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| RANCANGAN PENGAJARAN TAHUNAN MATHEMATICS DLP YEAR 2 (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 1000** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **1** | **ORIENTATION WEEK**  Kump A: 16.2.2025-20.2.2025, Kump B: 17.2.2025-21.2.2025 | | | |
| **2**  **Kump A: 23.2.2025-27.2.2025**  **Kump B:**  **24.2.2025-28.2.2025** | **1.1 Number value.**   * + 1. Name the value of numbers up to 1000:        1. Count in hundreds up to 1000 and write in numerals and words.        2. Count in ones and in tens up to 1000 and write in numerals and words | Use concrete materials and pictorials to count.  Example 1:  100, 200, 300, 400, 500, 600, 700, 800, 900, 1000.  One hundred, two hundred, three hundred, four hundred, five hundred, six hundred, seven hundred, eight hundred, nine hundred, one thousand.  Example 2:  10 Hundred is one thousand.  One thousand is written as 1000.  Use pictorials or representations to count.  Example 1:  Counting in ones, in fives and in tens.  100, 101, 102, 103, 104, 105 410, 415, 420, 425, 430, 435 300, 310, 320, 330, 340, 350  Example 2:  Count the picotials given.  100, 200, 300, 400, 410, 420, 430, 431, 432  Example 3:  Write in numbers and words.  In numerals: 430  In words: four hundred and thirty  Example 4:  Match numbers with words. | |  |  | | --- | --- | | 1 | State any number up to 1000. | | 2 | Determine the number values and arrange numbers in order. | | 3 | * Estimate and round off any number. * Complete number sequence and number patterns. | | 4 | Solve daily routine problems involving numbers. | | 5 | Solve daily routine problems involving numbers using various strategies. | | 6 | Solve daily non-routine problems involving numbers creatively and innovatively. | | |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 1.0 WHOLE NUMBERS UP TO 1000** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **3**  **Kump A:**  **2.3.2025-6.3.2025**  **Kump B:**  **3.3.2025-7.3.2025**  **4**  **Kump A:**  **9.3.2025-13.3.2025**  **Kump B:**  **10.3.2025-13.3.2025** | * + 1. Compare the values of two numbers.     2. Complete the numbers in ascending and descending order. | Use an object representation to compare the values of two numbers.  Example 1:  Compare the hundreds place value between 294 and 315.  300 is greater than 200.  315 is greater than 294.  Example 2:  Compare the tens place value between 154 and 187.  150 is smaller than 180.  154 is smaller than 187.  Example 3:  Compare the ones place value between 472 and 477.  477 is greater than 472.  472 is smaller than 477.  Example 1:  144, 154, ....., 174, 184, .....  Example 2:  412, 512, 612, ....., ....., 912 | |  |  | | --- | --- | | 1 | State any number up to 1000. | | 2 | Determine the number values and arrange numbers in order. | | 3 | * Estimate and round off any number. * Complete number sequence and number patterns. | | 4 | Solve daily routine problems involving numbers. | | 5 | Solve daily routine problems involving numbers using various strategies. | | 6 | Solve daily non-routine problems involving numbers creatively and innovatively. | | |
| **1.2 Place value**  1.2.1 State the place value and digit value of any number. | Use concrete materials and pictorials to show place value and digit value.  Example 1:  Write 136 according to place value and digit value.  Example 2:  Partition the numbers according to place value and digit value.  Place value: 1 hundred + 3 tens + 6 ones  Digit value: 100 + 30 + 6  • Partition can be replaced by other suitable words, according to the development of the pupil’s ability.  Example:  Classify, separate and categorise. |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 1.0 WHOLE NUMBERS UP TO 1000** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **PERFORMANCE STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **5**  **Kump A:**  **16.3.2025-20.3.2025**  **Kump B:**  **17.3.2025-21.3.2025** | * 1. **Number pattern**      1. State any number pattern of by ones, up to by tens and by hundreds.      2. Complete various simple number patterns. | State the number patterns of by ones, by tens and by hundreds in ascending and descending order.  Only need to complete the number patterns by ones, by twos, by fives and by tens without stating the number pattern. | |  |  | | --- | --- | | 1 | State any number up to 1000. | | 2 | Determine the number values and arrange numbers in order. | | 3 | * Estimate and round off any number. * Complete number sequence and number patterns. | | 4 | Solve daily routine problems involving numbers. | | 5 | Solve daily routine problems involving numbers using various strategies. | | 6 | Solve daily non-routine problems involving numbers creatively and innovatively. | | |
