s ability.   Example:  Classify, separate or categorise.  Begin with number pattern up to 10. Then, when pupils mastered it, continue with number patterns up to 20, up to 50 and up to 100.  Example 1:  State the patterns as in ones, in twos, in fives, and in tens  Number pattern in ones: 14, 15, 16, 17, 18 Number pattern in twos: 32, 34, 36, 38, 40 Number pattern in fives: 25, 30, 35, 40, 45 Number pattern in tens : 10, 20, 30, 40, 50  Example 2:  Complete the patterns as in ones, in twos, in fives and in tens.  Number pattern in ones: 34, 35, 36, ....., .....  Number pattern in twos: 20, 22, ..... , 26, .....  Number pattern in fives: 15, ..... , 25, ..... , 35  Number pattern in tens: ..... , 80, ..... , 60, 50 | |  |  | | --- | --- | | 1 | State any number up to 100. | | 2 | Determine the number values and arrange numbers in order. | | 3 | Estimate and round off any number.  Complete number sequence and number pattern. | | 4 | Solve daily routine problems involving any number. | | 5 | Solve daily routine problems involving any number using various strategies. | | 6 | Solve daily non-routine problems involving any number creatively and innovatively. | | |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 1.0 WHOLE NUMBERS UP TO 100** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **10**  **Kump A:**  **20.4.2025-24.4.2025**  **Kump B: 21.4.2025-25.4.2025**  **11**  **Kump A:**  **27.4.2025-1.5.2025**  **Kump B: 28.4.2025-2.5.2025**  **12**  **Kump A:**  **4.5.2025-8.5.2025**  **Kump B: 5.5.2025-9.5.2025** | **1.5 Combination of numbers**  1.5.1 State combinations of one digit numbers. | * Combination of numbers is a basic concept for addition. * Begin the combination of numbers up to 10 first. Then when pupils mastered it, proceed to combinations of numbers up to 20, 50 and 100. * Use daily life situations to introduce combinations of numbers.   Example:  Amir has 2 pencils.  Yen has 4 pencils.  There are 6 pencils in total.  and 4 is 6.   * Encourage mental calculation to state combinations of two numbers within the range of basic facts.   Example:  0 and 8 make 8  1 and 7 make 8  and 6 make 8  and 5 make 8  and 4 make 8  and 3 make 8  and 2 make 8  and 1 make 8  8 and 0 make 8 | |  |  | | --- | --- | | 1 | State any number up to 100. | | 2 | Determine the number values and arrange numbers in order. | | 3 | Estimate and round off any number.  Complete number sequence and number pattern. | | 4 | Solve daily routine problems involving any number. | | 5 | Solve daily routine problems involving any number using various strategies. | | 6 | Solve daily non-routine problems involving any number creatively and innovatively. | | |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 2.0 BASIC OPERATIONS** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **13**  **Kump A:**  **11.5.2025-15.5.2025**  **Kump B: 12.5.2025-16.5.2025**  **14**  **Kump A:**  **18.5.2025-22.5.2025**  **Kump B: 19.5.2025-23.5.2025**  **15**  **Kump A:**  **25.5.2025-28.5.2025**  **Kump B:**  **26.5.2025-28.5.2025** | **2.1 The concepts of addition and subtraction.**  2.1.1 Introduce symbols for addition, subtraction and equal to.  2.1.2 Using addition and subtraction symbols and equal to for writing number sentences based on given situation. | * Use and vary appropriate sentences in the context of addition and subtraction. * Using body gestures or object to form addition, subtraction and equals to symbols.   Example 1:  Introduce words related to addition in context.  Total, all, sum of and etc.  Example 2:  Introduce the words related to subtraction in context.  Difference, remaining, balance and etc.  Example 3:  Introduce words related to equal to.  Is, so and etc.   * Construct number sentences based on the given situation with the correct use of symbols. * Situations can be delivered verbally or using concrete materials and pictorials.   Example 1:  Ali has 4 apples.  Abu gave 2 apples to Ali.  How many apples does Ali have?  4 and 2 is 6.  4+2=6  Example 2:  There are 6 apples.  Ali ate 2 apples.  How many apples are left?  6 − 2=4 | |  |  | | --- | --- | | 1 | State the vocabulary and symbols in context of addition, subtraction and ‘equal to’. | | 2 | State spontaneously basic facts in addition and subtraction. | | 3 | Add and subtract up to two numbers within 100, write number sentence of repeated addition and repeated subtraction and justify the answers. | | 4 | Solve daily routine problems involving addition and subtraction of two numbers. | | 5 | Solve daily routine problems involving addition and subtraction of two numbers using various strategies. | | 6 | Solve daily non-routine problems involving addition and subtraction of two numbers creatively and innovatively. | | |
| **CUTI PENGGAL 1 SESI 2025/2026**  **KUMPULAN A: 29.05.2025 - 09.06.2025, KUMPULAN B: 29.05.2025 - 09.06.2025** | | | | |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 2.0 BASIC OPERATIONS** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **16**  **Kump A:**  **10.6.2025-12.6.2025**  **Kump B: 10.6.2025-13.6.2025**  **17**  **Kump A:**  **15.6.2025-19.6.2025**  **Kump B: 16.6.2025-20.6.2025**  **18**  **Kump A:**  **22.6.2025-26.6.2025**  **Kump B: 23.6.2025-27.6.2025**  **19**  **Kump A:**  **29.6.2025- 3.7.2025**  **Kump B: 30.6.2025-4.7.2025** | **2.2 Add within 100.**  2.2.1 Add in the range of basic  facts.  2.2.2 Add two numbers with  the sum within 100.  **2.3 Subtract within100.**  2.3.1 Subtract in the range  of basic facts.  2.3.2 Subtract two numbers  within 100. | * Use concrete materials and pictorials to add numbers within the range of basic facts.   