



KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

MODUL BIMBINGAN

MOBIM

SAINS

Tahun 1

VERSI BAHASA INGGERIS





KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

MODUL BIMBINGAN (MOBIM)

SAINS TAHUN 1 VERSI BAHASA INGGERIS



Terbitan 2023

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MODUL BIMBINGAN (MOBIM) SAINS TAHUN 1 VERSI BAHASA INGGERIS

ISBN 978-967-420-726-7

DICETAK OLEH:

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RUKUN NEGARA

BAHAWASANYA Negara kita Malaysia mendukung cita-cita hendak;
Mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya;
Memelihara satu cara hidup demokratik;
Mencipta satu masyarakat yang adil di mana kemakmuran negara akan dapat
dinikmati bersama secara adil dan saksama;
Menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaan yang kaya dan
pelbagai corak; dan
Membina satu masyarakat progresif yang akan menggunakan sains dan teknologi
moden;
MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha
kami untuk mencapai cita-cita tersebut berdasarkan atas prinsip-prinsip berikut:

**KEPERCAYAAN KEPADA TUHAN
KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAN**



FALSAFAH PENDIDIKAN KEBANGSAAN

“Pendidikan di Malaysia adalah suatu usaha berterusan ke arah lebih memperkembangkan potensi individu secara menyeluruh dan bersepadu untuk melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani, berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberikan sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.”

Sumber: Akta Pendidikan 1996 (Akta 550)



DEFINISI KURIKULUM KEBANGSAAN

3. Kurikulum Kebangsaan

(1) Kurikulum Kebangsaan ialah satu program pendidikan yang termasuk kurikulum dan kegiatan kokurikulum yang merangkumi semua pengetahuan, kemahiran, norma, nilai, unsur kebudayaan dan kepercayaan untuk membantu perkembangan seseorang murid dengan sepenuhnya dari segi jasmani, rohani, mental dan emosi serta untuk menanam dan mempertingkatkan nilai moral yang diingini dan untuk menyampaikan pengetahuan.

Sumber: Peraturan-peraturan Pendidikan (Kurikulum Kebangsaan) 1997

[PU(A)531/97.]



KATA ALU - ALUAN

Assalamualaikum dan Salam Sejahtera

Alhamdulillah dengan izin dan limpah kurnia-Nya, Bahagian Pembangunan Kurikulum (BPK) telah berjaya menghasilkan Modul Bimbingan (MOBIM) Sains Tahun 1 sebagai panduan pelaksanaan pengajaran dan pembelajaran (PdP) berdasarkan peruntukan waktu yang telah ditetapkan. Modul ini diharap dapat digunakan sebagai panduan dan pencetus idea kepada guru dalam merancang dan melaksanakan aktiviti PdP yang menarik dan berkesan bagi mata pelajaran Sains Tahun 1 khususnya dalam mengintegrasikan beberapa standard kandungan atau standard pembelajaran dalam satu sesi pengajaran.



Contoh PdP dalam modul ini menggunakan pendekatan inkuiri yang bersifat *hands-on* dan *minds-on* sebagai panduan kepada guru dalam mempelbagaikan strategi dan kaedah PdP yang berkesan dan menyeronokkan. MOBIM Sains Tahun 1 ini diharap dapat membantu guru dalam mengintegrasikan pengetahuan dan kemahiran dengan lebih yakin dan berkesan.

BPK merakamkan setinggi-tinggi penghargaan dan terima kasih kepada semua pihak yang terlibat secara langsung atau tidak langsung dalam penyediaan modul ini. Semoga modul yang dihasilkan ini dapat memberi manfaat kepada semua pihak, khususnya guru dan murid dalam usaha meningkatkan kualiti pendidikan negara.

Sekian, terima kasih.

DR. RUSMINI BINTI KU AHMAD
Pengarah
Bahagian Pembangunan Kurikulum
Kementerian Pendidikan Malaysia



The Standard-Based Curriculum for Primary School (KSSR) for science aims to instil interest in science while developing pupils' creativity through simple and age-appropriate experiences and investigations. Science KSSR also focuses on thoughtful learning for knowledge acquisition which is applied through the main approach in science education which is inquiry. The inquiry approach includes student-centred learning, constructivism, contextual, problem-based and mastery through appropriate teaching and learning strategies and methods.

Science KSSR aims to instil interest and develop pupils' creativity through experiences and investigations to acquire science knowledge, scientific skills and thinking skills as well as scientific attitudes and noble values, in alignment with the Seven Cores of the Ministry of Education Malaysia.

Therefore MOBIM Science for Year 1 emphasises meaningful learning through an inquiry approach with various strategies and fun activities. MOBIM Science for Year 1 also emphasises contextual, collaborative learning and progressive problem solving, towards the mastery of Higher Order Thinking Skills (HOTS) and 21st-century skills.

Module Objectives

This module is developed to help teachers to:

1. Implement the curriculum with the existing time allocation;
2. Use an inquiry approach through the integration of scientific skills with learned knowledge;
3. Plan teaching and learning in a more structured manner through the integration of several appropriate learning standards.

Science MOBIM Organisation

The guidance provided in MOBIM Science for Year 1 is based on the Content Standard and Learning Standard in the Curriculum and Assessment Standard Document (DSKP) Science KSSR for Year 1.

This module contains teaching and learning strategies developed based on the content organisation and topics integration to ensure mastery of basic knowledge and scientific skills at the Year 1 level. Each topic in this module consists of the focus or emphasis in teaching and learning, suggested activities, remarks or notes, resource materials for teachers, as well as worksheets for pupils.

Structure of the Module

This module is structured as follows:

THEME : LIFE SCIENCE	
Topic	: Living Things and Non-living Things Time: 90 minutes
Content Standard	: 1.1 Science Process Skills 3.1 Living things and non-living things 3.2 Basic needs of living things
Learning Standard	: 1.1.3 Communicate 3.1.2 Arrange in sequence the examples of living things based on their sizes. 3.2.2 Describe humans, animals and plants need food, water and air in different ways.
T&L description	: T&L focuses on knowledge about the variety of sizes of living things by making a sequence according to size as well as describing living things need food, water and air in different ways. Knowledge acquisition is integrated with communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils watch video and take part in questions & answers session. 2. Pupils arrange pictures of living things based on their size. (Worksheet 1-2). 3. Pupils state the way of living things obtained their basic needs. 4. Pupils answer exercises in the activity book. 	<p>Teacher needs to stimulate questions and answers session by focusing on simple and easy questions such as:</p> <p>State the big or small animal that can be seen in this video.</p> <p>Suggested video link:</p>  <p>https://youtu.be/fHlNF79k8fI Source: Michelle Tan Wen Jin KPM-Guru</p> <p>Teacher guides the pupils to explain the way of living things obtained their basic needs and emphasises that plants make their own food while humans/animals look for food.</p>
Textbook Reference	: Refer to page 24-25
Activity Book Reference	: Refer to page 16

Suggested content organisation based on Theme, Topic, Content Standard and Learning Standard.

Brief description of content, focus and aspect to be emphasised.

Suggested activities are flexible and adaptable.

References of existing resource materials.

Proposed time allocation of teaching and learning.

Notes or tips for teachers.

QR code for reference materials.

Time Allocation

The content organisation of this module takes into consideration the time allocation for Science Level I as stated in the *Surat Pekeliling Ikhtisas KPM Bilangan 8 Tahun 2016*, which is a minimum of 48 hours in a year. The proposed teaching and learning duration for each topic is estimated at 90 minutes (3 periods) in a week. However, schools' timetable arrangement is different. Some use a combination of two plus one periods (2+1) or one plus two periods (1+2) or three consecutive periods (3). Teachers can modify the teaching and learning strategies and activities suggested in this MOBIM to suit their respective school timetables.

Suggested Activity

The activities proposed are based on inquiry approach which involves observation, investigation or exploration to help pupils in understanding and mastering science concepts, before progressing to other contents. The suggested activities are flexible and can be adapted to suit the pupils' ability, the availability of facilities and teaching aids in schools. Teachers can modify activities based on their creativity and innovation.

Remarks

This column contains notes or guides related to teaching aids, limitations of certain content, explanation of certain terms or terminology and other notes that help to achieve the Learning Standards.

Worksheets

Worksheets are provided to enhance pupils' understanding of science concepts. Teachers are encouraged to use the worksheets or create their own additional worksheet for pupils.

Appendices

The appendices are included as a reference for teachers to carry out the suggested teaching and learning activities. Teachers can also modify the appendices to suit their teaching and learning activities.

Assessment

The assessment takes place throughout teaching and learning process. Teachers need to plan and carry out assessments collectively and holistically by considering all aspects during the teaching and learning sessions. Teachers should refer to the Performance Standards in DSKP Science Year 1 to determine the pupils' Performance Level. Reporting should be done in accordance with the enforced classroom assessment regulations.

Module Guideline

This module is a guideline for teachers to implement the Year 1 Science curriculum and achieve its goals within the allocated time and existing resources. Therefore, teachers are encouraged to teach in accordance with suggested teaching and learning activities in this module. The suggested activities can be modified based on the needs and readiness of the pupils and facilities in schools.

Teachers are advised to use the following approaches in teaching and learning:

1. **Mastery learning approach:**

Ensure pupils have the required basic knowledge before introducing new skills. Pupils who have not mastered a skill need to be taught again or given follow-up action. However, this re-teaching or follow-up action should use a different strategy from the previous lesson.

2. **Progressive learning approach:**

Introduce science concepts contextually starting from basic to complex. Exploration activities with the application of observation and communication skills greatly help students build understanding.

3. **Fun learning approach:**

Teacher need to instil the learning interest among the pupils. Interesting activities such as hands-on and exploration should be implement through effective learning. Teachers are encouraged to apply the element of fun learning through singing, games and the use of science apparatus and materials in teaching.

4. **Integrated scientific skills approach:**

Teachers are encouraged to incorporate scientific skills in teaching and learning process. Example, for the topic Plants, observation and communication skills should be applied.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

THEME : LIFE SCIENCE	
Topic	: Living Things and Non-living Things Time : 90 minutes
Content Standard	: 1.1 Science Process Skills 3.1 Living things and non-living things
Learning Standard	: 1.1.1 Observe 3.1.1 Compare and contrast living things and non-living things based on the following characteristics: i) breathe; ii) need food and water; iii) move; iv) grow; and v) reproduce.
Description	: The lesson focuses on knowledge of the characteristics of living things and non-living things. Knowledge acquisition is integrated with observation skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils observe real animals, plants and objects. 2. Pupils identify living things and non-living. 3. Pupils generate ideas about the characteristics of living things and non-living things. 4. Pupils compare and contrast living things and non-living things based on the characteristics that have been learned. 5. Pupils answer questions in the activity book. 	<p>Activities can be carried out in the school compound.</p> <p>Teacher guides pupils to discuss the characteristics of living things.</p> <p>Teacher uses examples familiar to pupils such as pets and toys.</p> <p>Teacher instils observation skills.</p>
Textbook Reference	: Refer to pages 17-22
Activity Book Reference	: Refer to pages 13-15



THEME: LIFE SCIENCE		
Topic	: Living Things and Non-living Things	Time : 90 minutes
Content Standard	: 1.1 Science Process Skills 3.2 Basic needs of living things	
Learning Standard	: 1.1.2 Communicate 3.2.1 State the basic needs of living things i.e. food, water and air.	
Description	: The lesson focuses on the knowledge of basic needs for living things. Knowledge acquisition is integrated with communication skills.	
Suggested Activities	Remarks	
<ol style="list-style-type: none"> 1. Pupils observe an animal in a cage that has food and water and carry out the discussion. 2. Pupils generate ideas about the basic needs of living things based on their observations. 3. Pupils participate in a Jigsaw Puzzle activity. (Appendix 1-3) 4. Pupils identify the basic needs of living things based on the completed jigsaw puzzle. 5. Pupils list the basic needs of living things using a suitable graphic organiser. (Worksheet 1) 6. Pupils answer questions in the activity book. 	<p>Activity can be carried out in pairs or groups depending on the pupils' abilities.</p> <p>Discussion on the basic needs of living things such as:</p> <ol style="list-style-type: none"> a) What is provided in the cage? b) Why are the animals being kept in the cage? <p>Teacher instils the communication skills.</p> <p>Teacher may carry out any suitable 21st century learning activities.</p>	
Textbook Reference	: Refer to pages 17-22	
Activity Book Reference	: Refer to page 17	

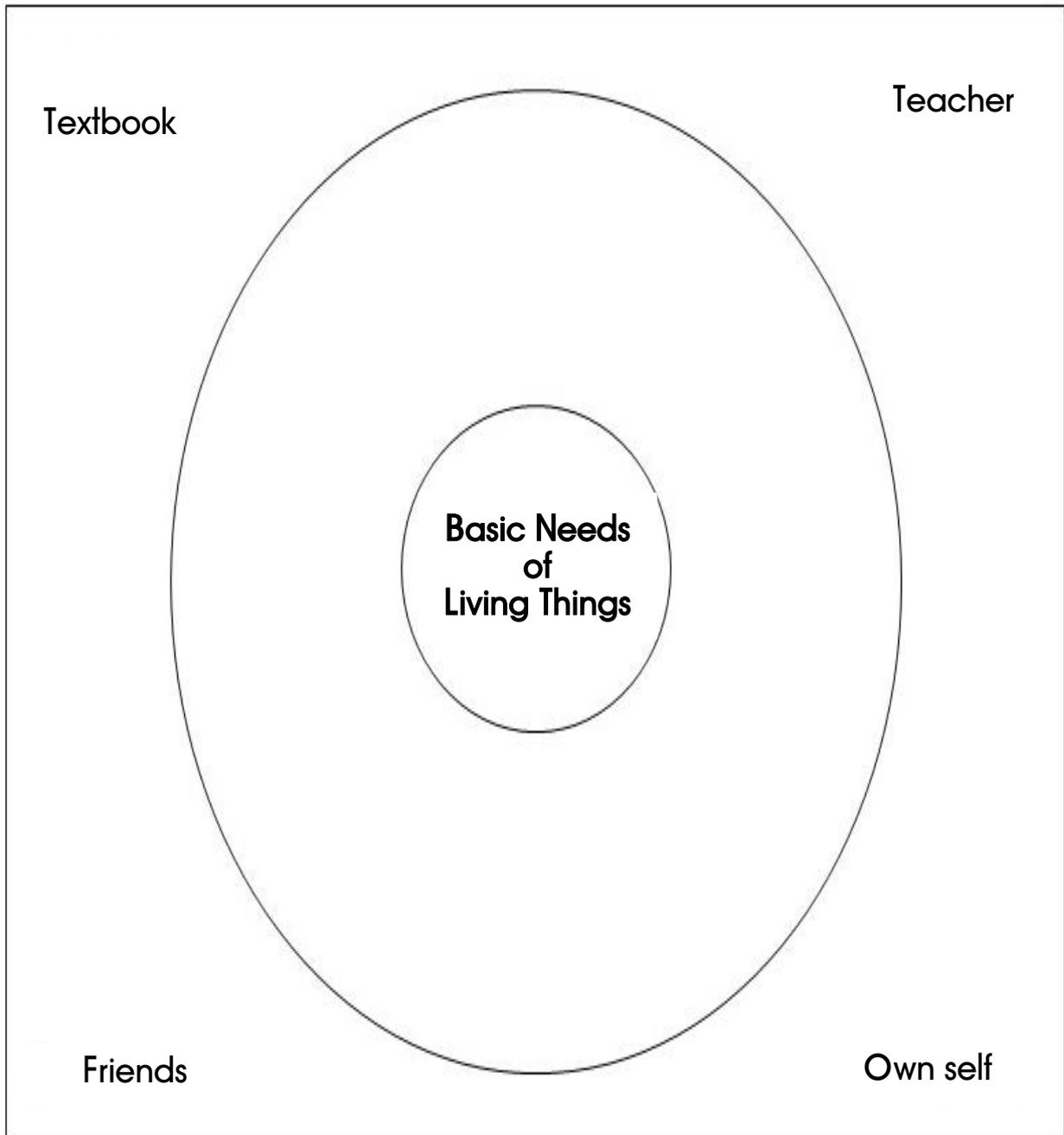


Worksheet 1

Name : _____

Class : _____

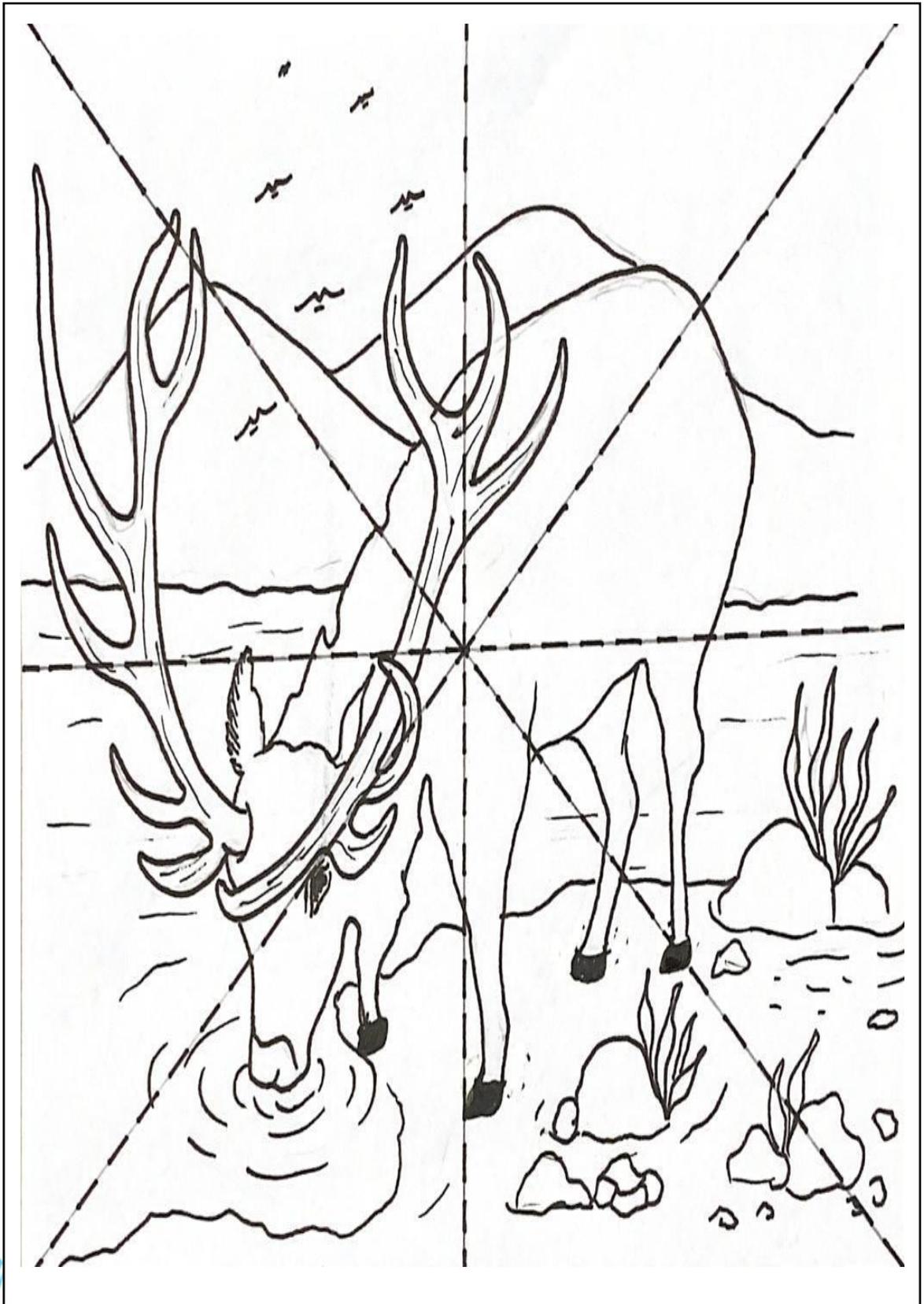
List the basic needs of living things.