| * 1. **Estimate**      1. Give a reasonable estimate for the quantity of objects. | Estimation is made by stating the quantity based on a reference set using the terms of less than or more than.  Use concrete materials and pictorials as a reference set to estimate the number of objects.  Example:  Suppose the number of candies in container A is 100.  What is the estimated number of candies in container B?  Estimate by the students: Container B is more than 100. |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 1.0 WHOLE NUMBERS UP TO 1000** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **6**  **Kump A:**  **23.3.2025-27.3.2025**  **Kump B:**  **24.3.2025-28.3.2025** | * 1. **Round off numbers**   1.5.1 Round off whole numbers to the nearest tens and hundreds | * Use either number lines or simulation to introduce the concept of rounding off. * Use nearer or furthest comparison during simulations or number lines to introduce the concept of nearest in round off numbers.   Example of simulation:  Pupils stand in a line.  Lily is closer to Diana.  Hong is furthest from Sani.  Sani is closer to David.   * Round off can be made using the number line.   Example of number line:  Round off 23 to the nearest tens.  23 is between 20 and 30.  23 is nearer to 20.  20 is the nearest tens to 23.  23 when rounded off become 20. | |  |  | | --- | --- | | 1 | State any number up to 1000. | | 2 | Determine the number values and arrange numbers in order. | | 3 | * Estimate and round off any number. * Complete number sequence and number patterns. | | 4 | Solve daily routine problems involving numbers. | | 5 | Solve daily routine problems involving numbers using various strategies. | | 6 | Solve daily non-routine problems involving numbers 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: 2.0 BASIC OPERATIONS** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT 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. **Add within 1000.**      1. Add up to three numbers within the sum of 1000. | * Use Dienes block to add hundreds with ones, hundreds with tens, hundreds with hundreds according to the development of the pupils’ ability.   Example 1:  Use number combinations to introduce the addition operation..  120 and 40 is 160.  120 +40=160  Example 2:  115 + 4 =119  115 + 2 + 1=118 115 + 20 + 30=165 115 + 100 + 500=715   * Use the standard written method to show addition. * Use real-life situations to solve addition problems.   Example:  Store A sells 70 pairs of socks, 135 pairs of pants and 200 pairs of shirts.  Calculate the amount successfullysold.  70 +135 + 200=405   * Use concrete materials or pictorials about daily life situations and pupils' experiences to state sentences verbally.   Examples based on daily life situations:  Aida has 285 oranges.  Dad gave her 80 oranges.  The total number of oranges are 365. | |  |  | | --- | --- | | 1 | Read number sentence involving basic operations. | | 2 | Determine and explain number sentence involving basic operations. | | 3 | Solve number sentence and determine reasonable answer involving basic operations. | | 4 | Solve daily routine problems involving basic operations. | | 5 | Solve daily routine problems involving basic operations using various strategies. | | 6 | Solve daily non-routine problems involving basic operations creatively and innovatively. | | |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 2.0 BASIC OPERATIONS** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT 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** | * 1. **Subtract within1000.**      1. Subtract up to three numbers within 1000. | * Use Dienes block to subtract the hundreds with ones, hundreds with tens, hundreds with hundreds according to the development of pupil’s ability.   Example:  387− 2 = 385  387 − 1 − 4 = 382  387 − 40 = 347  387 − 20 − 40 = 327  387 − 200 = 187  387  −100 – 100 = 187   * Use standard written method to show the subtraction operation. * Solve subtraction problems in real everyday situations problems.   Example:  A school has 850 pupils. At the end of 2024, a total of 167 Year 6 pupils will transfer to secondary school.  How many pupils are left?   * Use concrete materials or pictorrials about daily life situations and pupils’ experiences to state problem solving sentences verbally.   Example:  There are 480 durian.  A total of 190 durians were sold.  