Example:  9+9=18  6+8=14   * After the pupil has mastered the addition operation within the basic facts, then proceed to the sums up to 50 and 100, according to the development of the pupil’s ability.   Example:  25+4=29  36+14=50   * Use concrete materials or pictorials about daily life situations and pupils' experiences to express sentences verbally.   Example based on daily life situations:  There are 15 male pupils and 20 female pupil.  The total number of pupils is 35.   * Use concrete materials and pictorial to subtract numbers within the range of basic facts.   Example: 16−8=8 10−4=6   * After the pupil has mastered the subtraction operation within the range of basic facts, then proceed to subtraction up to 50 and 100, according to the development of the pupil's ability.   Example: 46−25=21   * Use concrete materials or pictorials that related with daily life situations and pupils’ experience to express sentences verbally.   Example:  Class A has 26 pupils. 7 pupils are female.  So, there are 19 male pupils. | |  |  | | --- | --- | | 1 | State the vocabulary and symbols in context of addition, subtraction and ‘equal to’. | | 2 | State spontaneously basic facts in addition and subtraction. | | 3 | Add and subtract up to two numbers within 100, write number sentence of repeated addition and repeated subtraction and justify the answers. | | 4 | Solve daily routine problems involving addition and subtraction of two numbers. | | 5 | Solve daily routine problems involving addition and subtraction of two numbers using various strategies. | | 6 | Solve daily non-routine problems involving addition and subtraction of two numbers creatively and innovatively. | | |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 2.0 BASIC OPERATIONS** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **20**  **Kump A:**  **6.7.2025-10.7.2025**  **Kump B: 7.7.2025-11.7.2025**  **21**  **Kump A:**  **13.7.2025-17.7.2025**  **Kump B:**  **14.7.2025-18.7.2025**  . | **2.4 Repeated addition.**  2.4.1 Write number sentence of  repeated addition in twos, fives,  tens and fours.  **2.5 Repeated subtraction**    2.5.1 Write number sentence of  repeated subtraction in twos, fives,  tens and fours. | * Repeated addition is a basic concept of multiplication. * Use concrete materials and pictorials to introduce repeated addition. * Using daily life situations to write number sentence of repeated addition.   Example:  There are 5 boxes of donut.  Each box has 4 donuts.  How many donut in total?  4+4+4+4+4=20   * There are 20 donuts in total. * Repeated subtraction is a basic concept of division. * Using concrete materials and pictorials to introduce repeated subtraction. * Using daily life situations to write number sentences of repeated subtraction.   Example:  Dad bought 6 pieces of curry puffs.  Dad gave the same amount to his 3 children.  How many curry puffs each child get? 6−2−2−2=0  Each child gets 2 pieces of curry puffs. | |  |  | | --- | --- | | 1 | State the vocabulary and symbols in context of addition, subtraction and ‘equal to’. | | 2 | State spontaneously basic facts in addition and subtraction. | | 3 | Add and subtract up to two numbers within 100, write number sentence of repeated addition and repeated subtraction and justify the answers. | | 4 | Solve daily routine problems involving addition and subtraction of two numbers. | | 5 | Solve daily routine problems involving addition and subtraction of two numbers using various strategies. | | 6 | Solve daily non-routine problems involving addition and subtraction of two numbers creatively and innovatively. | | |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 3.0 MONEY** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **22**  **Kump A:**  **20.7.2025-24.7.2025**  **Kump B: 21.7.2025-25.7.2025**  **23**  **Kump A:**  **27.7.2025-31.7.2025**  **Kump B:**  **28.7.2025-1.8.2025**  **24**  **Kump A:**  **3.8.2025-7.8.2025**  **Kump B:**  **4.8.2025-8.8.2025** | .3**.1 Notes and coins.**  3.1 1 Identify coins and notes of  Malaysian currency.  3.1.2 Represent the value of money in:   1. Sen up to RM1. 2. Ringgit up to RM10.   3.1.3 Convert money in:   1. Coins up to RM1. 2. Notes up to RM10.   3**.2 Add and substract operations**  3.2.1 Add and subtract money within  RM10. | Use real currency to introduce Malaysian currency.  Hands-on activities involving combination of notes up to RM10 and coins up to RM1.  Example:  20 sen and 50 sen is 70 sen. RM1 and RM5 is RM6.   * Use concrete materials and pictorials to convert money. * Convert money does not involve the combination of coins and notes. * Apply addition and subtraction operations using daily life situations or experiences with pupils' financial resources such as from parents, duit raya, gifts, wages or savings. * Conduct activities to record savings and daily spending and emphasise the importance of saving at young age. * Use concrete materials and pictorials for addition and subtraction :   Example:   1. 20 sen and 50 sen is 70 sen.   20 sen + 50 sen = 70 sen   1. RM1 and RM5 is RM6.   RM1 + RM5 = RM6  (iii) 40 sen - 10 sen = 30 sen | |  |  | | --- | --- | | 1 | State:  • Malaysian currency in coins and notes.  • Financial resources and savings. | | 2 | Solve number sentence involving money. | | 3 | Justify the answer for the solution of number sentences involving money. Record savings and expenses from the financial resources. | | 4 | Solve daily routine problems involving money. | | 5 | Solve daily routine problems involving money using various strategies. | | 6 | Solve daily non-routine problems involving money creatively and innovatively. | | |