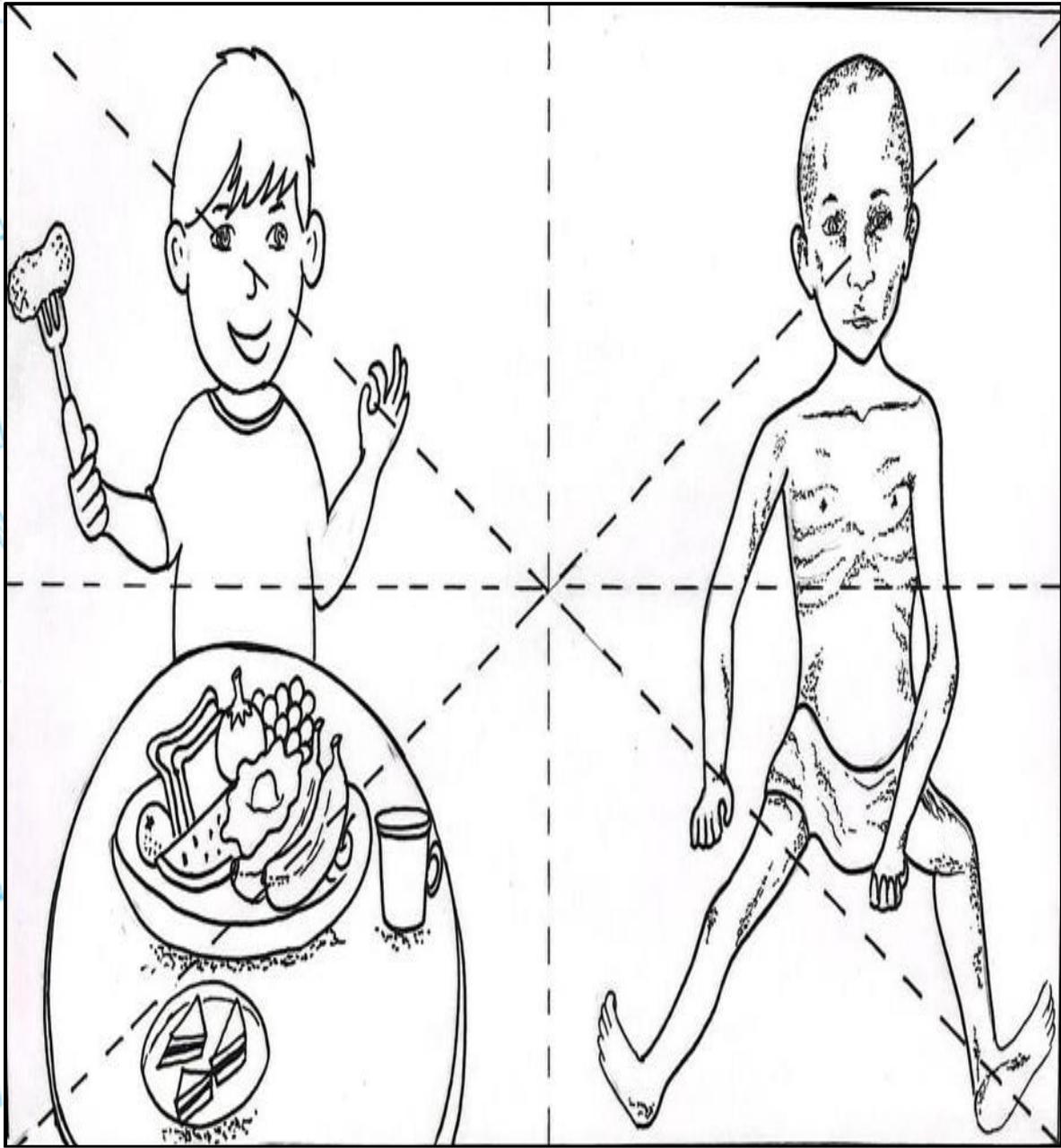
Appendix 1: Jigsaw puzzle



Appendix 2: Jigsaw puzzle



Appendix 3: Jigsaw puzzle



THEME : LIFE SCIENCE	
Topic	: Living things and Non-living things Time: 90 minutes
Content Standard	: 1.1 Science Process Skills 3.1 Living things and non-living things 3.2 Basic needs of living things
Learning Standard	: 1.1.3 Communicate 3.1.2 Arrange in sequence the examples of living things based on their sizes. 3.2.2 Describe humans, animals and plants need food, water and air in different ways.
Description	: The lesson focuses on knowledge about the different sizes of living things by sequencing them according to sizes as well as describing the different ways living things obtain food, water and air. Knowledge acquisition is integrated with communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils watch the video and carry out the discussion. 2. Pupils arrange pictures of living things in sequence according to their size. (Worksheet 1-2). 3. Pupils state the way living things obtained their basic needs. 4. Pupils answer questions in the activity book. 	<p>Teacher conducts discussion session with focused and simple questions such as: State the bigger/smaller animal that can be seen in this video.</p> <p>Suggested video link:</p>  <p>https://youtu.be/HILNF79k8fI Source: Michelle Tan Wen Jin KPM-Guru</p> <p>Teacher guides pupils to explain the way living things obtain their basic needs and emphasises that plants make their own food while humans/animals look for food.</p>
Textbook Reference	: Refer to pages 24-25
Activity Book Reference	: Refer to page 16

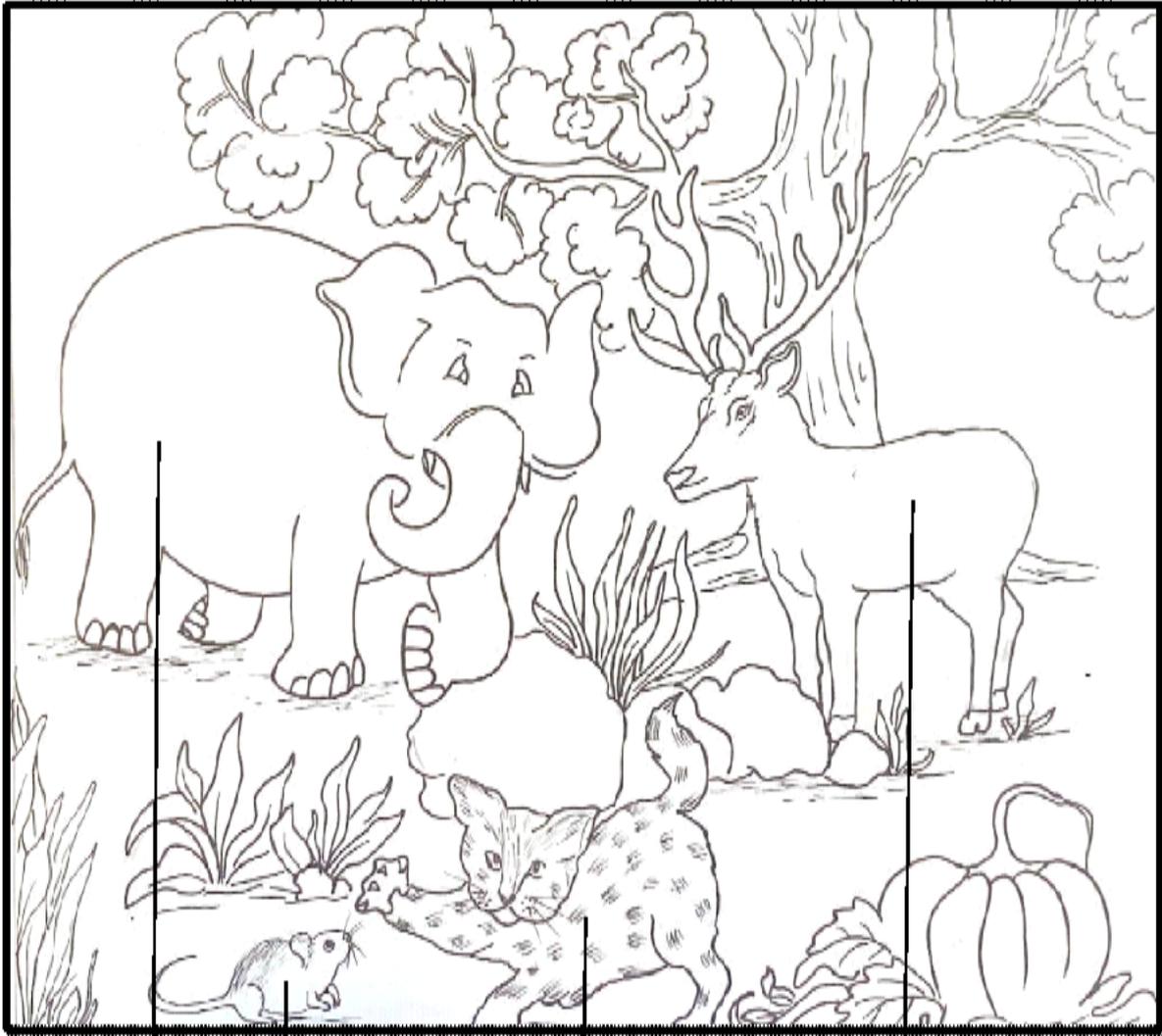


Worksheet I

Name: _____

Class: _____

Number the following animals from the smallest to the largest.

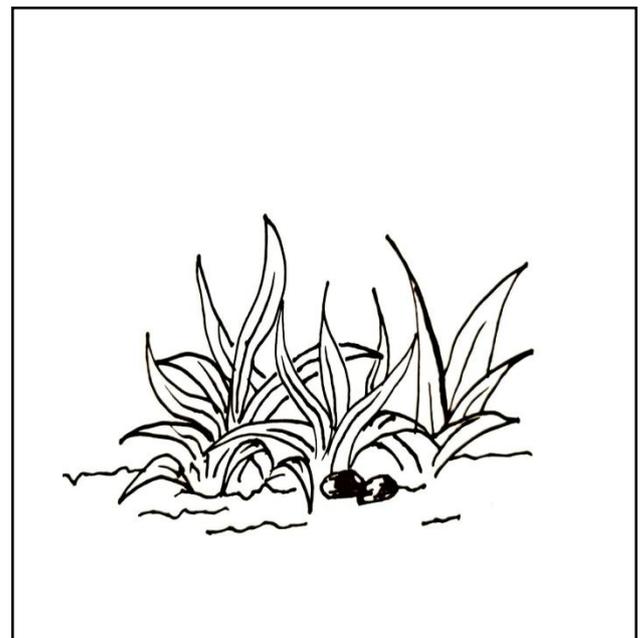
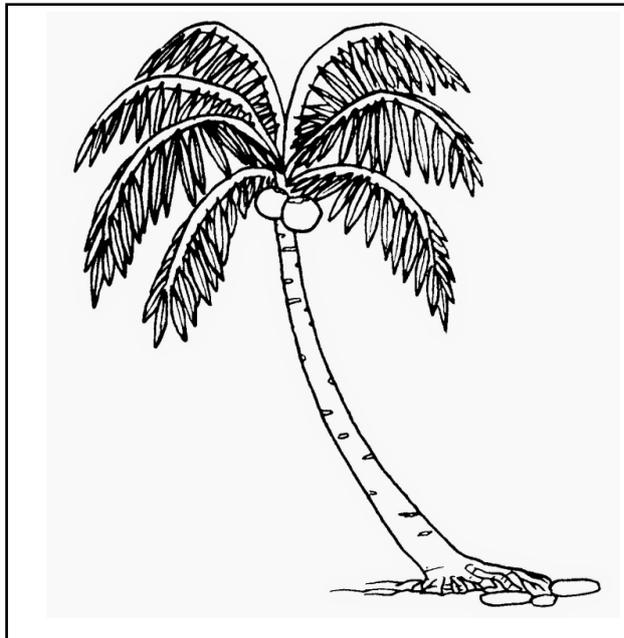
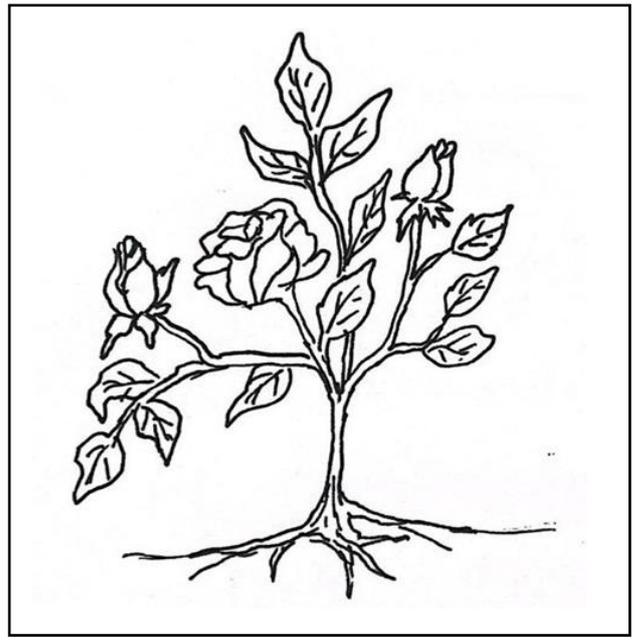
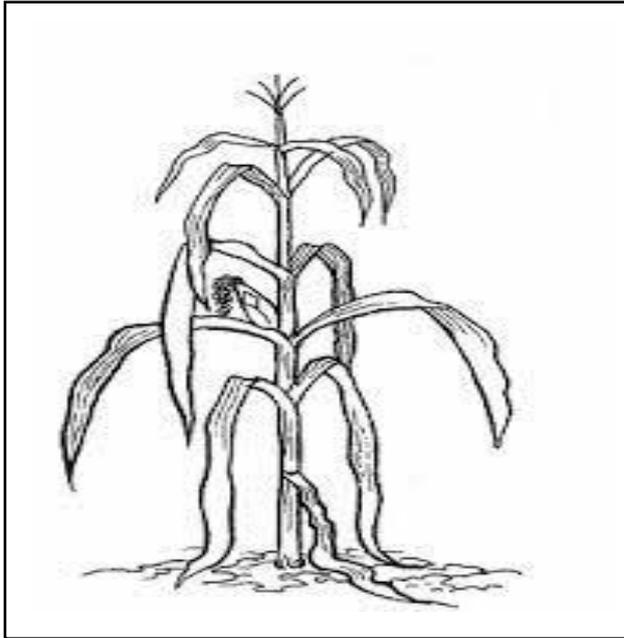


Worksheet 2

Name: _____

Class: _____

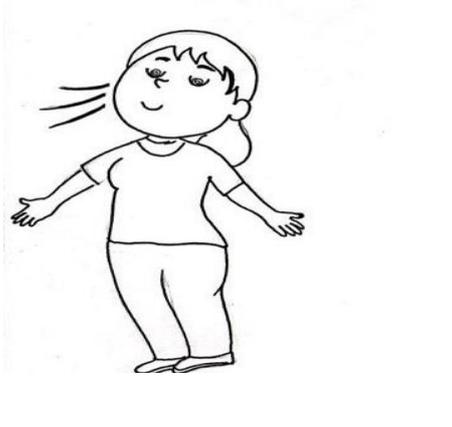
Cut the pictures and arrange the plant from the biggest to the smallest according to nature of plant.



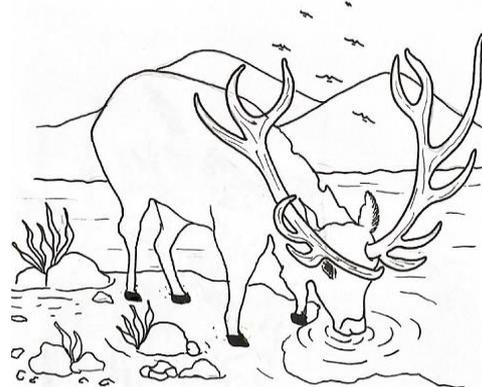
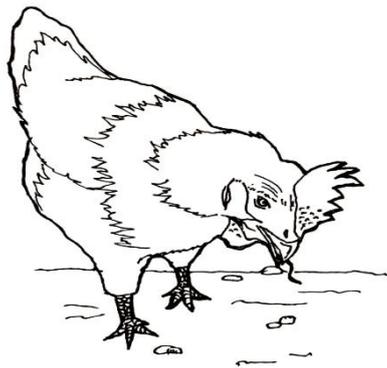
Appendix 1

Ways of living things obtain their basic needs.

Human



Animal



Plant



THEME: LIFE SCIENCE	
Topic	: Basic Needs of Living Things Time: 90 minutes
Content Standard	: 1.1 Science Process Skills 3.2 Basic needs of living things
Learning Standard	: 1.1.1 Observe 1.1.2 Communicate 3.2.3 Describe human and animals also need shelters. 3.2.4 Provide reasoning on the importance of food, water, air and shelter to human and animals. 3.2.5 Explain observations on characteristics and basic needs of living things using sketches, ICT, writing or verbally.
Description	: The lesson focuses on knowledge about the need for shelter to human and animals and states the importance of food, water, air, and shelter to human and animals. Knowledge acquisition is integrated with observation and communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils talk about the places where humans and animals live based on their knowledge. 2. Pupils identify the shelters found in the pictures given. (Worksheet 1) 3. Pupils explain the need for shelter to humans and animals. 4. Pupils state the importance of food, water, air and shelter to humans and animals. 	<p>Teacher may bring pupils around the school compound to see animal shelters.</p> <p>Teacher guides pupils to state the importance of food, water, air and shelter to human and animals.</p> <p>Teacher instils observation and communication skills.</p>
Textbook Reference	: Refer to pages 27-28
Activity Book Reference	: Refer to pages 19-22

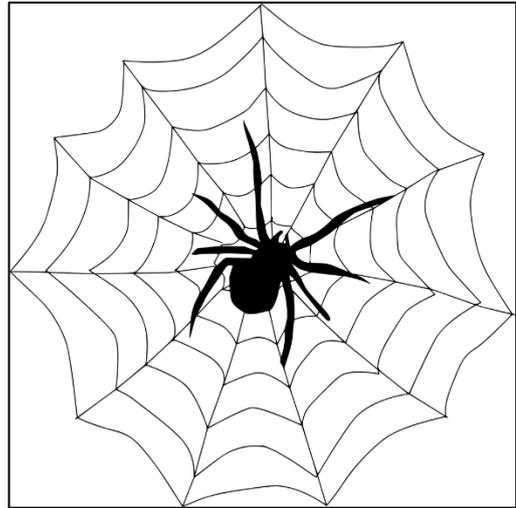
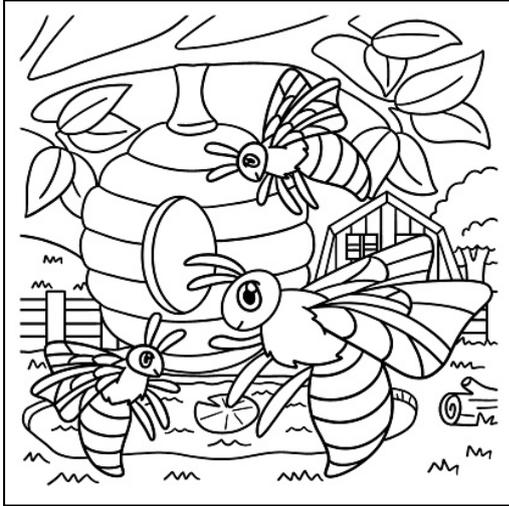


Worksheet I

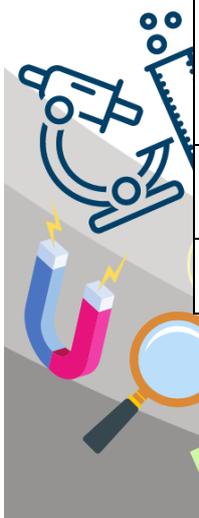
Name: _____

Class: _____

Name the shelter below.



THEME: LIFE SCIENCE	
Topic	: Human Time: 90 minutes
Content Standard	: 1.1 Science Process Skill 4.1 Human Senses
Learning Standard	: 1.1.1 Observe 1.1.2 Communicate 4.1.1 Identify parts of human body which related to senses. 4.1.3 Use senses to identify objects through investigation.
Description	: The lesson focuses on knowledge about parts of the human body which are related to senses and using the senses to identify objects through investigation. Knowledge acquisition is integrated with observation and communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> Pupils sing the 'Parts of the Body and Senses' song and carry out discussion. In pairs, pupils observe the parts of body which are related to the senses. Pupils match the parts of the body to the senses. (Worksheet 1) Pupils answer interactive quizzes. (Teacher has to make sure all pupils have the opportunity to answer the interactive quizzes). Pupils use their senses to identify objects by carrying out investigations. Pupils record their investigation results in any suitable form and present it. 	<p>Suggested video link:</p>  <p>https://youtube.com/watch?v=7HsZQDpp3Dg&feature=share Source : SYLVIA SHANTI</p> <p>Suggested interactive quizzes link:</p> <p>(a) Wordwall Link</p>  <p>https://wordwall.net/resource/52340808 Source: Thenmoly87</p> <p>(b) Quizizz Link</p>  <p>https://quizizz.com/admin/quiz/63e797b8b90b65001e9edc0d?source=quiz_share Source : Thenmoly Rajan</p> <p>Teacher instils observation and communication skills.</p>
Textbook Reference	: Refer to pages 32-35
Activity Book Reference	: Refer to pages 23-25



Worksheet I

Name: _____

Class: _____

Match parts of the body with the correct senses.