The number of unsold durians is 290. | |  |  | | --- | --- | | 1 | Read number sentence involving basic operations. | | 2 | Determine and explain number sentence involving basic operations. | | 3 | Solve number sentence and determine reasonable answer involving basic operations. | | 4 | Solve daily routine problems involving basic operations. | | 5 | Solve daily routine problems involving basic operations using various strategies. | | 6 | Solve daily non-routine problems involving basic operations creatively and innovatively. | | |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 2.0 BASIC OPERATIONS** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **12**  **Kump A:**  **4.5.2025-8.5.2025**  **Kump B:**  **5.5.2025-9.5.2025**  **13**  **Kump A:**  **11.5.2025-15.5.2025**  **Kump B:**  **12.5.2025-16.5.2025** | * 1. **Multiply within 1000.**      1. Multiply within the range of basic facts.      2. Multiply a single digit number by 10. | * Use repeated addition to introduce the basic concept of multiplication.   Example:  + 2 + 2 = 6  × 2 = 6   * Basic facts include multiplying one-digit number by one-digit number.   Example:  × 2 = 6   * Shows the relationship between a × b = b × a   Example:  × 2 = 6  × 3 = 6  So, 3 × 2 = 2 × 3   * Provide daily life situations or illustrated situations to solve multiplication problems.   Example:  There are 5 people in each car.  How many people are in 3 cars?  × 3 = 15  Example:  × 10 = 30  8 × 10 = …..  ….. × 10 = 60 | |  |  | | --- | --- | | 1 | Read number sentence involving basic operations. | | 2 | Determine and explain number sentence involving basic operations. | | 3 | Solve number sentence and determine reasonable answer involving basic operations. | | 4 | Solve daily routine problems involving basic operations. | | 5 | Solve daily routine problems involving basic operations using various strategies. | | 6 | Solve daily non-routine problems involving basic operations creatively and innovatively. | | |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 2.0 BASIC OPERATIONS** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **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** | * 1. **Divide within 1000.**      1. Divide within the range of basic facts.      2. Divide any two-digit number by 10. | * Division as sharing, grouping, repeated subtraction and inverse multiplication. * Basic division facts including with remainder and without remainder.   Example 1:  Divide the 12 balloons equally among 3 people.  12 ÷ 3 = 4  Example 2:  17 ÷ 5 = 3 remainder 2 (Use the standard written method)   * Provide daily life situations or illustrated situations to solve division problems.   Example:  24 pencils are divided equally into 2 different boxes.  How many pencils are in one box?  24 ÷ 2 = 12  Example 1:  30 ÷ 10 = 3  60 ÷ …. = 6  …..÷ 10 = 9  Example 2:  There are 50 books.  The books are distributed equally to 10 people.  How much does each person get?  50 ÷ 10 = 5 | |  |  | | --- | --- | | 1 | Read number sentence involving basic operations. | | 2 | Determine and explain number sentence involving basic operations. | | 3 | Solve number sentence and determine reasonable answer involving basic operations. | | 4 | Solve daily routine problems involving basic operations. | | 5 | Solve daily routine problems involving basic operations using various strategies. | | 6 | Solve daily non-routine problems involving basic operations 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: 3.0 FRACTIONS AND DECIMALS** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT 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** | * 1. **Concept of one over two and one over four in proper fraction**      1. Identify one over two, one over four, two over four and three over four. | * Emphasize the concept of fractions by introducing the concept of whole and parts. * Encourage paper folding activities to introduce one over two, one over four, two over four and three over four. * Introduce one over two, one over four, two over four and three over four as | |  |  | | --- | --- | | 1 | State proper fractions and decimals. | | 2 | * Write proper fractions and decimals. * Represent diagrams for proper fractions and decimals as given. | | 3 | Compare the values of two proper fractions, two decimals and the values between fractions and decimals. | | 4 | Solve daily routine problems involving fractions and decimals. | | 5 | Solve daily routine problems involving fractions and decimals using various strategies. | | 6 | Solve daily non-routine problems involving fractions and decimals creatively and innovatively. | | |