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| **LEARNING AREA:**  **MEASUREMENT AND GEOMETRY** | | **TOPIC: 4.0** **TIME** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **25**  **Kump A:**  **10.8.2025-14.8.2025**  **Kump B:**  **11.8.2025-15.8.2025** | **4.1 Days and months.**  4.1.1 State time in a day.  4.1.2 Name the days of a week.  4.1.3 Name the months of a year. | Use daily life situations with pictures or verbally to tell about time.  Example:  7 in the morning go to school.  10 in the morning go to the canteen  1 in the evening back home.  6 in the evening playing in the field.  Use daily life situations either verbally or with pictures to state the days of the week.  Example 1:  The assembly is on Monday.  The PJK is on Tuesday.  The Mathematic’s Club is on Wednesday.  Example 2:  Today is Thursday.  Yesterday was Wednesday.  Tomorrow is Friday.  The day after tomorrow is Saturday.  Use daily life situations either verbally or with pictures to state the months of the year.  Use a calendar to express events by month of the year. | |  |  | | --- | --- | | 1 | State time and sequence of events in a day. | | 2 | Name the days of a week and the months of a year. | | 3 | Say and write time in hours and fractions of an hour. | | 4 | Solve daily life routine problems involving time. | | 5 | Solve daily routine problems involving time using various strategies. | | 6 | Solve daily non-routine problems involving time creatively and innovatively. | | |