Parts of body

Senses

1



- Hearing

2



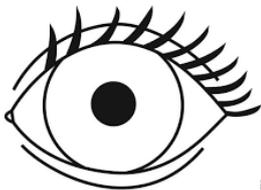
- Sight

3



- Smell

4



- Taste

5

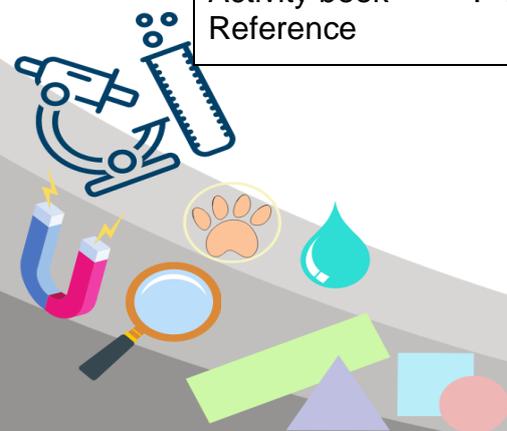


- Touch

THEME: LIFE SCIENCE	
Topic	: Human Time: 90 minutes
Content Standard	: 1.1 Science Process Skill 4.1 Human Senses
Learning Standard	: 1.1.1 Observe 1.1.2 Communicate 4.1.2 Classify the objects according to identified characteristics. 4.1.4 Explain with examples, use other senses if one of the senses are not functioning. 4.1.5 Explain observations about human senses using sketches, ICT, writing or verbally.
Description	: The lesson focuses on the knowledge of classifying objects according to identified characteristics and explaining with examples the use of other senses if one of the senses is not functioning, through investigation. Knowledge acquisition is integrated with observation and communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils predict the taste of fruits shown by the teacher. 2. Pupils identify the characteristics of other objects using their five senses. 3. Pupils classify the objects according to the selected characteristics. 4. Pupils record and present their finding of the investigation in any suitable form. 5. Pupils use their senses to identify the objects in the black box. 6. Pupils discuss and identify tools or aids that can assist sensory organ when they are impaired, based on the situation given by the teacher. 	<p>Teacher prepares various objects that enable pupils to use their five senses, for example fruits, musical instruments, clay etc.</p> <p>The black box represents a situation when sight is not functioning. Therefore, pupils need to use other senses to identify an object.</p> <p>Examples of objects in the box are marker pen, key, pencil, soft toy etc. (Avoid using dangerous or sharp objects)</p>
Textbook Reference	: Refer to pages 34-38
Activity book Reference	: Refer to page 25



THEME: LIFE SCIENCE	
Topic	: Animals Time: 90 minutes
Content Standard	: 1.1 Science Process Skills 5.1 Parts Of Animals
Learning Standard	: 1.1.1 Observe 1.1.2 Communicate 5.1.1 Identify the parts of animals e.g. beak, scales, fins, fine hair, feathers, horn, feelers, hard skin, shell, wings, head, body, tail and webbed feet. 5.1.2 Relate the parts of animals with their importance. 5.1.5 Explain observations about parts of animals using sketches, ICT, writing or verbally.
Description	: The lesson focuses on the knowledge about the certain parts of animals which are horn, wings, beak, head, body and tail only. Relates the parts of animals with their importance. Knowledge acquisition is integrated with observation and communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils observe a cat in a cage and carry out discussion. 2. Pupils identify the parts of the cat and the importance of each part. 3. Pupils trace and label the incomplete parts of the animals. (Worksheet 1-3) 4. Pupils brainstorm the importance of these parts to the animals. 5. Pupils discuss based on the video watched. 6. Pupils participate in a Hot Seat activity with the teacher's guidance. (Appendix 1-5) 7. Pupils record their investigation results in any suitable form and present it. 8. Pupils answer questions in the activity book. 	<p>Teacher conducts discussion session focused on parts of animals with their importance.</p> <p>Teacher instils observation and communication skills.</p> <p>Suggested video link:</p>  <p>https://youtu.be/kr6CiarfFw8 Source: Moly Rajan</p>
Textbook Reference	: Refer to pages 46-50
Activity book Reference	: Refer to page 29



Worksheet 1

Name: _____

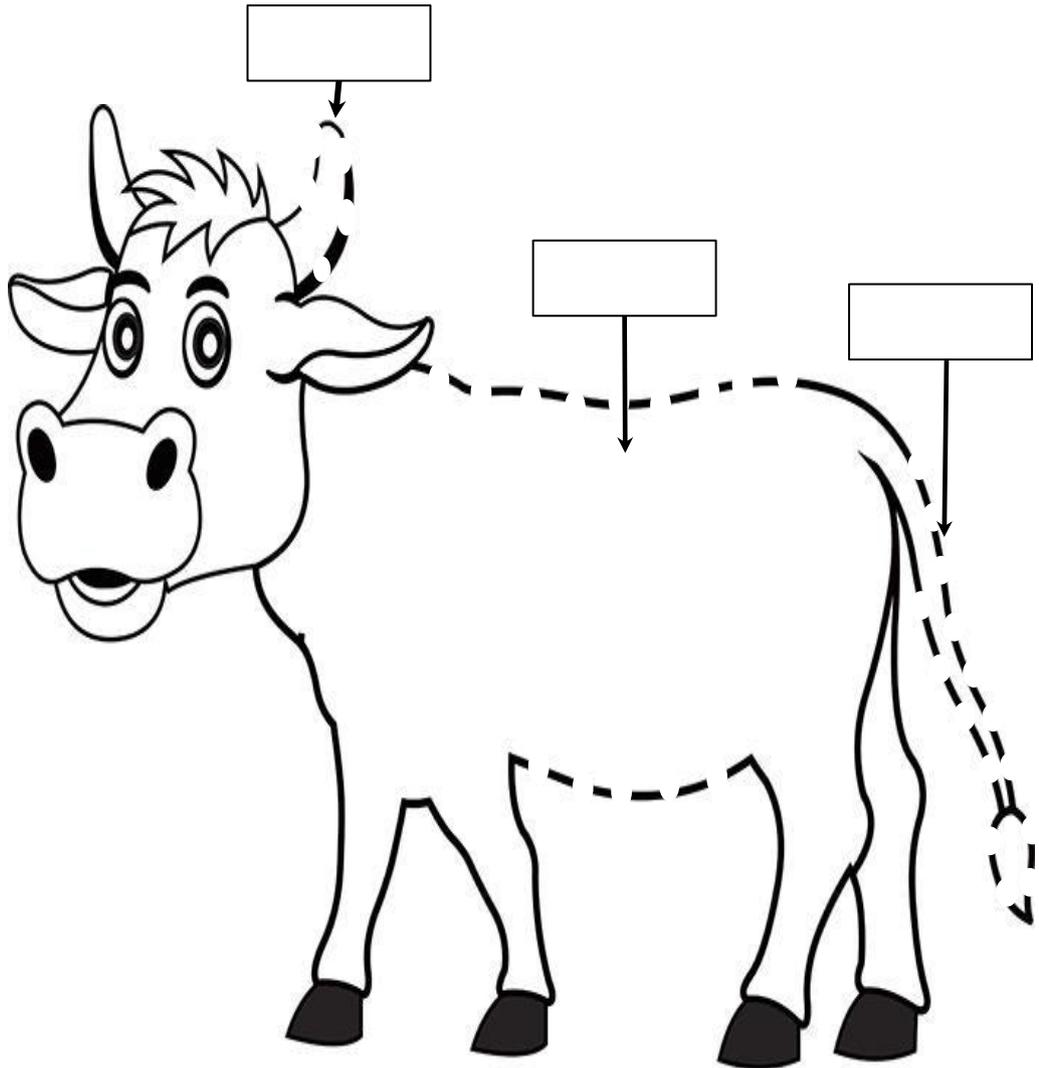
Class: _____

Connect the dots and label the parts of this animal.

body

horn

tail



Worksheet 2

Name: _____

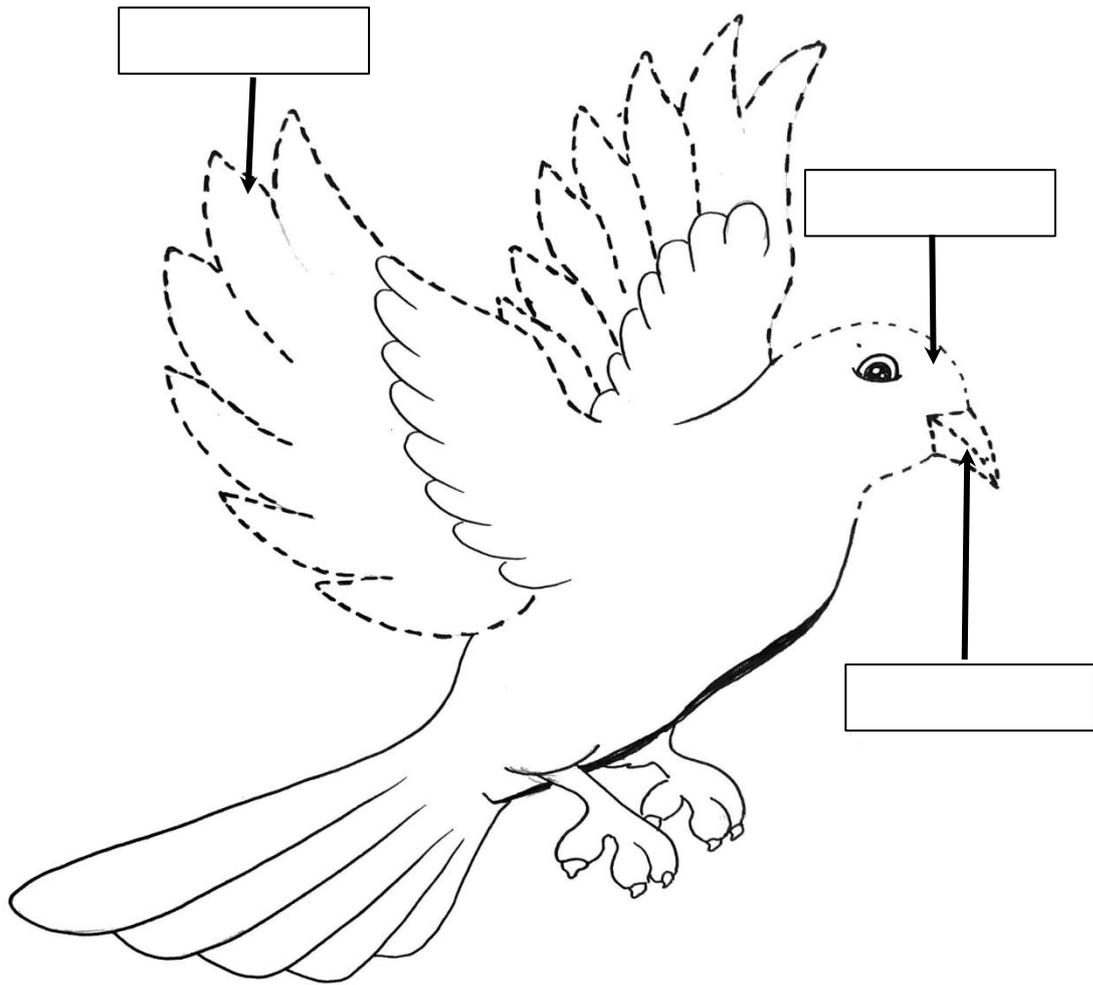
Class: _____

Connect the dots and label the parts of this animal.

head

wing

beak



Worksheet 3

Name: _____

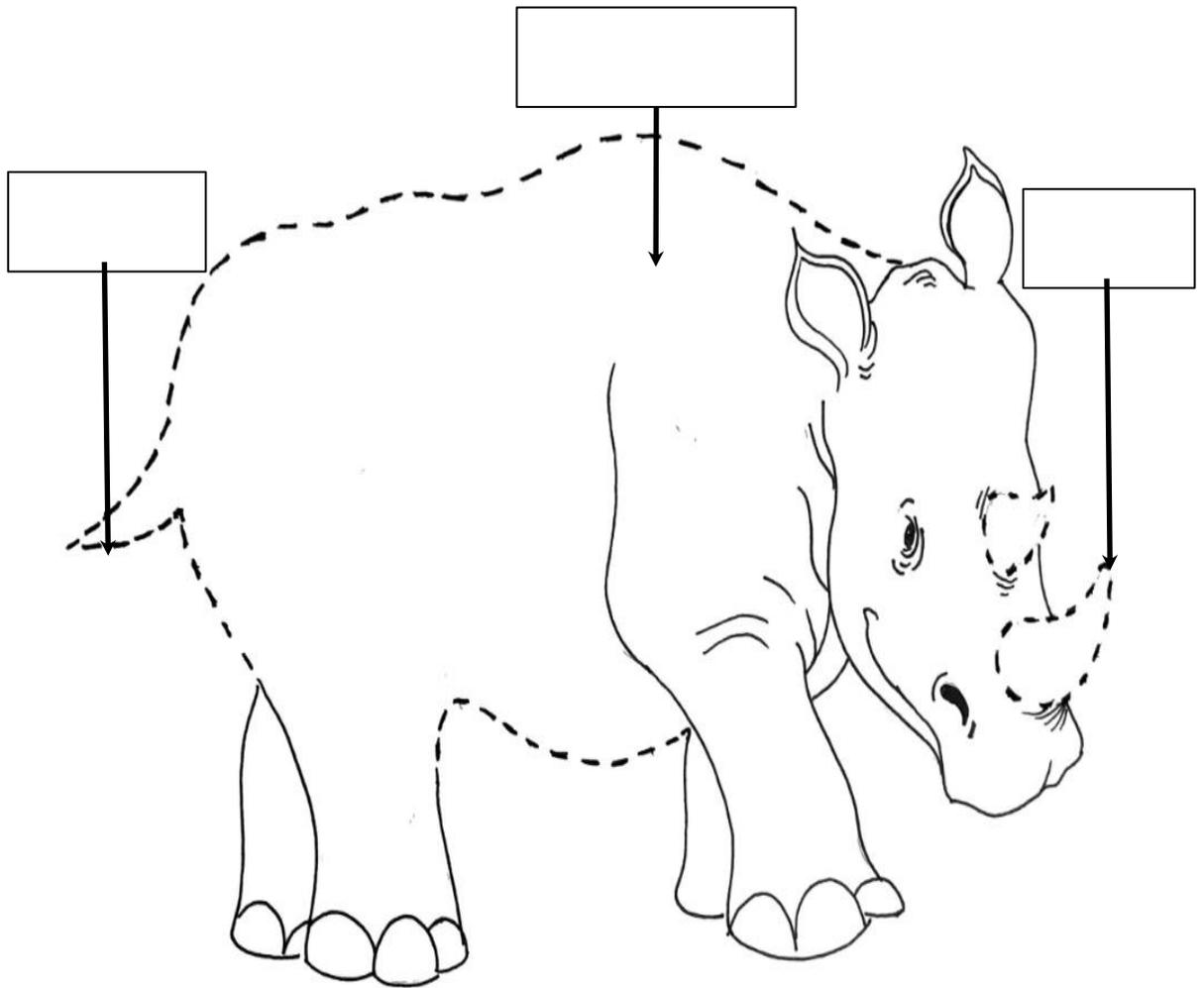
Class : _____

Connect the dots and label the parts of this animal.

body

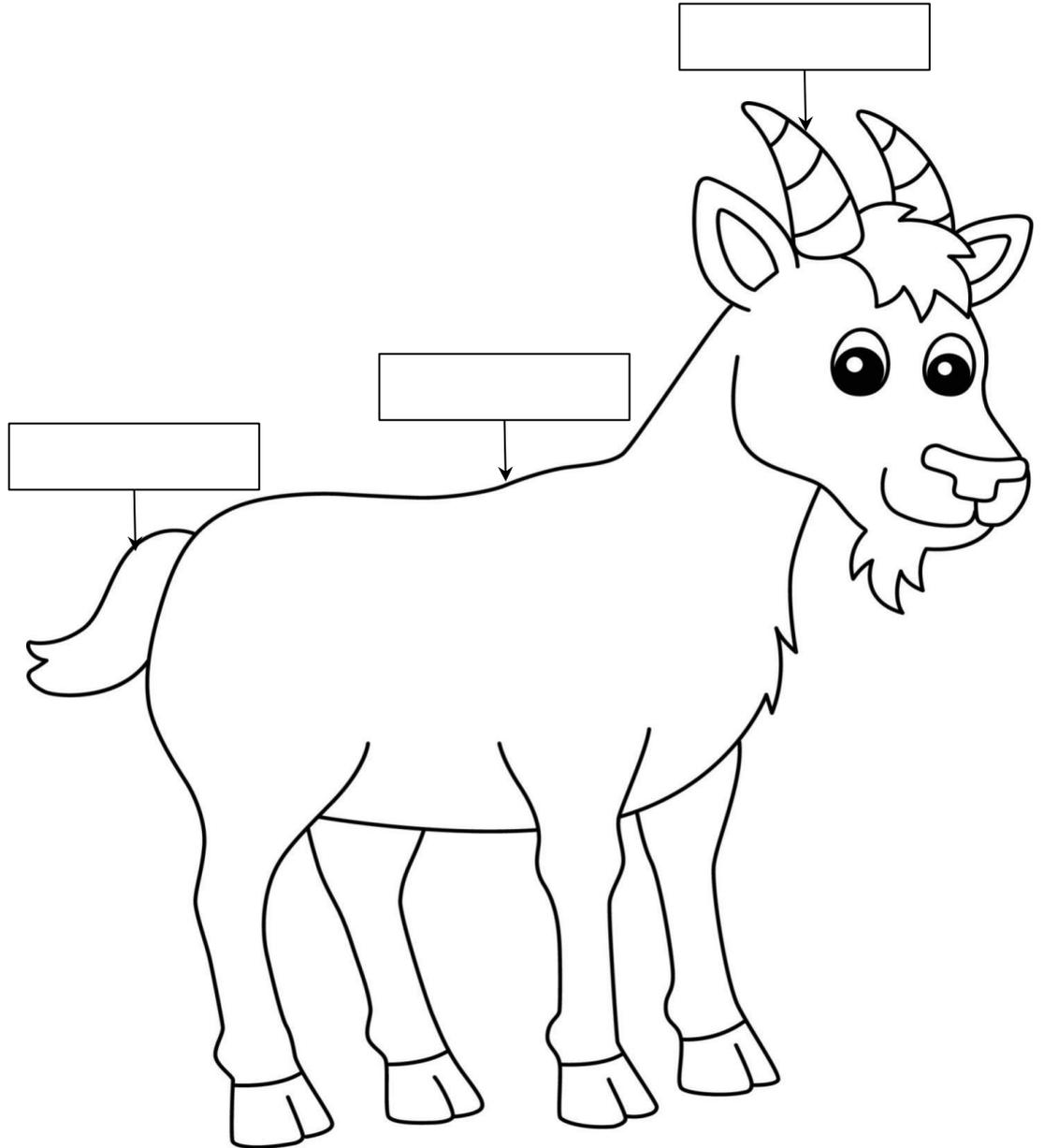
horn

tail



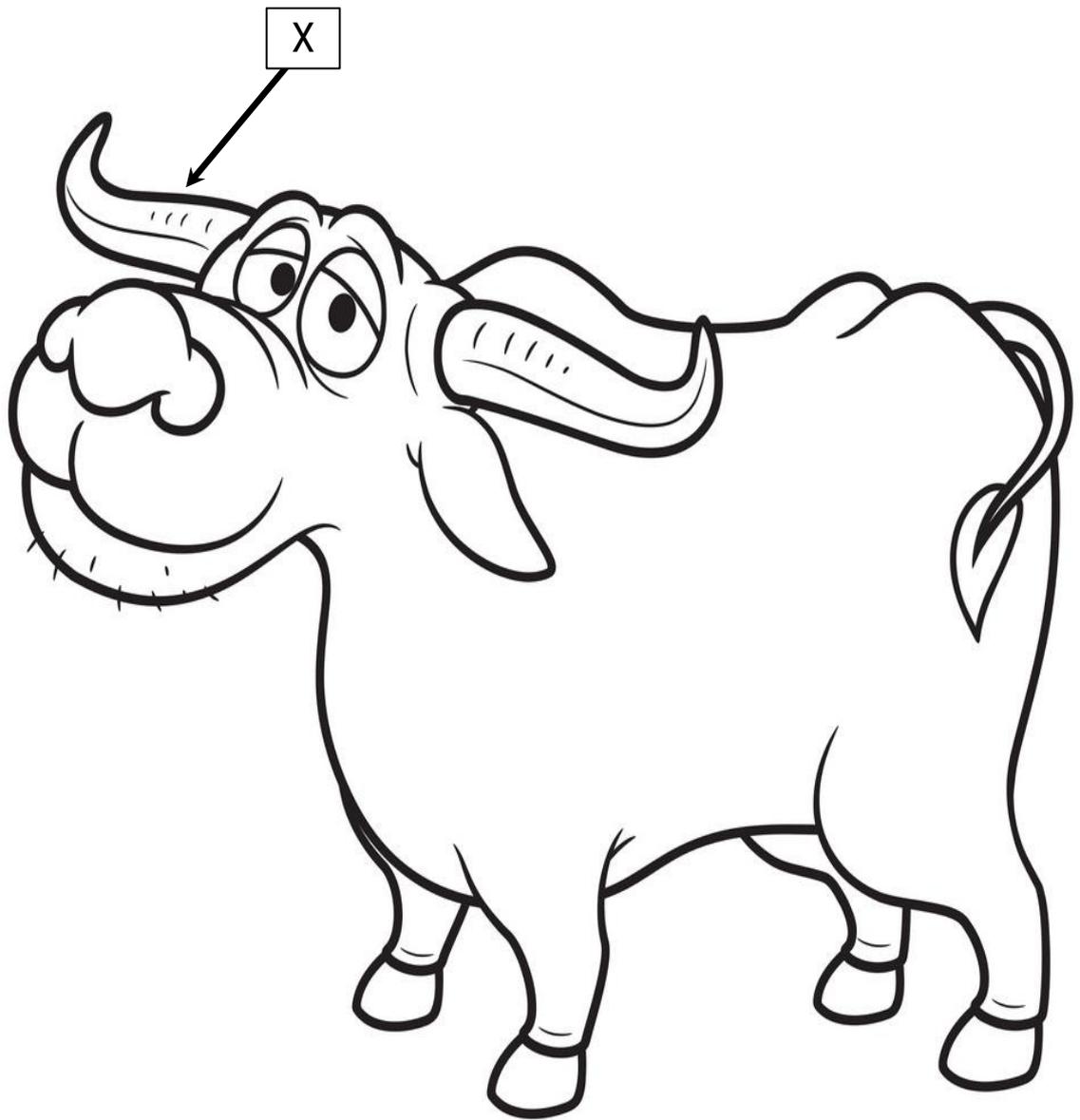
HOT SEAT ACTIVITY CARD

Label the parts of the animal below.