| * 1. **Proper fraction**      1. State, write and name proper fractions with numerators 1 to 9 and denominators 1 to 10      2. Compare the value of the two proper fractions given. | Use concrete materials, pictorials and paper folds to explain the concept of proper fractions. Use a diagram to represent the given fraction.  Compare two fractions based on paper folds, fraction tables, and diagrams |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 3.0 FRACTIONS AND DECIMALS** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **19**  **Kump A:**  **29.6.2025- 3.7.2025**  **Kump B: 30.6.2025-4.7.2025**  **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** | * 1. **Decimals**      1. Convert fractions of tenths into decimals.      2. Represent diagrams according to the decimal numbers given.      3. Compare the value of two given decimals. | * Use diagrams and number lines to explain the concept of decimals.   State and write decimals numbers from zero point one to zero point nine according to the shading on the diagram and on the number line.   * Compare the values of two decimals based on paper folds, number lines and diagrams. * Compare the values of fractions with the values of decimals using diagrams and number lines. | |  |  | | --- | --- | | 1 | State proper fractions and decimals. | | 2 | * Write proper fractions and decimals.   Represent diagrams for proper fractions and decimals as given. | | 3 | Compare the values of two proper fractions, two decimals and the values between fractions and decimals. | | 4 | Solve daily routine problems involving fractions and decimals. | | 5 | Solve daily routine problems involving fractions and decimals using various strategies. | | 6 | Solve daily non-routine problems involving fractions and decimals creatively and innovatively. | | |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 4.0 MONEY** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT 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** | **4.1 Notes and coins.**  4.1.1 Identify notes of Malaysian currency up to RM100.  4.1.2 Determine the value of money up to RM100. | Use concrete materials and pictorials to introduce money RM1, RM5, RM10, RM20, RM50 and RM100, then 10 sen, 20 sen and 50 sen.  Use concrete material and pictorials to determine the value of money.  Example:  RM20 is the same value as 2 pieces of RM10 or 4 pieces of RM5 or 20 pieces of RM1 | |  |  | | --- | --- | | 1 | State money up to RM100. | | 2 | Determine value of money up to RM100. | | 3 | * Justify the solution for number sentences involving money.   Explain financial management effectively. | | 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. | | |
| * 1. **Add values of money.**      1. Add up to three values of money within the sum of RM100. | * Begin addition activities involves two values of money, then followed by three values of money. * Use daily life situations verbally and word problems to introduce addition of money.   Example 1:  In January, Amy saved RM29.  In February, Amy saved RM13.  How much is Amy saving?  RM29 + RM13 = RM42  Example 2:  Mom bought a bookshelf worth RM22, a chair priced at RM32 and table priced at RM24.  How much does mom have to pay? |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 4.0 MONEY** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **25**  **Kump A:**  **10.8.2025-14.8.2025**  **Kump B:**  **11.8.2025-15.8.2025**  **26**  **Kump A:**  **17.8.2025-21.8.2025**  **Kump B:**  **18.8.2025-22.8.2025**  **27**  **Kump A:**  **24.8.2025-28.8.2025**  **Kump B:**  **25.8.2025-29.8.2025** | * 1. **Subtract values of money**   4.3.1 Subtract up to three values of money within RM100 | Subtract two values of money, then followed by three values of money.  Use daily life situations to introduce the subtraction of money.  Example 1:  David has RM54.  He has bought a book worth RM23.  What is the remaining amount?  RM54 - RM23 = RM31  Example 2:  Sara has RM85.  He has bought a shirt that cost RM15 and a pair of pants that cost RM27.  What is the balance? | |  |  | | --- | --- | | 1 | State money up to RM100. | | 2 | Determine value of money up to RM100. | | 3 | * Justify the solution for number sentences involving money.   Explain financial management effectively. | | 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. | | |
| * 1. **Multiply values of money**      1. Multiply values of money and the product up to RM100. | Multiply the value of money using number sentences.  Use daily life situations to introduce multiplication of money.  Example 1:  Raju receives RM5 of pocket money everyday.  How much money did Raju receive for 5 days?  RM5 × 5 = RM25 |