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| **LEARNING AREA:**  **MEASUREMENT AND GEOMETRY** | | **TOPIC: 4.0** **TIME** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **26**  **Kump A:**  **17.8.2025-21.8.2025**  **Kump B:**  **18.8.2025-22.8.2025** | **4.2 Clock face.**  4.2.1 Identify the clock hands on the clock face.  4.2.2 State and write the time in hours, half an hour and a quarter hour using an analogue clock. | Use real analogue clocks and pictorials to introduce the hour hand and minute hands.  Example:  The short needle is the hour hand.  The long needle is the minute hand.  The numbers 1 to 12 can be seen on the clock face.  State and write time in hours using concrete materials and then followed by illustrative materials.  Example:  2 o’clock.  Half past 2.  Quarter past 2. | |  |  | | --- | --- | | 1 | State time and sequence of events in a day. | | 2 | Name the days of a week and the months of a year. | | 3 | Say and write time in hours and fractions of an hour. | | 4 | Solve daily life routine problems involving time. | | 5 | Solve daily routine problems involving time using various strategies. | | 6 | Solve daily non-routine problems involving time creatively and innovatively. | | |

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| **LEARNING AREA:**  **MEASUREMENT AND GEOMETRY** | | **TOPIC: 5.0 MEASUREMENT** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **27**  **Kump A:**  **24.8.2025-28.8.2025**  **Kump B:**  **25.8.2025-29.8.2025**  **28**  **Kump A:**  **1.9.2025-4.9.2025**  **Kump B:**  **1.9.2025-5.9.2025**  **29**  **Kump A:**  **7.9.2025-11.9.2025**  **Kump B:**  **8.9.2025-12.9.2025** | **5.1 Relative units to measure length, mass and volume of liquids.**  5.1.1 Measure length and mass of  objects, and volume of liquid using  non-standard units.  5.1.2 Compare the length, mass, and  volume of liquid of two or more  objects using non-standard units. | Use of non-standard units and non-standard objects to measure an object.  Examples of non-standard units: Hand span, cubit, crotch, arm span  Examples of measuring lengths with non-standard objects: Measure the length of the book with an eraser or a pencil or a paper clip etc.  Use daily life situations verbally or in stories when comparing two or more measurements.  Example:  Longer than, shorter than, less than, more than, much, little, most, least, same, lightest, heaviest, hardest, light, lighter or heavier. | |  |  | | --- | --- | | 1 | State the vocabulary in context of length, mass and volume of liquid. | | 2 | Measure length, mass and volume of liquid.. | | 3 | Compare the length, mass and volume of liquid of two or more objects and justify the answer. | | 4 | Solve daily routine problems involving measurement. | | 5 | Solve daily routine problems involving measurement using various strategies. | | 6 | Solve daily non-routine problems involving measurement creatively and innovatively. | | |
| **CUTI PENGGAL 2 SESI 2025/2026**  **KUMPULAN A: 12.09.2025 - 20.09.2025, KUMPULAN B: 13.09.2025 - 21.09.2025** | | | | |