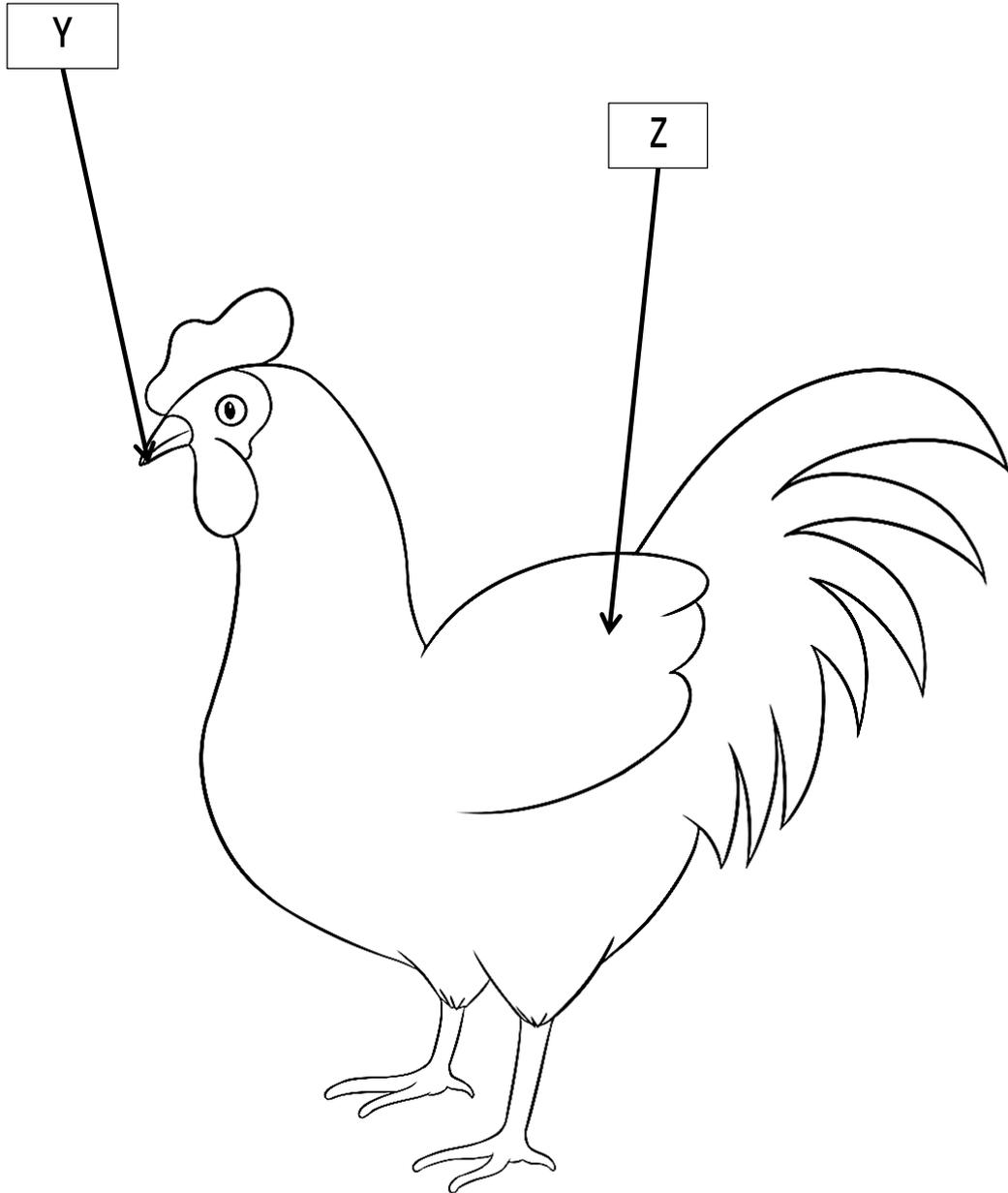
HOT SEAT ACTIVITY CARD

What is the importance of part X?



HOT SEAT ACTIVITY CARD

Name the parts of the animal below.



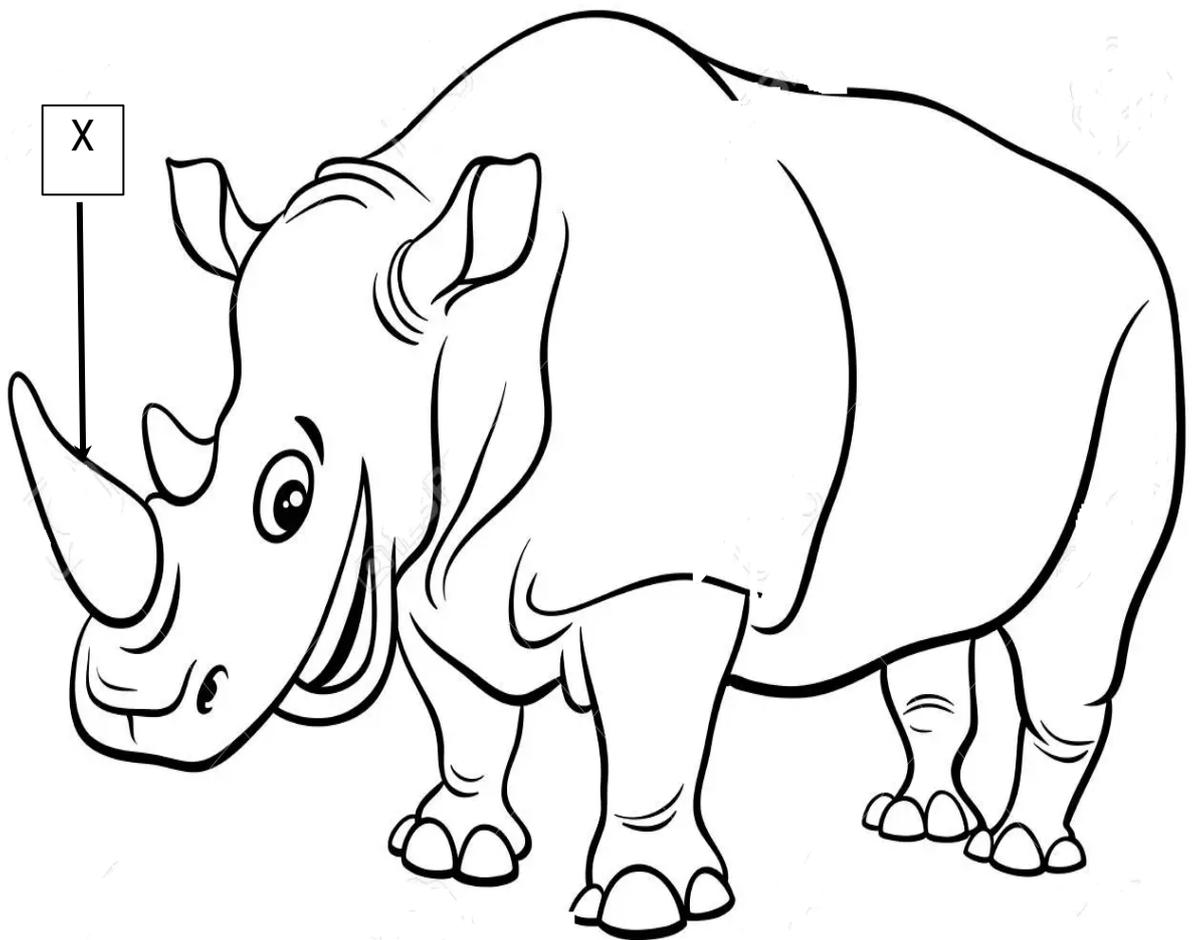
HOT SEAT ACTIVITY CARD

What is the importance of part Y?



HOT SEAT ACTIVITY CARD

What is the importance of part X?



THEME: LIFE SCIENCE

Topic : Animal Time: 90 minutes

Content : 1.1 Science Process Skills
Standard : 5.1 Parts of AnimalsLearning : 1.1.1 Observe
Standard : 1.1.2 Communicate
5.1.1 Identify the parts of animals e.g. beak, scales, fins, fine hair, feathers, horn, feelers, hard skin, shell, wings, head, body, tail and webbed feet.
5.1.2 Relate the parts of animals with their importance.
5.1.5 Explain observations about parts of animals using sketches, ICT, writing or verbally.

Description : The lesson focuses on the knowledge about certain body parts of animals which are feathers, fine hair, feelers, shell, hard skin, scales, fins, and webbed feet and relates the parts of animals with their importance. Knowledge acquisition is integrated with observation and communication skills.

Suggested Activities**Remarks**

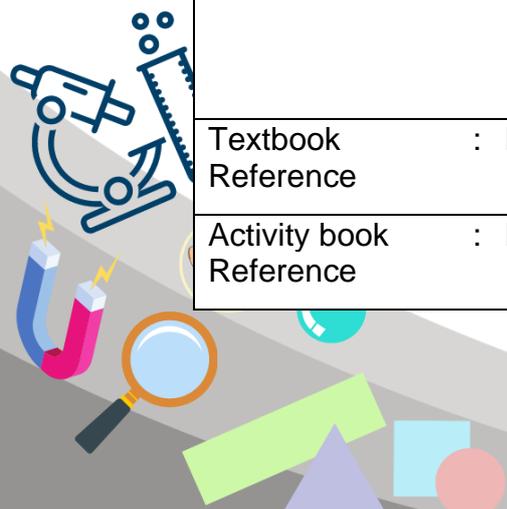
1. Pupils participate in a **Mix and Match** activity and carry out discussion. (Appendix 1-8)
2. Pupils brainstorm the importance of these parts to the animals by using the **Mix and Match** cards.
3. Pupils participate in the **Inside-Outside Circle** activity. (Appendix 9)
4. Pupils answer an interactive quiz.
5. Pupils answer questions in the activity book.

Teacher may prepare other **Mix and Match** cards such as turtle, butterfly, worm, fly, duck, rabbit or frog.Teacher may refer to Appendix 9 to conduct the **Inside-Outside Circle** game.

Suggested interactive quiz link:


<https://wordwall.net/resource/56315050>

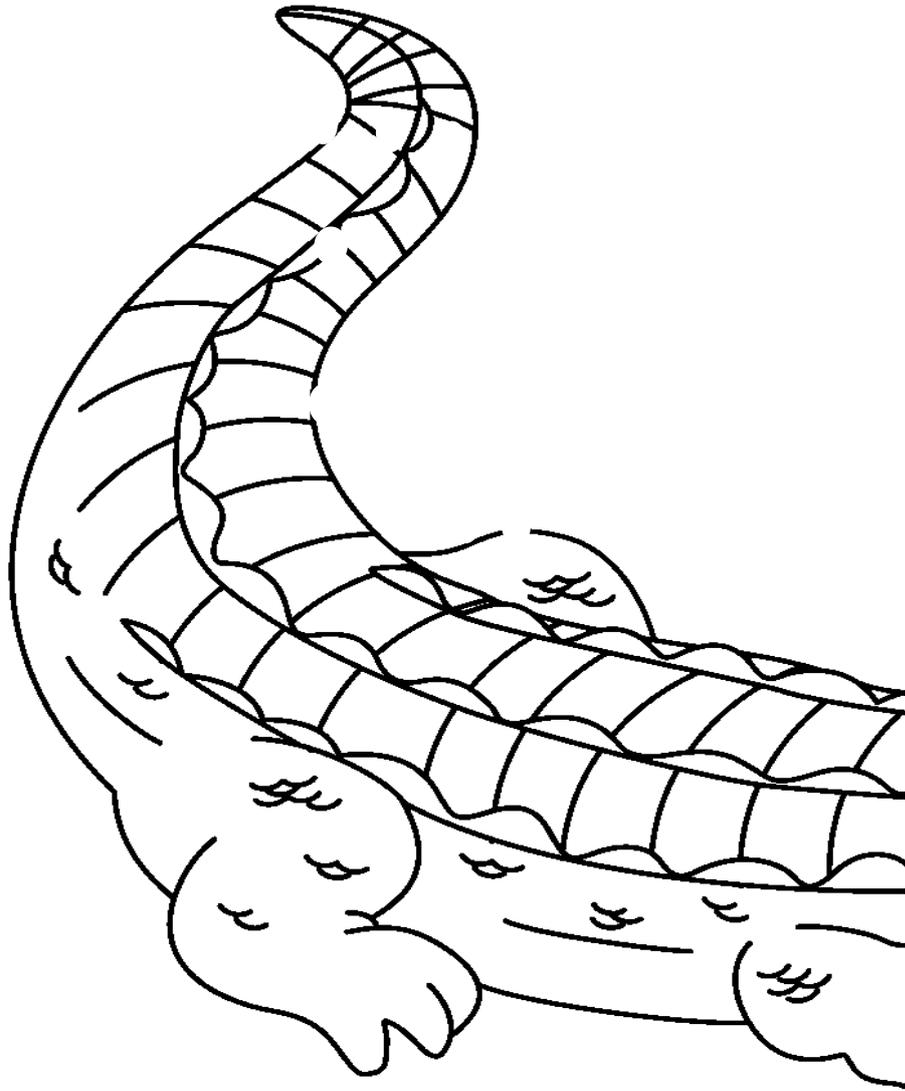
Source: Thenmoly87

Teacher may apply 21st century learning activities that suitable.Textbook : Refer to pages 42-43 and 46 – 50
ReferenceActivity book : Refer to page 30
Reference

Appendix 1

Picture Card

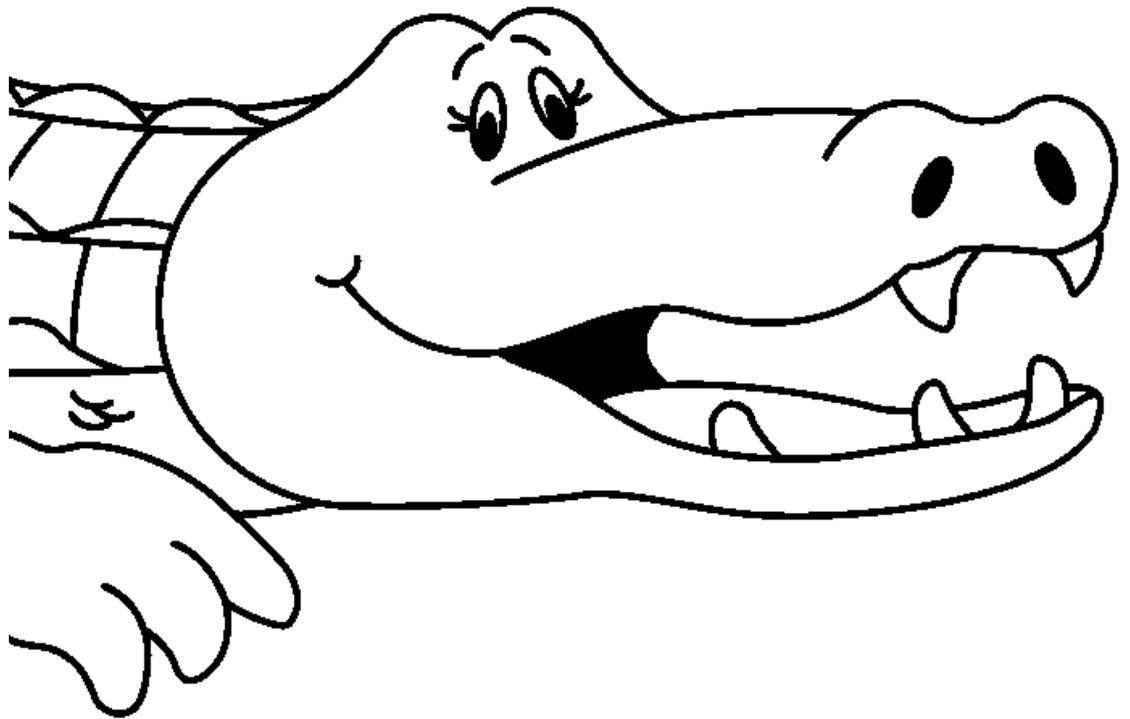
Find the match for this picture.