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| **LEARNING AREA: NUMBERS AND OPERATIONS** | | **TOPIC: 4.0 MONEY** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **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** | **4.5 Divide values of money.**  4.5.1 Divide values of money within RM100. | * Use sample notes to divide money values while solving number sentences. * Use daily life situations to create number sentences.   Example 1:  Richard saved RM80 for 10 weeks.  How much money did Richard save each week?  RM80 ÷ 10 = RM8  Example 2:  The price of 6 kilograms of durian is RM48.  How much does 1 kilogram of durian cost?  RM48 ÷ 6 = RM8 | |  |  | | --- | --- | | 1 | State money up to RM100. | | 2 | Determine value of money up to RM100. | | 3 | * Justify the solution for number sentences involving money.   Explain financial management effectively. | | 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. | | |
| **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: 5.0 TIME** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **30**  **Kump A:**  **21.9.2025-25.9.2025**  **Kump B:**  **22.9.2025-26.9.2025** | * 1. **Time in hours and minutes.**      1. Read and write time in hours and minutes.      2. Record time in hours and minutes. | * Use a real analogue clock and pictorial representation to read the minute graduations on the clock face. * Introduce quarter hour, half an hour and 1 hour using the minute hand and hour hand of an analogue clock. * Use a daily life situations or pictorials to read and write time in hours and minutes.   Example:  Ten minutes past seven.  7:10  Record time of pupils' daily life situations involving hours and minutes.  Example:  Going to school at 7:00 a.m.  Recess at 10:30 a.m.  Return from school at 1:00 p.m.  Play at 6:00 p.m.  Go to sleep at 10:00 p.m. | |  |  | | --- | --- | | 1 | State five minutes graduation on the clock face and be able to state time in hours and minutes. | | 2 | Convert time in hours and minutes from words to numerals and vice versa, and state days to hours and hours to minutes. | | 3 | Record time in hours and minutes, and justify the answer. | | 4 | Solve daily 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. | | |
| * 1. **Relationship in time.**   5.2.1 State the relationship between days with hours and hours with minutes. | Use a.an nalogue clocks or pictorials to show that 1 hour equals to 60 minutes and 1 day equals to 24 hours. |

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| **LEARNING AREA: MEASUREMENT AND GEOMETRY** | | **TOPIC: 6.0 MEASUREMENT** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **31**  **Kump A:**  **28.9.2025-2.10.2025**  **Kump B:**  **29.9.2025-3.10.2025** | * 1. **Length.**      1. Recognise unit of length .      2. Measure length.      3. Estimate length. | * Introduce the concept of length as a measure of distance between two points. * Introduce units of centimetres (cm) and metres (m) by using appropriate measuring instrument. * Example: * Ruler and tape measure.   Use concrete materials to measure and read lengths.  Example:  Textbooks, desks, erasers, pencils and etc.  Estimate based on a set of reference of concrete materials and pictorials.  Example:  The length of book A is 20 cm.  What is the approximate length of book B?  Student’s estimate: Less than 20 cm or  More than 20 cm. | |  |  | | --- | --- | | 1 | Recognise centimetre~~s~~, metre~~s~~, gram~~s~~, kilogram~~s~~, millilitre~~s~~ and litre~~s~~. | | 2 | Measure length, mass and volume of liquid. | | 3 | Estimate and compare length and measurement, and to 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. | | |

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| **LEARNING AREA: MEASUREMENT AND GEOMETRY** | | **TOPIC: 6.0 MEASUREMENT** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **32**  **Kump A:**  **5.10.2025-9.10.2025**  **Kump B:**  **6.10.2025-10.10.2025** | * 1. **Mass.**      1. Recognise unit of mass.      2. Weigh objects.      3. Estimate mass. | Introduce the units kilogram (kg) and gram (g) by using a suitable measuring instrument.  Example:  Scales  Use concrete materials to weigh and read the weight of objects.  Example:  Textbooks, school bags and etc.  Estimate based on a set of reference of concrete materials and pictorials.  Example:  Given the mass of a watermelon is 800 g.  What is the approximate mass of 3 watermelons?  Pupils’ estimate: More than 800 g or  Less than 800 g. | |  |  | | --- | --- | | 1 | Recognise centimetre~~s~~, metre~~s~~, gram~~s~~, kilogram~~s~~, millilitre~~s~~ and litre~~s~~. | | 2 | Measure length, mass and volume of liquid. | | 3 | Estimate and compare length and measurement, and to 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. | | |