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| **LEARNING AREA:**  **MEASUREMENT AND GEOMETRY** | | **TOPIC: 6.0 SPACE** | | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **30**  **Kump A:**  **21.9.2025-25.9.2025**  **Kump B:**  **22.9.2025-26.9.2025**  **31**  **Kump A:**  **28.9.2025-2.10.2025**  **Kump B:**  **29.9.2025-3.10.2025**  **32**  **Kump A:**  **5.10.2025-9.10.2025**  **Kump B:**  **6.10.2025-10.10.2025** | **6.1 Three-dimensional shapes.**  6.1.1 Name the shape of cuboid, cube,  cone, square-based pyramid,  cylinder and sphere.  6.1.2 Describe face, edge and vertex of  three- dimensional shapes.  6.1.3 Arrange objects according to the  pattern.  6.1.4 Create new models using  combinations of three-dimensional  shapes.  **6.2 Two-dimensional shapes.**  6.2.1 Name the shape of square,  rectangle, triangle and circle.  6.2.2 Describe straight line, side, corner  and curved line of two-dimensional  shapes.  6.2.3 Arrange two-dimensional shapes according to the pattern.  6.2.4 Create pattern based on two-  dimensional shapes. | | Relate three-dimensional shapes to shapes from everyday life.  Example:  A cuboid shape can be seen on the tissue box.  Use materials that exist in three-dimensional shapes to show the number of faces, sides and vertices.  Use concrete materials and pictorials to arrange three-dimensional shapes into patterns.  Use situations from everyday life to build new shapes from three-dimensional materials.  Example:  Robots, houses and etc.  Relate two-dimensional shapes to shapes in everyday life.  Example:  You see the rectangular shape on classroom doors, textbooks, and so on.  Use concrete materials and pictorials to show the number of straight lines, sides, angles and curves.  Use concrete materials and pictorials to arrange two-dimensional shapes according to a pattern.  Arrange and combine several two-dimensional shapes to create a pattern. | |  |  | | --- | --- | | 1 | Name three-dimensional and two-dimensional shapes. | | 2 | State the characteristic of three-dimensional and two-dimensional shapes, and arrange objects and shapes according to the pattern. | | 3 | Create new model from the combination of three-dimensional shapes and pattern based on two-dimensional shapes, and justify the answers. | | 4 | Solve daily routine problems involving space. | | 5 | Solve daily routine problems involving space using various strategies. | | 6 | Solve daily non-routine problems involving space creatively and innovatively. | | |

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| **LEARNING AREA:**  **STATISTICS AND PROBABILITY** | | **TOPIC: 7.0 DATA MANAGEMENT** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| .  **33**  **Kump A:**  **12.10.2025-16.10.2025**  **Kump B:**  **13.10.2025-17.10.2025**  **34**  **Kump A:**  **22.10.2025-23.10.2025**  **Kump B:**  **23.10.2025-24.10.2025**  **35**  **Kump A:**  **26.10.2025-30.10.2025**  **Kump B:**  **27.10.2025-31.10.2025**  **36**  **Kump A:**  **2.11.2025-6.11.2025**  **Kump B:**  **3.11.2025-7.11.2025** | 7**.1 Collect, classify and arrange data**  7.1.1 Collect data based on real life  situation.  **7.2 Pictograph**.  7.2.1 Read and obtain information from a  pictograph. | Use daily life situations to find information.  Example:  favourite colour, favourite food, favourite animal, etc  Read and name information about real-life situations shown in pictographs.  The indicator provided involves one unit of picture representing one value.  Emphasize on how to read information from pictographs using the given indicators. | |  |  | | --- | --- | | 1 | Name the pictograph. | | 2 | Collect data based on daily situation. | | 3 | Read and obtain information from pictograph. | | 4 | Solve daily routine problems involving data management. | | 5 | Solve daily routine problems involving data management using various strategies. | | 6 | Solve daily non-routine problems involving data management creatively and innovatively. | | |

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| **37** | **REVISION WEEK**  **Kump A: 9.11.2025-13.11.202, Kump B: 10.11.2025-14.11.2025** |
| **38-39** | **Ujian Akhir Sesi Akademik (UASA)**  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** | **PENGURUSAN AKHIR TAHUN**  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 |
| CUTI AKHIR PERSEKOLAHAN SESI 2025/2026  KUMPULAN A: 19.12.2025 - 10.01.2026, KUMPULAN B: 20.12.2025 - 11.01.2026 | |

**#DOWNLOAD FREE RPT:** [**https://rphsekolahrendah.com/rpt-sekolah-rendah-free-download/**](https://rphsekolahrendah.com/rpt-sekolah-rendah-free-download/)

**#MEMERLUKAN RPH LENGKAP UNTUK SETAHUN?**

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

@ PM: **011-5668 0954** (WhatsApp link: https://wa.me/601156680954 )

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

TELEGRAM (CONTOH RPH ROZAYUS): <https://t.me/RPHbyRozayusAcademy>

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/>

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

Shoppe 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)