Appendix 2

Picture Card

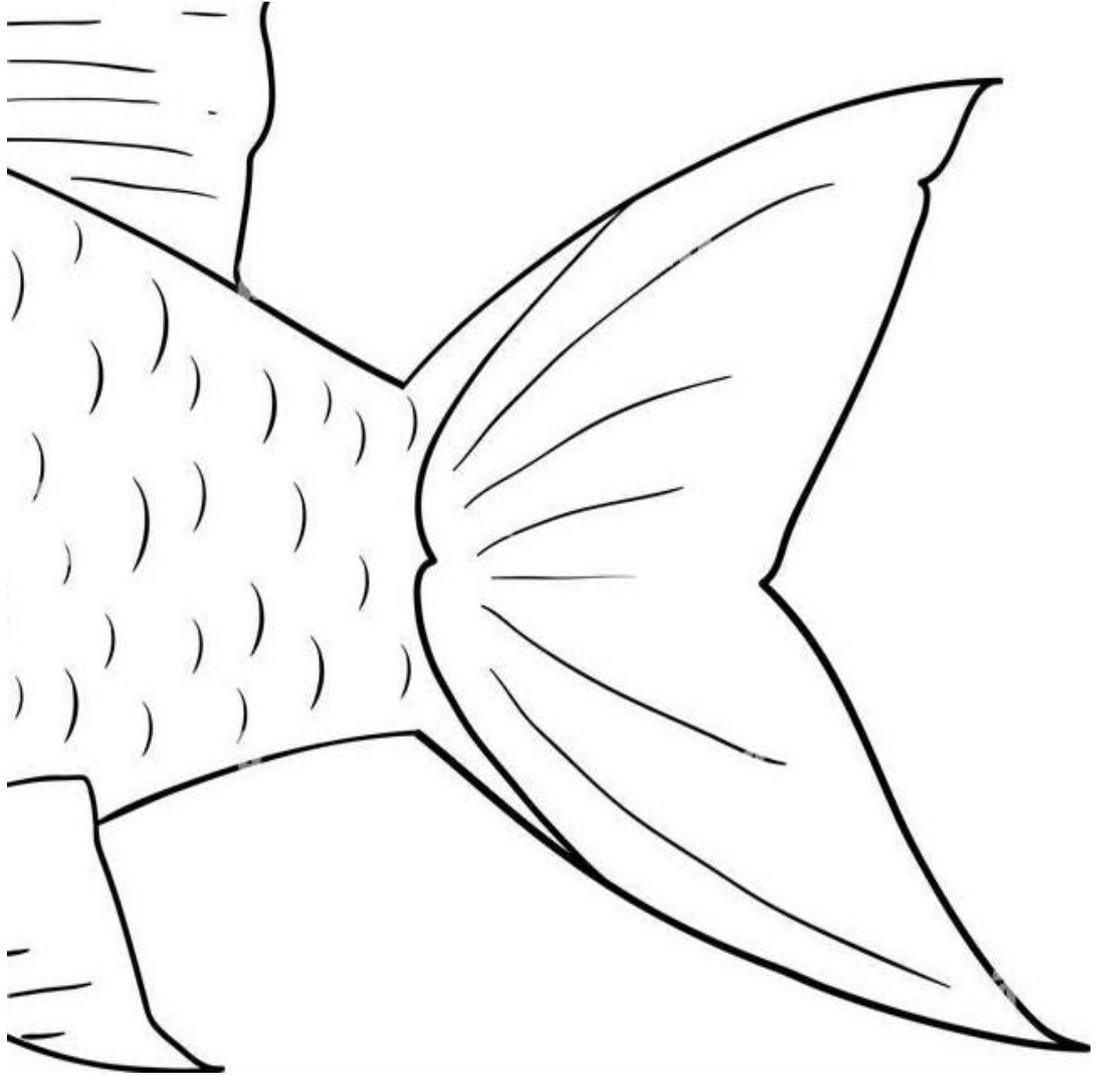
Find the match for this picture.



Appendix 3

Picture Card

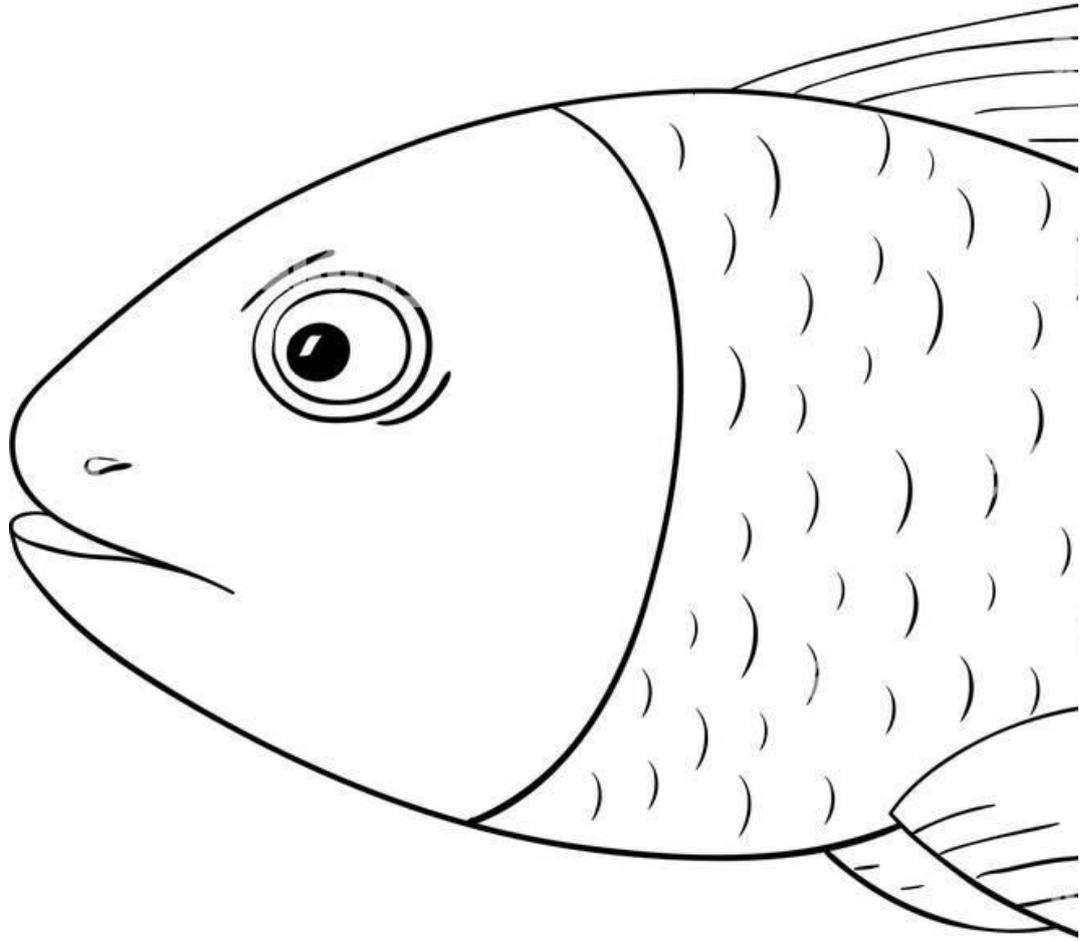
Find the match for this picture.



Appendix 4

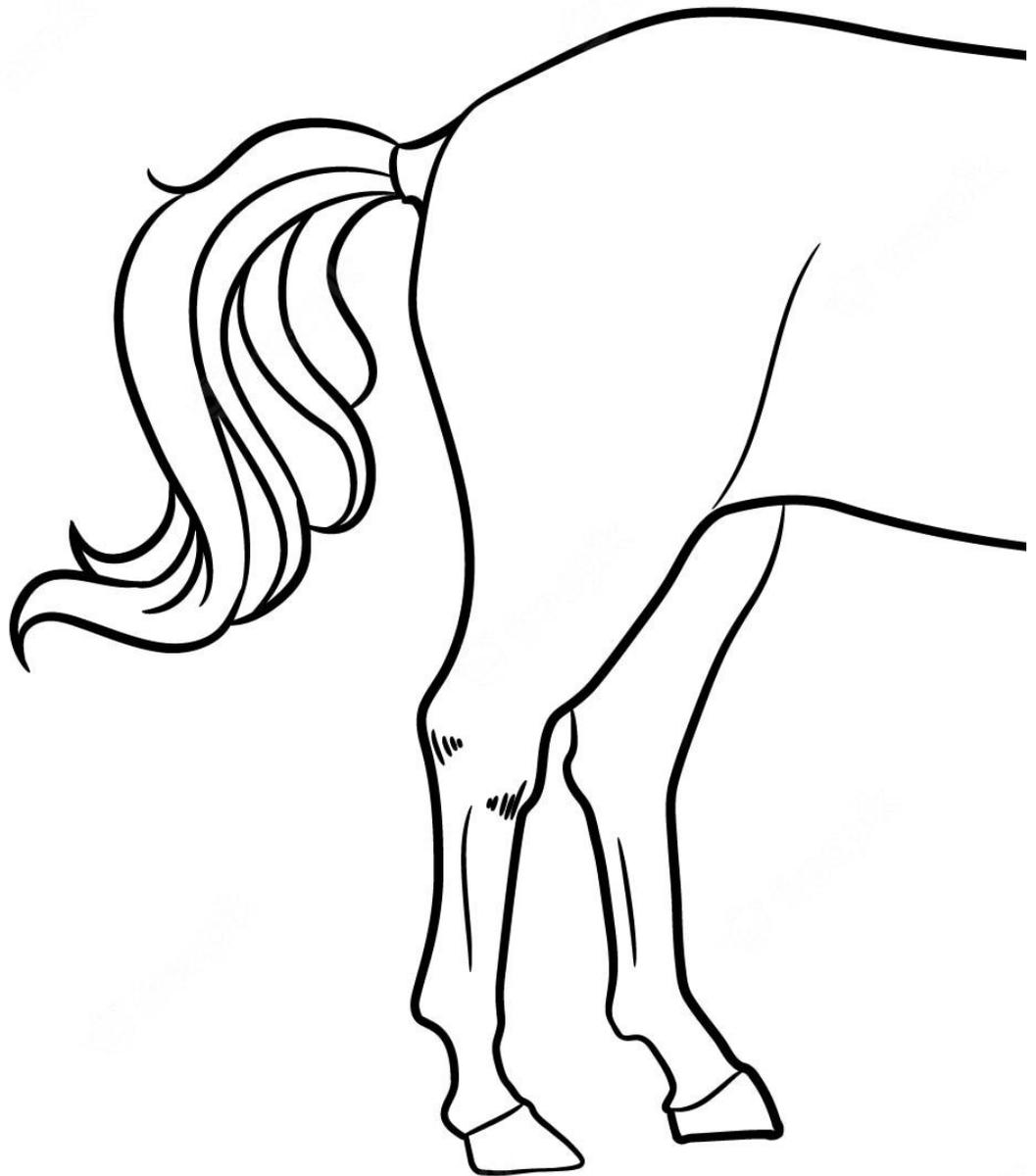
Picture Card

Find the match for this picture.



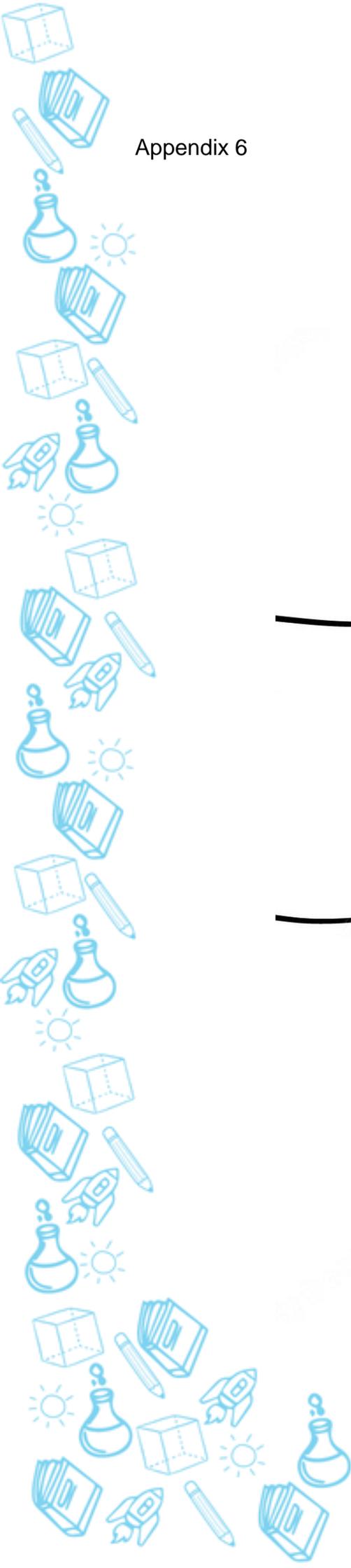
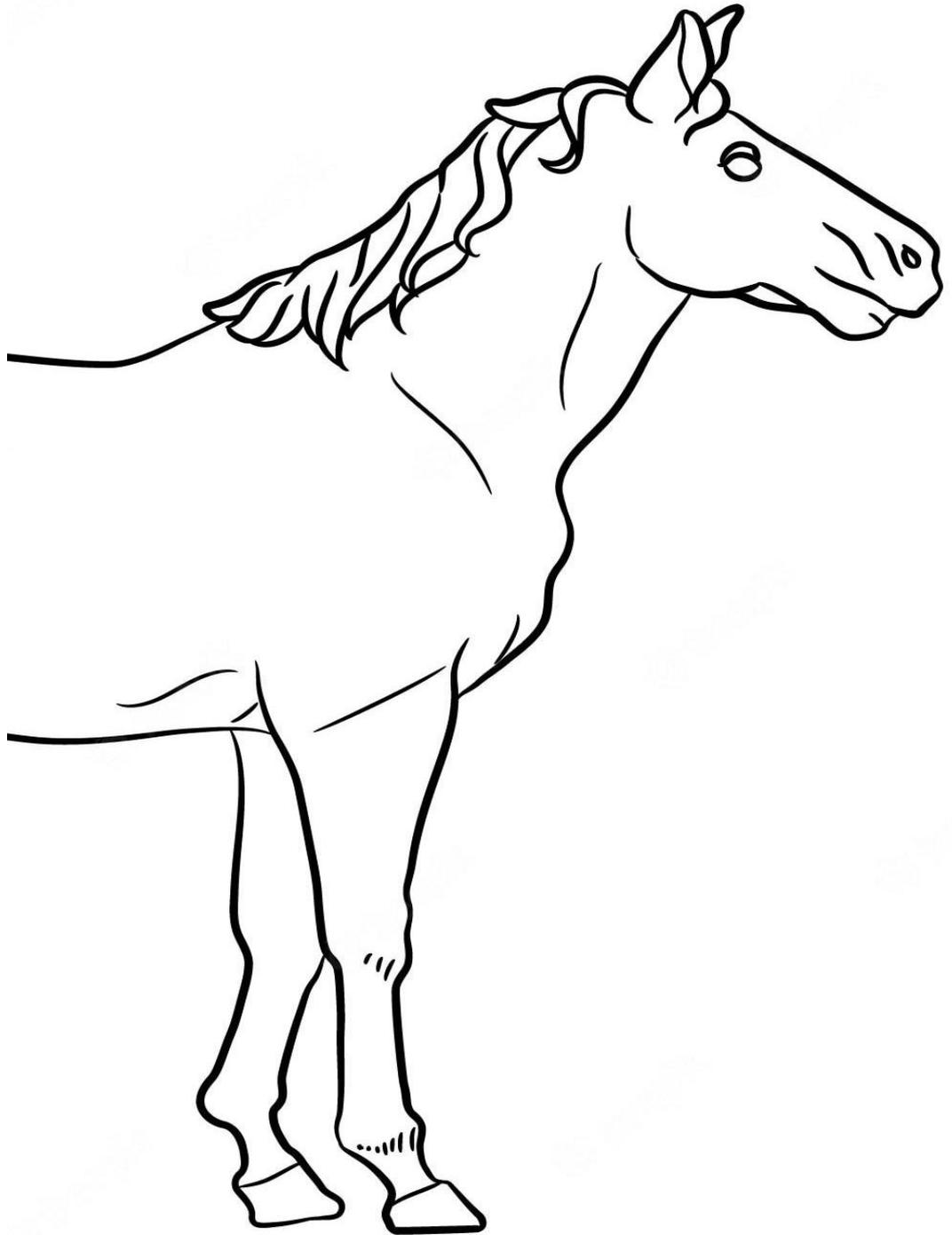
Picture Card

Find the match for this picture.



Picture Card

Find the match for this picture.



Picture Card

Find the match for this picture.



Picture Card

Find the match for this picture.



Appendix 9

Inside-Outside Circle

1. Pupils find a partner.
2. Pupils form two circles, one inner circle and one outer circle.



3. Pupils face their partners.
4. Teacher gives a question or task to the pupils standing in the inner circle.
5. Pupils in the outer circle answer the question.
6. Pupils praise or correct a friend's answer when he or she has responded.
7. Then, pupils switch roles with new questions.
8. Finally, pupils in the inner circle switch places with the friend on their right.
9. Steps 4 to 7 are repeated.

THEME: LIFE SCIENCE	
Topic	: Animals Time: 90 minutes
Content Standard	: 1.1 Science Process Skills 5.1 Parts of Animals
Learning Standard	: 1.1.1 Observe 1.1.2 Communicate 5.1.3 Explain through examples the parts of animals. 5.1.4 Make generalisation that different animals may have the same parts of the body. 5.1.5 Explain observations about parts of animals using sketches, ICT, writing or verbally.
Description	: The lesson focuses on pupils explaining through examples the parts of animals and make a generalisation that different animals may have the same body parts. Knowledge acquisition is integrated with observation and communicating skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils guess the name of the animals based on the audio clip played. 2. Pupils match the parts of animals to the animal given in the worksheet. (Worksheet 1- 7) 3. Pupils identify the similar parts of the animals given. (Worksheets 8-9) 4. Pupils discuss and make a general statement that different animals may have the same body parts. 	<p>Teacher prepares audio clips of animal sounds.</p> <p>Audio Clip Link:</p>  <p>https://youtu.be/-OSO15J1Zuw Source: Michelle Tan Wen Jin KPM-Guru</p> <p>Teacher uses simple sentences to guide students to make a generalisation.</p> <p>Teacher instils science process skills.</p>
Textbook Reference	: Refer to page 48
Activity Book Reference	: Refer to pages 31-32



Worksheet I

Name: _____

Class: _____

Match the animal body parts.

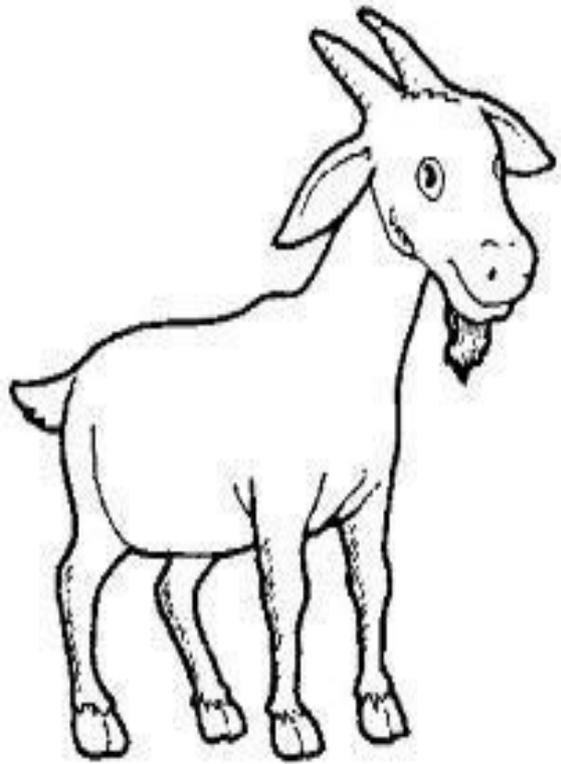
horn

head

tail

fur

body



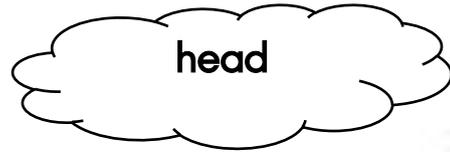
Worksheet 2

Name: _____

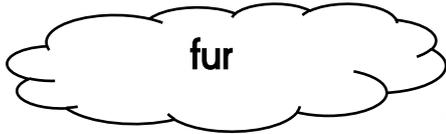
Class: _____

Match the animal body parts.