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| **LEARNING AREA: MEASUREMENT AND GEOMETRY** | | **TOPIC: 6.0 MEASUREMENT** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **33**  **Kump A:**  **12.10.2025-16.10.2025**  **Kump B:**  **13.10.2025-17.10.2025** | * 1. **Volume of liquid.**      1. Recognise volume of liquid.      2. Measure volume of liquid.      3. Estimate volume of liquid. | * Introduces units litres (𝑙) and millilitres (𝑚𝑙) using an appropriate measuring tools.   Example:  Measuring cups, graduated cylinders, water bottles.   * Write volume of the liquid in correct units. * Use concrete materials to measure and read volume of liquid. * Measure, mark and record volume of a liquid determined using 𝑚𝑙 and 𝑙.   Estimate based on a set of reference of concrete materials and a pictorials.  Example:  Assume the fruit juice in container A is 3 litres.  What is the estimated volume of fruit juice in container B?  Estimate by the students:  Less than 3 𝑙 or  More than 3 𝑙. | |  |  | | --- | --- | | 1 | Recognise centimetre~~s~~, metre~~s~~, gram~~s~~, kilogram~~s~~, millilitre~~s~~ and litre~~s~~. | | 2 | Measure length, mass and volume of liquid. | | 3 | Estimate and compare length and measurement, and to 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. | | |

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| **LEARNING AREA: MEASUREMENT AND GEOMETRY** | | **TOPIC: 7.0 SPACE** | | |
| **WEEK** | **CONTENT STANDARD/**  **LEARNING STANDARD** | **NOTES** | **CONTENT STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **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** | * 1. **Three-dimensional shapes.**      1. Identify three-dimensional shapes based on descriptions.      2. Identify basic shapes of three-dimensional shapes.      3. Identify various nets of three-dimensional shapes. | * Three-dimensional shapes including cube, cuboid, pyramid with a square base, cylinder and cone. * State the characteristics in terms of faces, sides and vertices.   Use concrete materials followed by pictorials to introduce various nets of three-dimensional shapes.   * Use hands-on activities to demonstrate various nets of three-dimensional shapes. * Name the correct three-dimensional shapes based on the given nets. | |  |  | | --- | --- | | 1 | Describe two-dimensional and three-dimensional shapes. | | 2 | Identify two-dimensional and three-dimensional basic shapes. | | 3 | * Determine three-dimensional shapes based on nets. * Draw two-dimensional basic shapes. * 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. | | |
| * 1. **Two-dimensional shapes.**      1. Identify two-dimensional shapes based on descriptions.      2. Draw basic shapes of two-dimensional shapes. | * Two-dimensional shapes including square, rectangle, triangle and circle. * Identify two-dimensional shapes using pictorial represantations. * State the characteristics in terms of straight sides, curved sides and vertices.   Use concrete materials of three-dimensional shapes to draw two-dimensional basic shapes. |

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| **LEARNING AREA: STATISTICS AND PROBABILITY** | | **TOPIC: 8.0 DATA MANAGEMENT** | | |
| **WEEK** | **CONTENT STANDARD**  **LEARNING STANDARD** | **NOTES** | **CONTENT STANDARD** | |
| **PL** | **DESCRIPTOR** |
| **36**  **Kump A:**  **2.11.2025-6.11.2025**  **Kump B:**  **3.11.2025-7.11.2025**  **37**  **Kump A:**  **9.11.2025-13.11.2025**  **Kump B:**  **10.11.2025-14.11.2025** | **8.1 Collect, classify and arrange data.**  8.1.1 Collect data based on daily life situation. | Use daily life situations to collect data, classify and arrange data.  Example:  Favourite colour, favourite food, favourite animal and etc. | |  |  | | --- | --- | | 1 | Read information from the bar chart. | | 2 | Collect data from daily life situation. | | 3 | Determine reasonable answers for the given information from the bar chart. | | 4 | Solve daily routine problems involving bar chart. | | 5 | Solve daily routine problems involving bar chart using various strategies. | | 6 | Solve daily non-routine problems involving bar chart creatively and innovatively. | | |
| **8.2 Bar chart.**  8.1.2. Read and obtain information from bar chart | Introduce horizontal and vertical axes.  Explains information shown on horizontal and vertical axes.  Solve problems involving daily life situations based on the bar chart provided. |

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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 | |

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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)