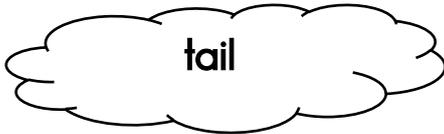
head



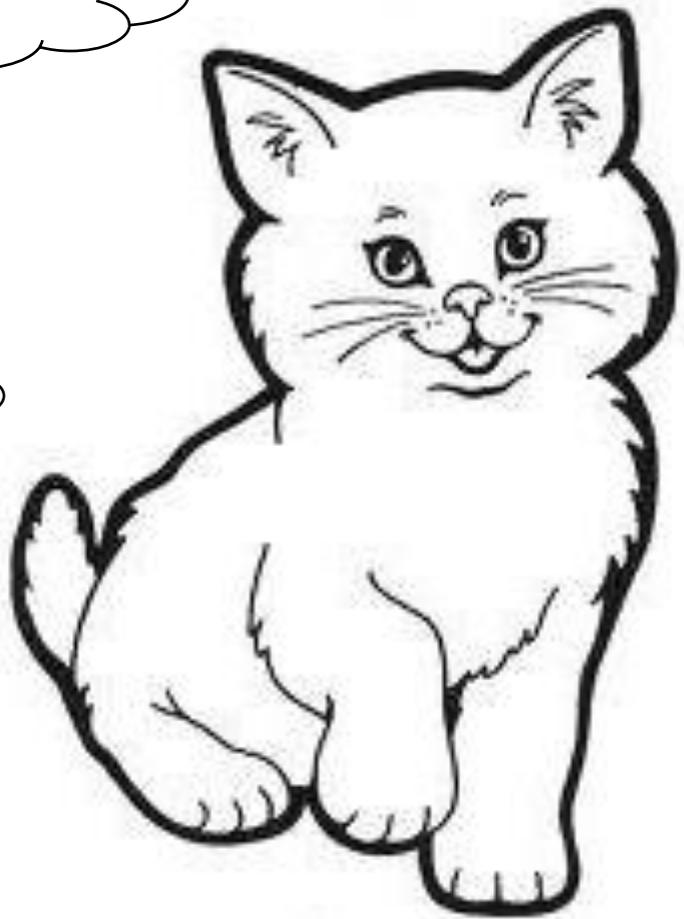
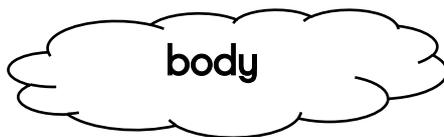
fur



tail



body



Worksheet 3

Name: _____

Class: _____

Match the animal body parts

head

body

fur



tail

Worksheet 4

Name : _____

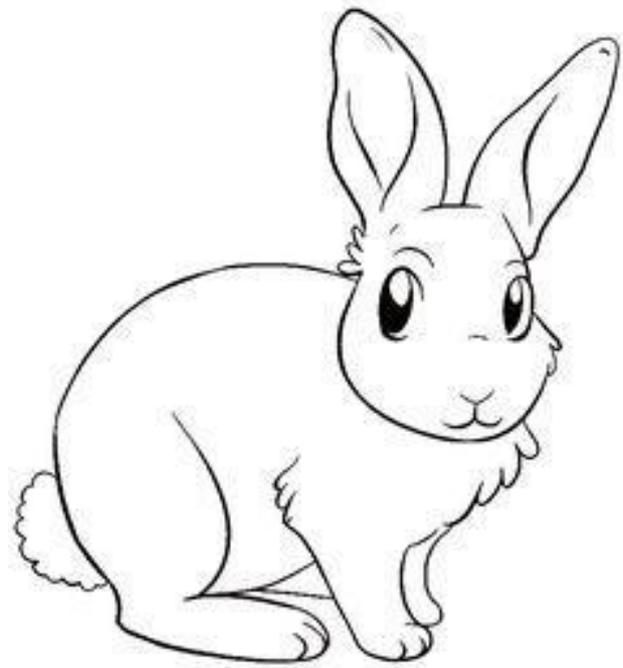
Class: _____

Match the animal body parts.

body

head

tail



fur

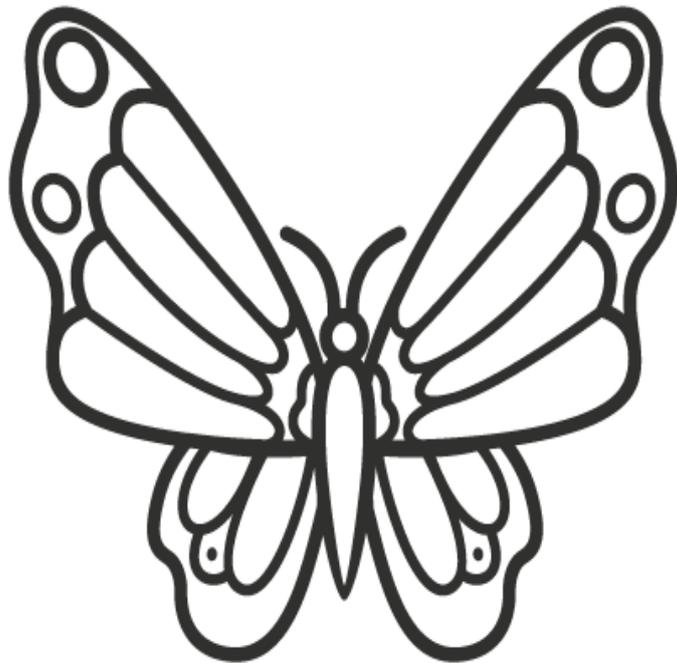
Worksheet 5

Name: _____

Class: _____

Match the animal body parts.

antenna



wing

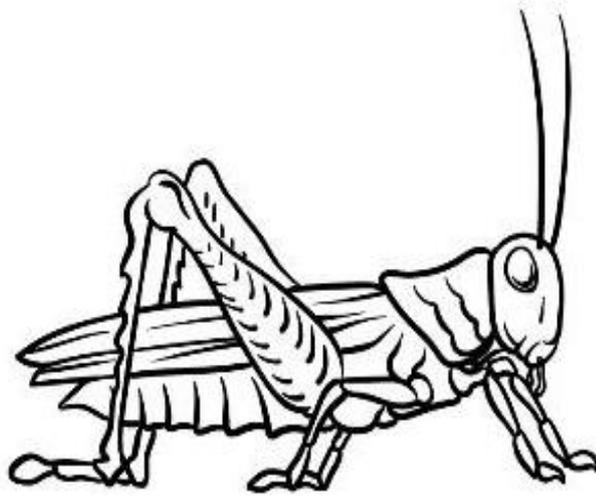
Worksheet 6

Name: _____

Class: _____

Match the animal body parts.

antenna



wing

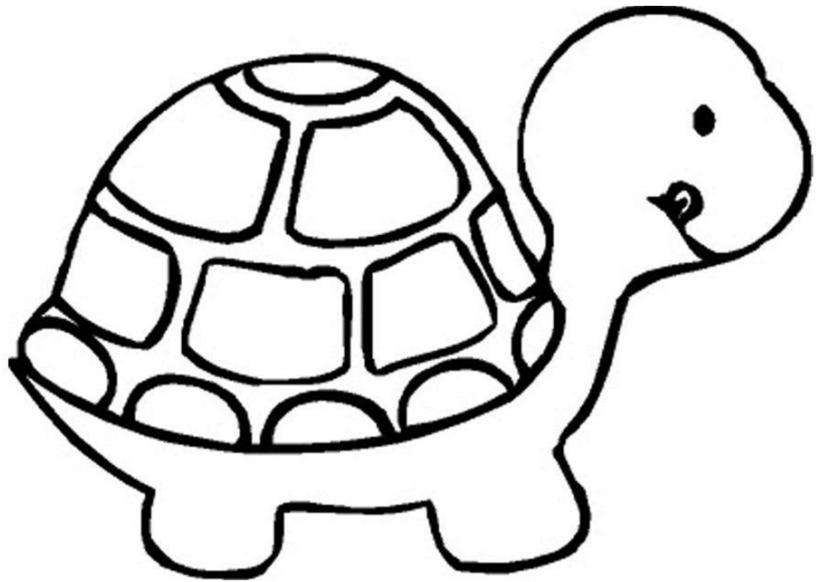
Worksheet 7

Name: _____

Class: _____

Match the animal body parts.

head



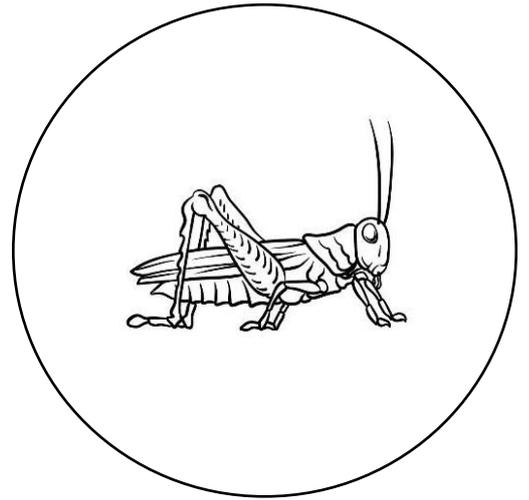
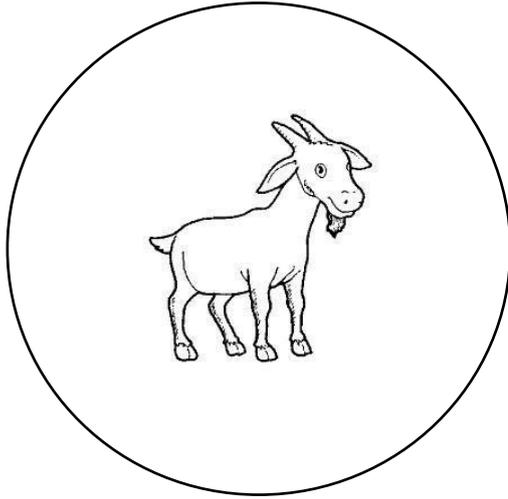
shell

Worksheet 8

Name: _____

Class: _____

What are the similar body parts of this group of animals? Match similar body parts.



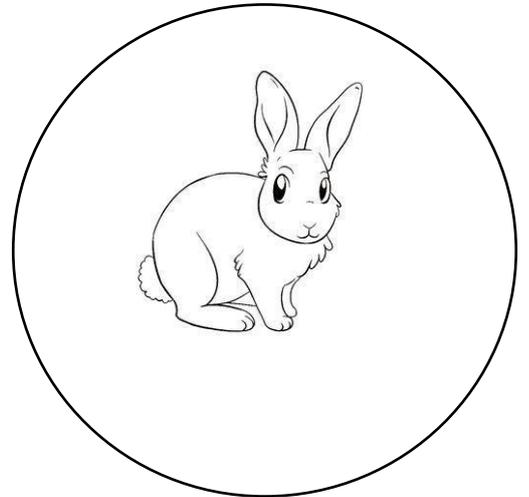
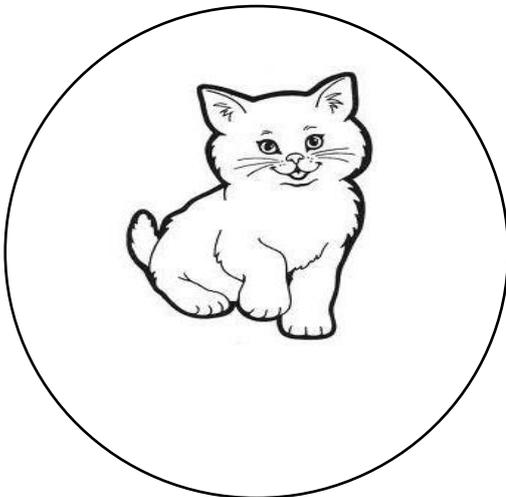
head

horn

tail

wing

body

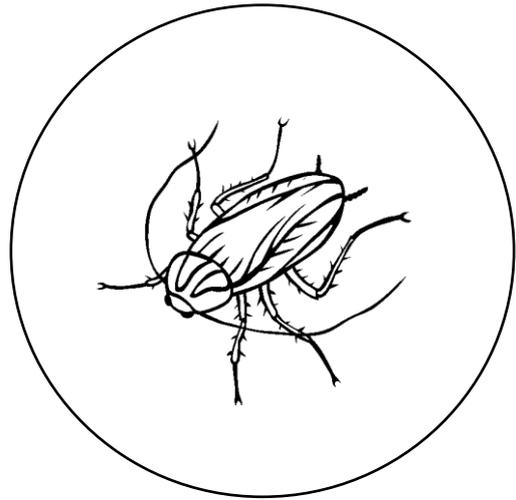
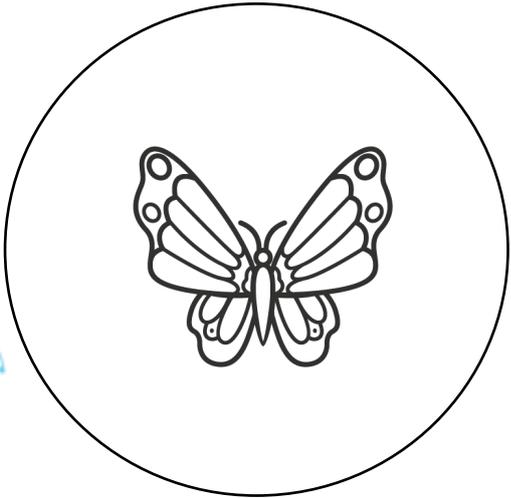


Worksheet 9

Name: _____

Class: _____

What are the similar body parts of this group of animals? Match similar body parts.



head

wing

tail

antenna

body



THEME: LIFE SCIENCE	
Topic	: Plant Time : 90 minutes
Content Standard	: 1.1 Science Process Skills 1.2 Manipulative Skills 6.1 Parts of plants
Learning Standard	: 1.1.1 Observe 1.1.2 Communicate 1.2.1 Use and handle science apparatus and substances correctly. 1.2.2 Handle specimens correctly and carefully. 1.2.3 Sketch specimens, apparatus and science substances correctly. 1.2.4 Clean science apparatus correctly. 1.2.5 Store science apparatus and substances correctly and safely. 6.1.1 Compare and contrast parts of plant i.e.: (i) leaf: types of veins; (ii) flower: flowering, non-flowering; (iii) stem: woody, non-woody; and (iv) root: tap root, fibre root.
Description	: The lesson focuses on comparing and contrasting certain parts of plants, which are the types of leaf veins and flowering or non-flowering. Knowledge acquisition is integrated with science process skills and manipulative skills.
Suggested Activity	Remarks
<ol style="list-style-type: none"> 1. Pupils carry out activities to observe the types of leaf veins, flowering plants and non-flowering plants in the school compound. 2. Pupils do observations using their five senses and suitable science apparatus. 3. Pupils discuss to compare and contrast plants based on the type of leaf veins and flowering or non-flowering plants. 4. Pupils record their investigation results in any suitable form and present it. (Worksheet 1) 5. Pupils sketch leaves to show the type of veins. 6. Pupils answer questions in the activity book. 	<p>Teacher emphasises on the use of the five senses when making observations.</p> <p>Teacher emphasises on the application of the manipulative skills.</p>
Textbook Reference	: Refer to the page 52
Activity book Reference	: Refer to the page 35

Worksheet I

Name: _____

Class: _____

Name and observe five plants found in the school compound.
Tick (✓) the parts of plants accordingly.

Plants	Netted vein	Parallel vein	Flowering	Non-flowering

THEME: LIFE SCIENCE

Topic : Plants Time: 90 Minutes

Content Standard : 1.1 Science Process Skills
1.2 Manipulative Skills
6.1 Parts of plants

Learning Standard : 1.1.1 Observe
1.1.2 Communicate
1.2.1 Use and handle science apparatus and substances correctly.
1.2.2 Handle specimens correctly and carefully.
1.2.3 Sketch specimens, apparatus and science substances correctly.
1.2.4 Clean science apparatus correctly.
1.2.5 Store science apparatus and substances correctly and safely.
6.1.1 Compare and contrast parts of the plant i.e.:
(i) leaf: types of vein;
(ii) flower: flowering, non- flowering;
(iii) stem: woody, non- woody; and
(iv) root: tap root, fibre root.

Description : The lesson focuses on comparing and contrasting certain parts of plants, which are the types of stem and the types of root. Knowledge acquisition is integrated with science process skills and manipulative skills.

Suggested Activities

1. Pupils carry out activities to observe the types of stems and roots of plants.
2. Pupils do observation using their five senses and suitable science apparatus.
3. Pupils discuss compare and contrast the plants based on the types of stems and roots.
4. Pupils produce a model of root.
5. Pupils answer questions in the activity book.

Remarks

Teacher emphasises on the use of the five senses when making observations.

Teacher emphasises on the application manipulative skills.

Teacher may prepare more than two types of plants for the observation activities.

Teacher may use bird's nest or other suitable materials to build a root model.

Textbook Reference : Refer to pages 53-53

Activity Book Reference : Refer to pages 36-37

THEME : LIFE SCIENCE	
Topic	: Plants Time : 90 minutes
Content Standard	: 1.1 Science Process Skills 6.1 Parts of plants
Learning Standard	: 1.1.2 Communicate 6.1.2 Relate the parts of plants i.e. leaf, flower, stem and root with its importance to the plant. 6.1.4 Explain observations about parts of plants using sketches, ICT, writing or verbally.
Descriptions	: The lesson focuses on knowledge about the parts of plants which are leaf, flower, stem and root with their importance to the plants. Knowledge acquisition is integrated with communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils observe a potted plant and carry out discussion. 2. Pupils state the parts of the plant and their importance. 3. Pupils watch the video and carry out the discussion. 4. Pupils state the importance of the parts of plants through the role play method. 5. Pupils match the parts of plants with their importance. (Worksheet 1) 6. Pupils answer questions in the activity book. 	<p>Suggested video link:</p>  <p>https://youtu.be/MC9DyzUppFY Source : Ms Anina</p>
Textbook Reference	: Refer to page 56-57
Activity Book Reference	: Refer to the page 38

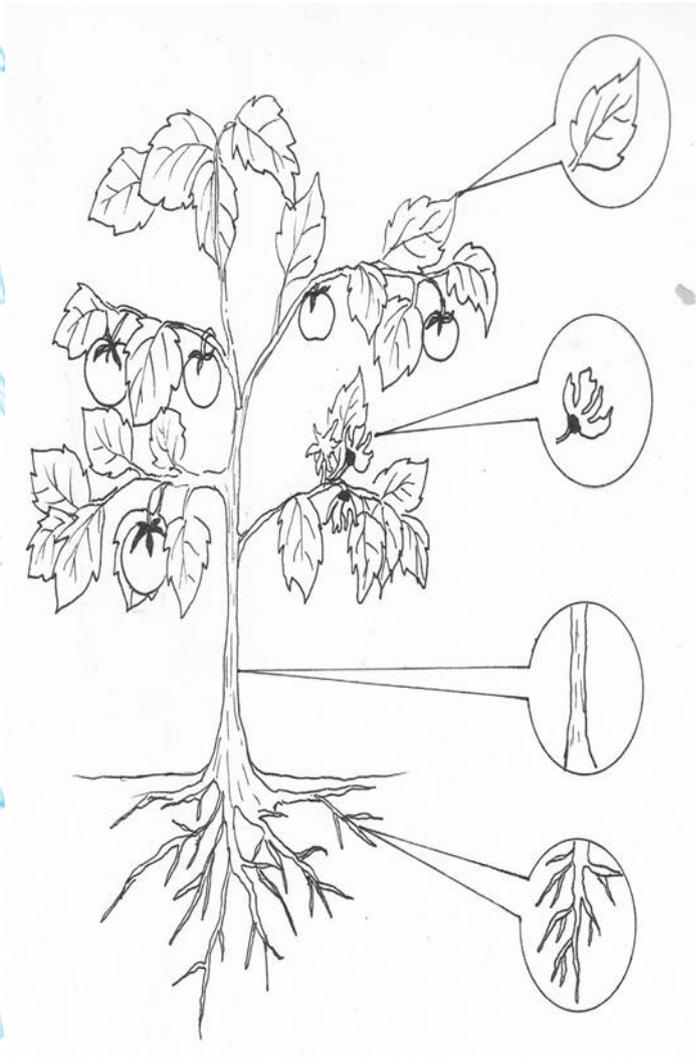


Worksheet I:

Name: _____

Class: _____

Match the parts and the importance.

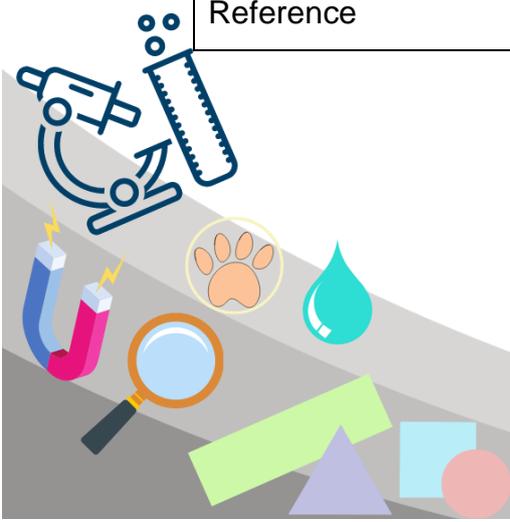


Importance
To transport food produced by the leaves
To absorb water and nutrients from the soil
To produce fruits
To make food

THEME: LIFE SCIENCE	
Topic	: Plants Time: 90 Minutes
Content Standard	: 1.1 Science Process Skill 6.1 Parts of Plants
Learning Standard	: 1.1.1 Observe 1.1.2 Communicate 6.1.3 Make generalisation that different plants may have same parts. 6.1.4 Explain observations about parts of plants using sketches, ICT, writing or verbally.
Description	: The lesson focuses on making a generalisation that different plants may have similar parts. Knowledge acquisition is integrated with observation and communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils find two types of small plants around the school compound. 2. Pupils paste and label the parts of the plants. 3. Pupils present their work. 4. Pupils discuss and make a general statement that different types of plants have similar parts. 5. Pupils answer questions in the activity book. 	<p>Teacher uses simple sentences to guide pupils to make a general statement.</p> <p>Teacher instils observation skills.</p>
Textbook Reference	: Refer to the page 58
Activity Book Reference	: Refer to the page 39



THEME: PHYSICAL SCIENCE	
Topic	: Magnet Time : 90 minutes
Content Standard	: 1.1 Science Process Skills 7.1 Magnet
Learning Standard	: 1.1.1 Observation 7.1.1 Give examples of the usage of magnets in daily life. 7.1.2 Identify the shapes of magnets e.g. bar, cylinder, horseshoe, U-shaped, button and ring.
Description	: The lesson focuses on knowledge about the usage of magnets in daily life and identifying the shapes of magnets. Knowledge acquisition is integrated with observation skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils are shown some examples of the uses of magnets in daily life through realia, pictures, or videos. 2. Pupils state other examples of the uses of magnets in daily life. 3. Pupils are given sets of magnets of different shapes. 4. Pupils identify the shapes of magnets with the teacher's guidance. 5. Pupils sketch the shapes of magnets. 6. Pupils answer questions in the activity book. 	<p>Examples of realia/pictures such as magnetic whiteboard erasers, magnetic name tags, magnetic button handbags, magnetic based toys and other suitable objects.</p> <p>The teacher conducts discussion session with the pupils to generate the ideas about the uses of magnets in daily life.</p> <p>Suggested video link :</p>  <p>https://youtu.be/YADHcijMxrU Source : Mohd Firdaus dan Sarawanan Saran</p>
Textbook Reference	: Refer to pages 62-64
Activity book Reference	: Refer to pages 41-42



THEME: PHYSICAL SCIENCE	
Topic	: Magnet Time: 90 minutes
Content Standard	: 1.1 Science Process Skills 7.1 Magnet
Learning Standard	: 1.1.1 Observing 1.1.2 Communicating 7.1.3 Make generalisation on reactions of magnets to various objects by carrying out activities.
Description	: The lesson focuses on pupils making a generalisation about magnetic actions on various objects by carrying out activities. Knowledge acquisition is integrated with observation and communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils explore on reaction of the magnet towards various objects or materials. 2. Pupils record the finding from the activities. 3. Pupils make a general statement that some objects are attracted to magnets and some objects are not attracted to magnets. 4. Pupils answer questions in the activity book. 	<p>Teacher can use objects such as pencils, ice cream sticks, plastic, paper clips and keys.</p> <p>Teacher can prepare observation report templates such as tables, thinking maps or other suitable templates.</p> <p>Teacher uses simple sentences to guide pupils to make a generalisation.</p>
Textbook Reference	: Refer to pages 65-66
Activity book Reference	: Refer to the page 43



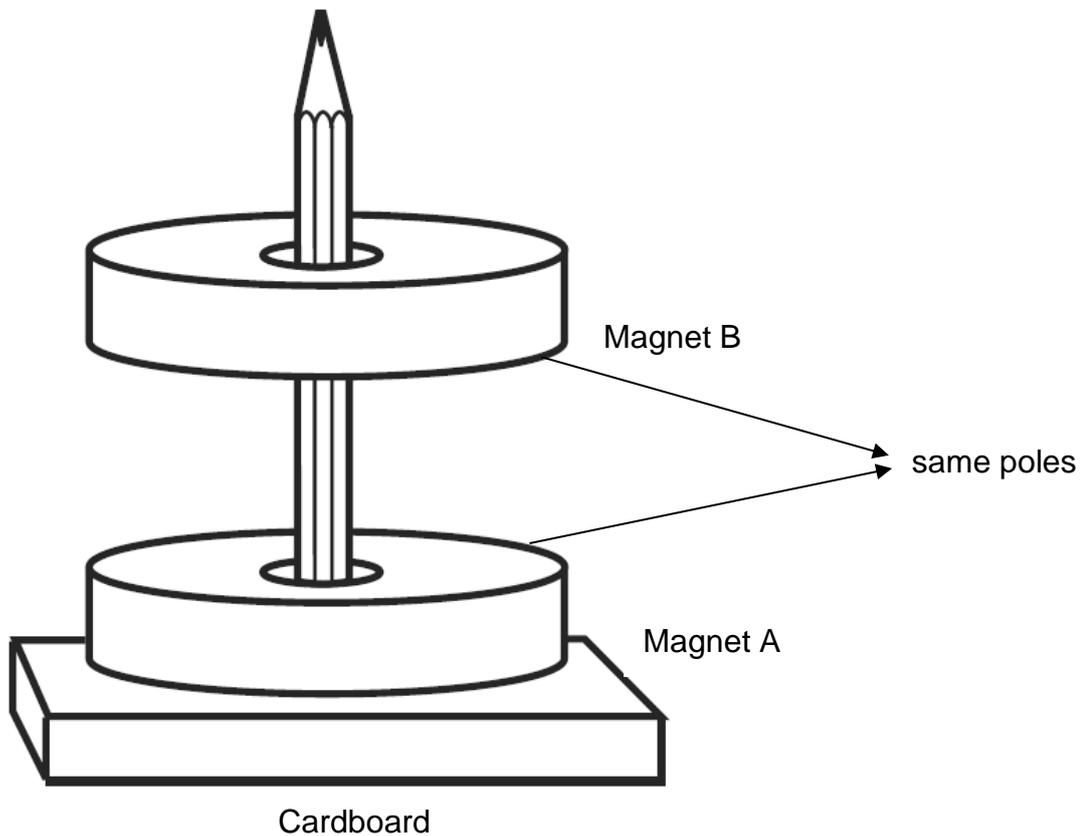
THEME: PHYSICAL SCIENCE	
Topic	: Magnet Time : 90 Minutes
Content Standard	: 1.2 Manipulative Skills 7.1 Magnet
Learning Standard	: 1.2.1 Use and handle science apparatus and substances correctly. 1.2.2 Handle specimens correctly and carefully. 1.2.3 Sketch specimens, apparatus and science substances correctly. 1.2.4 Clean science apparatus correctly. 1.2.5 Store science apparatus and substance correctly and safely 7.1.4 Conclude that magnet attracts or repels between two poles through investigation.
Description	: The lesson focuses on the knowledge of attraction and repulsion between magnetic poles. Knowledge acquisition is integrated with manipulative skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils observe the Floating Magnet demonstration and discuss on what they have observed.(Appendix 1) 2. Pupils carry out an investigation on the attraction and repulsion between magnetic poles. 3. Pupils answer questions based on their observations. 4. Pupils repeat the investigation using different shapes of magnets. 5. Pupils make conclusions based on their observations.(Appendix 1) 6. Pupils answer questions in the activity book. 	<p>Teacher guides the pupils to identify the magnetic poles through discussion.</p> <p>Teacher emphasises on the manipulative skills.</p> <p>Suggested video links:</p>  <p>https://youtu.be/eHmQUFN_0zs Sumber: MICHELLE TAN WEN JIN KPM - Guru</p>
Textbook Reference	: Refer to pages 6-7 and 67-68
Activity book Reference	: Refer to pages 7-10 and 44-48



Appendix 1

Floating Magnet activity

- Apparatus and materials: 2 ring magnets, pencil, cardboard



Steps

1. Place magnet A on the cardboard. Make sure the north pole of the magnet is facing outwards.
2. Insert the pencil into the hole of magnet A.
3. Insert the north pole of magnet B facing the north pole of magnet A.
4. When magnet B is released, it will float.

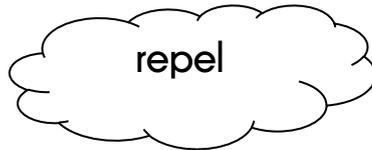
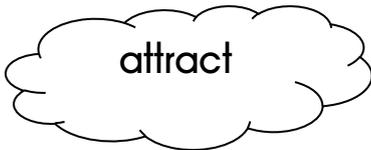
Worksheet I

Name : _____ Class : _____

I. Colour the correct answer.

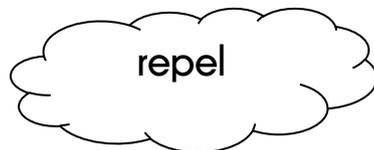
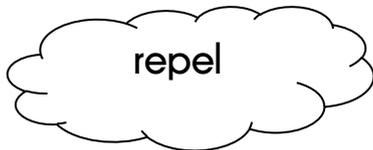
S	N
---	---

S	N
---	---



S	N
---	---

N	S
---	---



2. Underline the correct answer.

- a) Magnets with (similar / different) poles will repel when brought close together.
- b) Magnets with (similar / different) poles will attract when brought close together.

THEME: PHYSICAL SCIENCE	
Topic	: Magnet Time : 90 minutes
Content Standard	: 1.2 Manipulative Skills 7.1 Magnet
Learning Standard	: 1.2.1 Use and handle science apparatus and substances correctly. 1.2.2 Handle specimens correctly and carefully. 1.2.3 Sketch specimens, apparatus and science substances correctly. 1.2.4 Clean science apparatus correctly. 1.2.5 Store science apparatus and substances correctly and safely. 7.1.5 Determine the strengths of magnet towards object through investigation. 7.1.6 Explain observations about magnets using sketches, ICT, writing or verbally.
Description	: The lesson focuses on the strength of magnets on objects. Knowledge acquisition is integrated with manipulative skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils carry out an investigation to test the strength of magnets. 2. Pupils record and discuss their findings. 3. Pupils conclude that each magnet has different strength. 4. Pupils answer questions in the activity book. 	<p>Investigations are conducted based on the textbook.</p> <p>Teacher emphasises on the application manipulative skills.</p>
Textbook Reference	: Refer to pages 67-68
Activity book Reference	: Refer to pages 44-48



THEME: MATERIAL SCIENCE	
Topic	: Absorption Time : 90 minutes
Content Standard	: 1.1 Science Process Skill 8.1 The ability of materials to absorb water
Learning Standard	: 1.1.1 Observe 1.1.2 Communicate 8.1.1 Identify the objects that absorb water and cannot absorb water through investigation. 8.1.2 Classify objects that absorb water and cannot absorb water.
Description	: The lesson focuses on knowledge about the ability of objects to absorb water. Knowledge acquisition is integrated with observation and communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils watch the video and carry out the discussion. 2. Pupils carry out an investigation to identify objects that can absorb water and objects that cannot absorb water. 3. Pupils classify objects according to their ability to absorb water. 4. Pupils answer questions in the activity book. 	<p>Teacher can provide suitable objects such as handkerchiefs, tissue paper, paper clips, marbles, bottle caps, paper and face towels.</p> <p>Investigation are conducted based on the textbook.</p> <p>Suggested video link:</p>  <p>https://www.youtube.com/watch?v=VsquI52PL8&t=15s Sumber : myGuru</p>
Textbook Reference	: Refer to pages 71 - 74
Activity book Reference	: Refer to pages 49 – 51



THEME : MATERIAL SCIENCE

Topic : Absorption Time:90 Minutes

Content Standard : 1.2 Manipulative Skill
8.1 The ability of materials to absorb waterLearning Standard : 1.2.1 Use and handle science apparatus and substances correctly.
1.2.2 Handle specimens correctly and carefully
1.2.3 Sketch specimens, apparatus and science substances correctly.
1.2.4 Clean science apparatus correctly.
1.2.5 Store science apparatus and substances correctly and safely
8.1.3 Describe the ability of objects to absorb water based types of materials through investigation.

Description : The lesson focuses on knowledge about the ability of objects to absorb water through investigations. Knowledge acquisition is integrated with manipulative skills.

Suggested Activities**Remarks**

1. Pupils watch the video and carry out the discussion.
2. Pupils carry out an investigation to explore the ability of objects to absorb water.
3. Pupils suggest any suitable objects that can absorb water based on the situations given. (Appendix 1)
4. Pupils answer questions in the activity book.

Teacher provides suitable objects such as handkerchiefs, tissues and papers.

The investigation are conducted based on the textbook.

Teacher provides various real situations, pictures or videos for step 3.

Teacher instils manipulative skills.

Suggested video link:



<https://bit.ly/3lodlyn>
Source:Cikgu Fazila

Textbook Reference : Refer to pages 74-75

Activity book Reference : Refer to pages 52-53



Appendix 1

This activity can be carried out individually or in groups.

Pupils suggest any suitable objects that can absorb water based on the situation given.

Example of Situation 1

Spillage of a cup of water (large volume of water).

Example of Situation 2

There are water droplets on the table.

THEME: MATERIAL SCIENCE	
Topic	: Absorption Time : 90 minutes
Content Standard	: 1.1 Science Process Skills 8.1 The ability of materials to absorb water
Learning Standard	: 1.1.2 Communicate 8.1.4 State the importance of objects that absorb water and cannot absorb water in daily life.
Description	: The lesson focuses on knowledge about the importance of objects that can absorb water and objects that cannot absorb water in daily life. Knowledge acquisition is integrated with communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils watch the video and carry out the discussion. 2. Pupils brainstorm the importance of objects that cannot absorb water by carrying out an activity. 3. Pupils state the importance of objects that can absorb water and objects that cannot absorb water. 4. Pupils take part in an activity to create blooming flowers. (Appendix 1) 5. Pupils answer questions in the activity book. 	<p>Teacher prepares objects such as umbrella, raincoat and others that are suitable for the activity.</p> <p>Suggested video links:</p>  <p>https://www.youtube.com/watch?v=44srhFERNLM Source: Adilah Paiz</p> <p>Teacher instils communication skills.</p>
Textbook Reference	: Refer to pages 76-78
Activity book Reference	: Refer to pages 54-56



Appendix 1

Blooming Flower

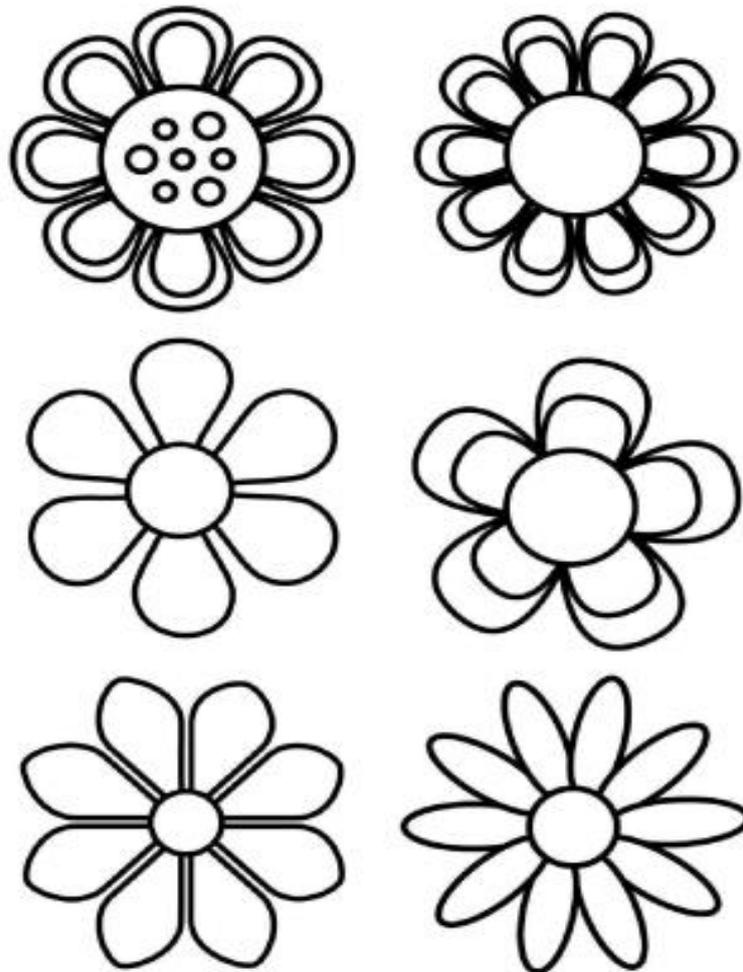
Teacher shows the video to explain the **Blooming Flower** activity.

Suggested video links:



<https://youtu.be/MPy5-z6m0ro>

Sumber: Mohd Firdaus and Janet



THEME: MATERIAL SCIENCE	
Topic	: Absorption Time : 90 Minutes
Content Standard	: 1.1 Science Process Skills 8.1 The ability of materials to absorb water
Learning Standard	: 1.1.2 Communicate 8.1.5 Design an object based on the ability to absorb water.
Description	: The lesson focuses on creating an object based on the ability to absorb water. Knowledge acquisition is integrated with communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils describe various of objects shown by the teacher based on the ability to absorb water. 2. Pupils generate ideas to create an object based on the ability of materials to absorb water. 3. Pupils sketch the model creatively. 4. Pupils create a model based on their sketches. 	<p>Teacher shows pupils objects such as mop, towel or dryers.</p> <p>Teacher guides pupils to create a model that can absorb water.</p> <p>Teacher refers to Appendix 1 and Appendix 2 to guide pupils in creating their models.</p>
Textbook Reference	: Refer to pages 78-79
Activity book Reference	: Refer to the page 56

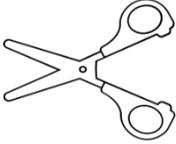


Appendix 1

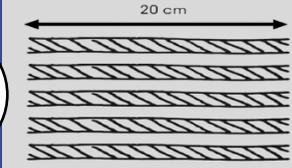
PROJECT 1

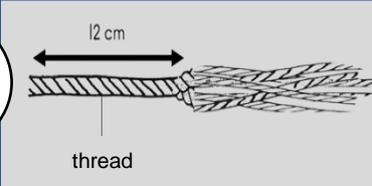
MINI MOP

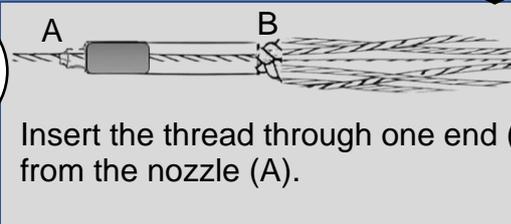
Materials

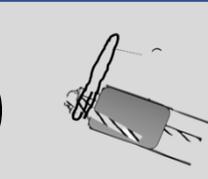
 pen	 string	 scissors
 thread	 Rubber band	 ruler

Steps

- 

1 Prepare five strings of 20 cm length.
- 

2 Wrap all five strings with length of 12 cm with thread.
- 

3 Remove the content of the pen. Insert the thread through one end (B) and take it out from the nozzle (A).
- 

4 Tie it to the nozzle of the pen with a rubber band and cover it with the pen cap. Separate the string in part (B) so that it becomes a mop.



Appendix 2

PROJECT 2

BOTTLE DRYER

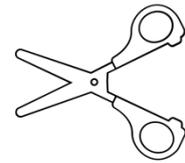
Materials



ice cream stick



cotton rag



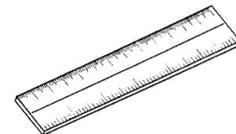
scissors



thread



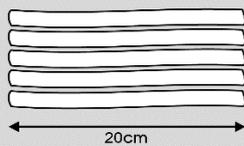
Rubber band



ruler

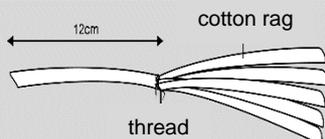
Steps

1



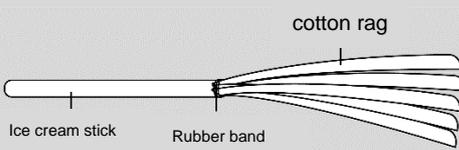
Prepare five cotton rags of 20 cm length.

2



Tie all five cotton rags in the middle with thread.

3



Tie the thread to one of the end of the ice cream stick using a rubber band.

THEME: MATERIAL SCIENCE	
Topic	: Absorption Time : 90 Minutes
Content Standard	: 1.1 Science Process Skills 8.1 The ability of materials to absorb water
Learning Standard	: 1.2.1 Observe 1.2.2 Communicate 8.1.5 Design an object based on the ability to absorb water. 8.1.6 Explain observations about the ability of materials to absorb water using sketches, ICT, writing or verbally.
Description	: The lesson focuses on the presentation of models based on the ability of objects to absorb water. Knowledge acquisition is integrated with observation and communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils answer an interactive quiz to recall previous learning. 2. Pupils present the models that they have completed in the previous lesson. 3. Pupils take part in the Gallery Walk. 4. Pupils answer questions in the activity book. 	<p>Teacher guides the pupils to explain the model that they have created based on the materials used.</p> <p>Teacher instils observation and communication skills.</p> <p>Teacher guides the pupils to evaluate their friends' models during the Gallery Walk.</p> <p>Suggested interactive quiz link:</p>  <p>https://wordwall.net/resource/53592006 Source : fazlizamohdnor</p>
Textbook Reference	: Refer to pages 78-79
Activity book Reference	: Refer to the page 56



THEME: EARTH AND SPACE	
Topic	: Earth Time : 90 minutes
Content Standard	: 1.1 Science Process Skills 9.1 Surface of the Earth
Learning Standard	: 1.1.2 Communicate 9.1.1 State the surface of the Earth e.g. mountain, beach, hill, valley, river, pond, lake and sea.
Description	: The lesson focuses on knowledge about the surface of the earth e.g. mountain, beach, hill, valley, river, pond, lake and sea. Knowledge acquisition is integrated with observation and communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils watch the video, sing the Surface of the Earth song and carry out the discussion. 2. Pupils observe a model/diagram of the Earth's surface. 3. Pupils answer questions in Worksheet 1- 2. 4. Pupils sketch a model of the Earth's surface. 5. Pupils answer an interactive quiz. 	<p>Teacher conducts the observation and labelling activity of the Earth's surface using diagrams from the textbook or other sources.</p> <p>Teacher guides pupils to sketch the Earth's surface.</p> <p>Suggested video link</p>  <p>https://youtu.be/Y1DmsSw5n1A Source: SYLVIA SHANTI A/P RAVICHANTHI KPM-GURU</p> <p>Suggested Wordwall link:</p>  <p>https://wordwall.net/resource/56333749 Source: thenmoly87</p>
Textbook Reference	: Refer to pages 82-83
Activity book Reference	: -

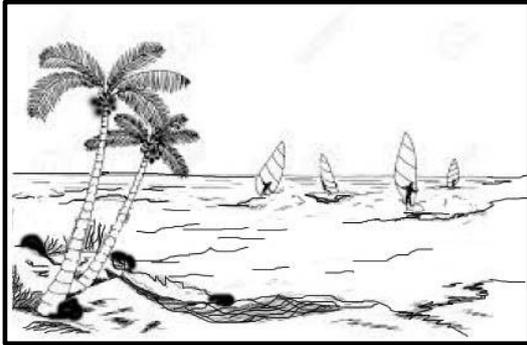


Worksheet I

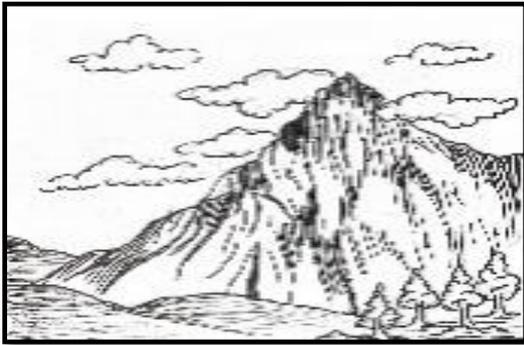
Name: _____

Class: _____

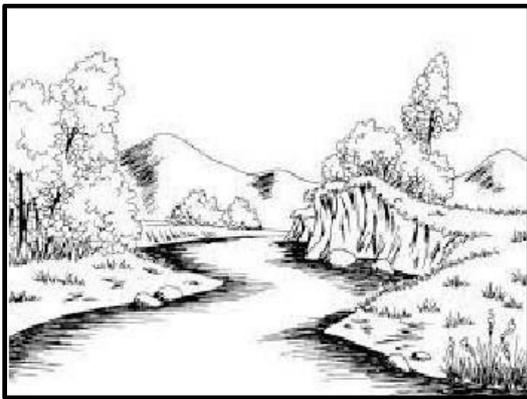
Match the pictures with the correct words.



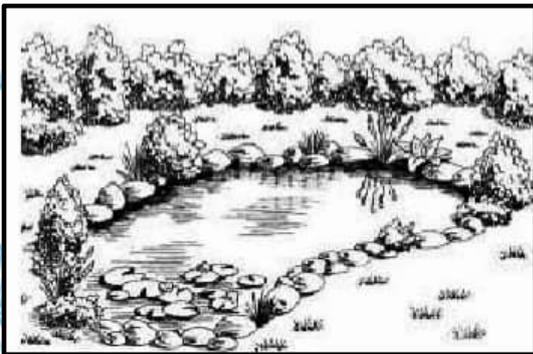
river



beach



pond



mountain

Worksheet 2

Name: _____

Class: _____

Match the pictures with the correct words.



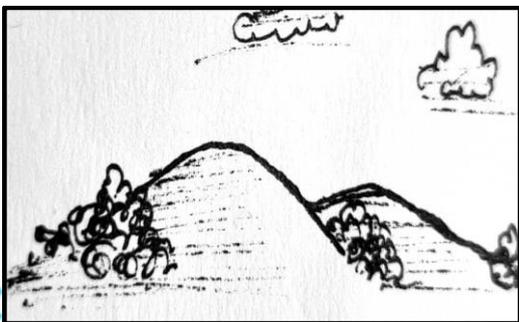
lake



valley



hill



sea

THEME: EARTH AND SPACE	
Topic	: Earth Time:90 minutes
Content Standard	: 1.1 Science Process Skills 9.1 Surface of the Earth
Learning Standard	: 1.1.2 Communicate 9.1.1 State the surface of the Earth e.g. mountain, beach, hill, valley, river, pond, lake and sea.
Description	: The lesson focuses on pupils stating the surface of the earth by producing a model which contains mountain, beach, hill, valley, river, pond, lake and sea. Knowledge acquisition is integrated with communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils build a model of the Earth's surface. 2. Pupils present their models in front of the class. 3. Pupils answer questions in the activity book. 	<p>Teacher provides recyclable materials such as boxes, newspapers, and others for pupils to carry out a simple project.</p> <p>Communication skills are integrated by carrying out activities as suggested in the video.</p> <p>Suggested video link:</p>  <p>http://bit.ly/3NohO5O Source: Teacher Noor</p>
Textbook Reference	: Refer to the page 84
Activity Book Reference	: Refer to pages 81-83



THEME: EARTH AND SPACE		
Topic	: Soil	Time : 90 minutes
Content Standard	: 1.1 Science Process Skills 9.2 Soil	
Learning Standard	: 1.1.1 Observing 1.1.2 Communicate 9.2.1 State the types of soils e.g. garden soil, clay and sand.	
Description	: The lesson focuses on knowledge about types of soil. Knowledge acquisition is integrated with observation and communication skills.	
Suggested Activities	Remarks	
<ol style="list-style-type: none"> 1. Pupils watch a video and carry out the discussion. 2. Pupils collect soil samples around the school compound to observe types of soils. 3. Pupils record observations in a suitable form and carry out the discussion. (Worksheet 1) 4. Pupils answer a quiz. (Appendix 1) 	<p>Teacher carries out activities outside the classroom.</p> <p>Teacher instils observation and communication skills.</p> <p>Teacher guides pupils to record observations.</p> <p>Suggested video link:</p>  <p>https://youtu.be/iQZtHuCFiL8 Source: Ms Anina and Teacher Noor</p>	
Textbook Reference	: Refer to the page 85	
Activity Book Reference	: -	

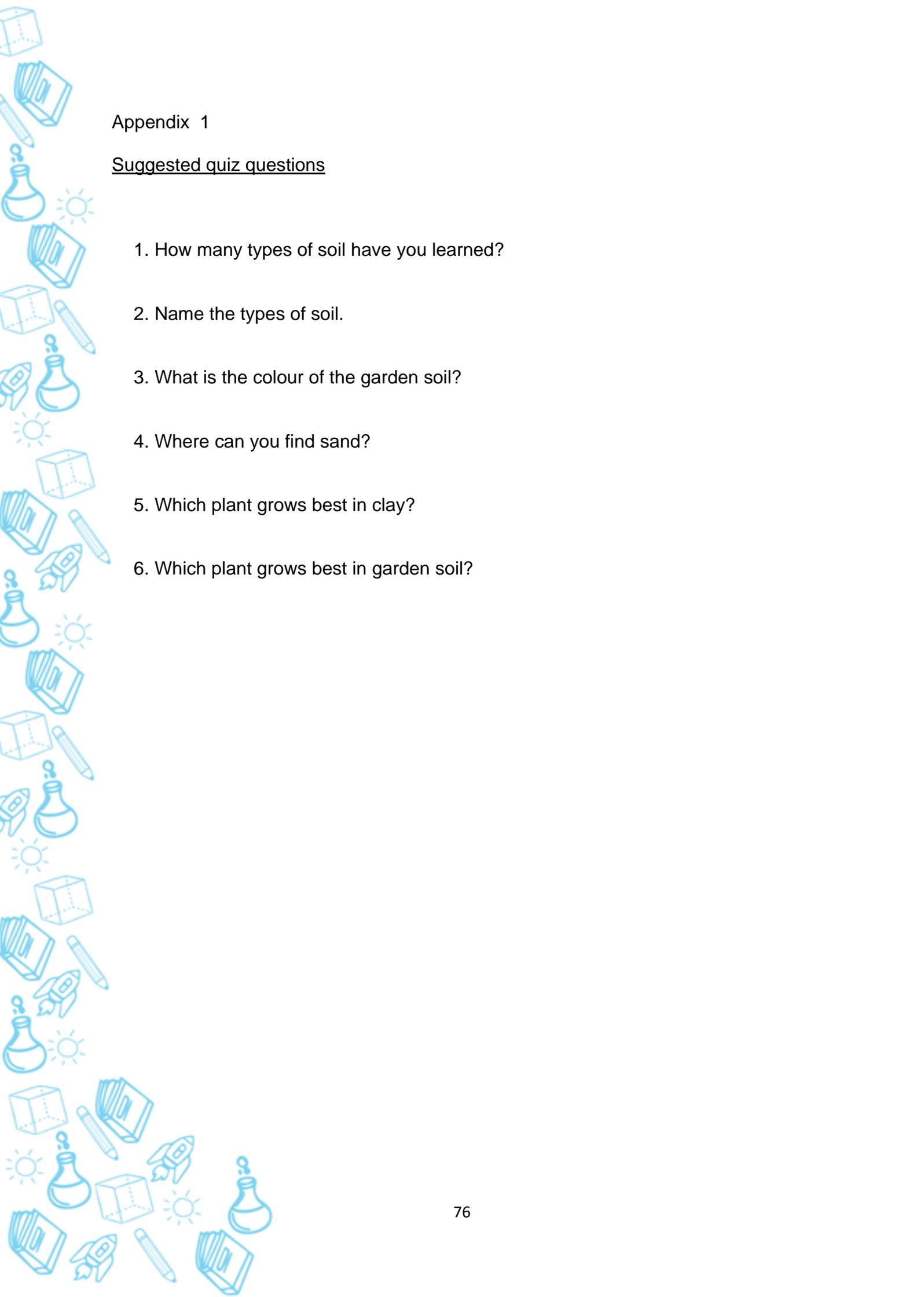


Worksheet I

Name: _____

Class: _____

1. Collect some soil around the school.
2. Put the soil in the small plastic bag provided.
3. Paste the plastic filled with soil in the boxes below and label it in the space provided.



Appendix 1

Suggested quiz questions

1. How many types of soil have you learned?
2. Name the types of soil.
3. What is the colour of the garden soil?
4. Where can you find sand?
5. Which plant grows best in clay?
6. Which plant grows best in garden soil?

THEME: EARTH AND SPACE

Topic : Soil Time : 90 minutes

Content : 1.1 Science Process Skills
Standard 1.2 Manipulative Skills
9.2 SoilLearning : 1.1.1 Observing
Standard 1.1.2 Communicate
1.2.1 Use and handle science apparatus and substances correctly.
1.2.2 Handle specimens correctly and carefully.
1.2.3 Handle specimens, apparatus, science substances correctly.
1.2.4 Clean science apparatus correctly.
1.2.5 Store science apparatus and substances correctly and safely
9.2.2 Compare and contrast the contents of different type of soil through investigation.
9.2.3 Explain observation about the surface of Earth and soil using sketches, ICT, writing or verbally.

Description : The lesson focuses on knowledge about the contents of different types of soil. Knowledge acquisition is integrated with science process skills and manipulative skills.

Suggested Activities

1. Pupils are provided samples of sand and garden soil.
2. Pupils observe the content of sand and garden soil with the teacher's guidance.
3. Pupils record and discuss their findings.
4. Pupils discuss and make conclusions.
5. Pupils answer questions in the activity book.

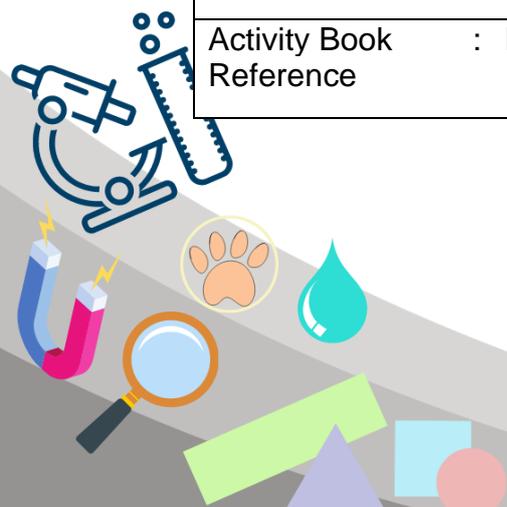
Remarks

Teacher provides samples of sand and garden soil.

Suggested activities are as follows:

- i. Observe the contents of a jar containing a mixture of soil and water.
- ii. Separate the soil content.

Teacher instils manipulative skills.

Textbook : Refer to pages 86-87
ReferenceActivity Book : Refer to pages 59-62
Reference

THEME: EARTH AND SPACE

Topic : Soil Time : 90 minutes

Content : 1.1 Science Process Skills
Standard 9.2 SoilLearning : 1.1.1 Observing
Standard 1.1.2 Communicate
9.2.2 Compare and contrast the contents of different type of soil through investigation.
9.2.3 Explain observation about the the surface of Earth and soil using sketches, ICT, writing or verbally.

Description : The lesson focuses on pupils carrying out a simple project about soil content. Knowledge acquisition is integrated with observation and communication skills.

Suggested Activities**Remarks**

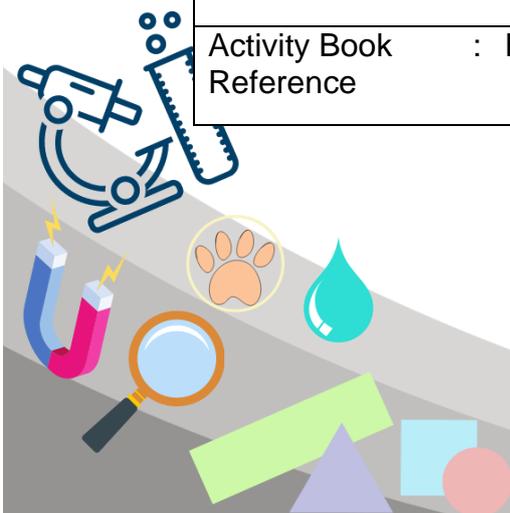
1. Pupils produce a simple water filter based on the activity in the textbook. (Appendix 1)
2. Pupils observe the results of water filtration.
3. Pupils present their findings.
4. Pupils discuss and make a conclusion.

Teacher encourages pupils to plan the arrangement of stones and sand in the production of a simple water filter.

Teacher guides pupils to make improvements to simple water filters based on observations and discussion results.

Teacher instils observation and communication skills.

Teacher helps pupils to prepare materials such as sand, small stones, gauze, fine sand, bottles, scissors and others.

Textbook : Refer to page the 88
ReferenceActivity Book : Refer to page the 63
Reference

Appendix 1

SIMPLE WATER FILTER PROJECT

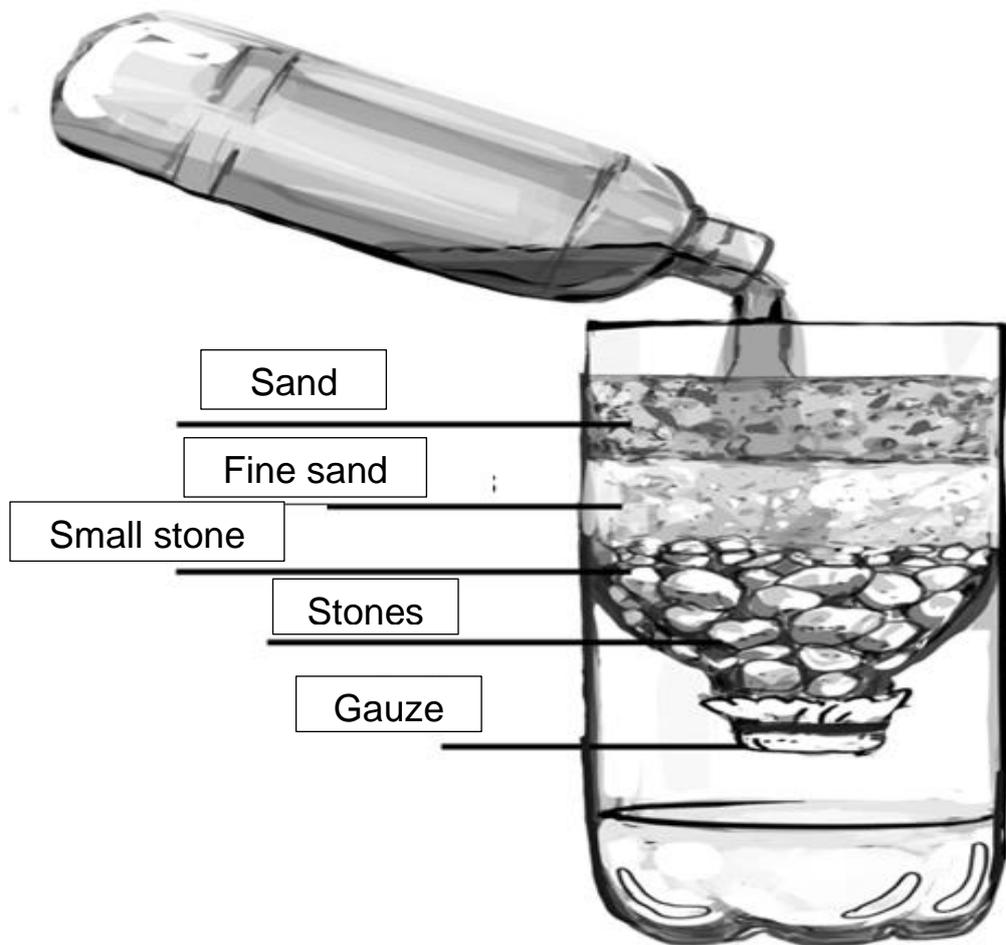
Pupils carry out a project to build a simple water filter in groups. Teacher provides materials and explains the project to the pupils. Pupils plan the arrangement of materials, test the water filter and make observations. Pupils are guided to get clear filtered water.

Suggested video link:



<http://bit.ly/3Jxz4o1>

Source: Teacher Noor



THEME : TECHNOLOGY AND SUSTAINABILITY OF LIFE		
Topic	: Basic of Building	Masa : 90 minit
Content Standard	: 1.1 Science Process Skills 10.1 Construction of basic shape blocks	
Learning Standard	: 1.1.2 Communicate 10.1.1 Identify the basic shapes i.e. triangle, square, rectangle and circle. 10.1.2 Identify basic shape blocks i.e. cube, cuboid, pyramid, prism, cone, cylinder and sphere.	
Description	: The lesson focuses on knowledge of basic shapes and basic shape blocks. Knowledge acquisition is integrated with observation and communication skills.	
Suggested Activities		Remarks
<ol style="list-style-type: none"> 1. Pupils are provided with the various basic shapes. 2. Pupils identify the basic shapes by completing the worksheet. (Worksheet 1) 3. Pupils carry out activities to identify blocks of basic shapes. (Appendix 1-5) 4. Pupils present the results of their group activities in class. 5. Pupils answer questions about basic shapes and basic shape blocks. 6. Pupils answer questions in the activity book. 		<p>Teacher uses the actual objects for step 1.</p> <p>Teacher can carry out Mix and Match activity.</p>
Textbook Reference	: Refer to pages 89-93	
Activity Book Reference	: Refer to pages 63-65	



Worksheet I

Name : _____

Class : _____

Colour the basic shapes and match them.

1.



square

2.



circle

3.



triangle

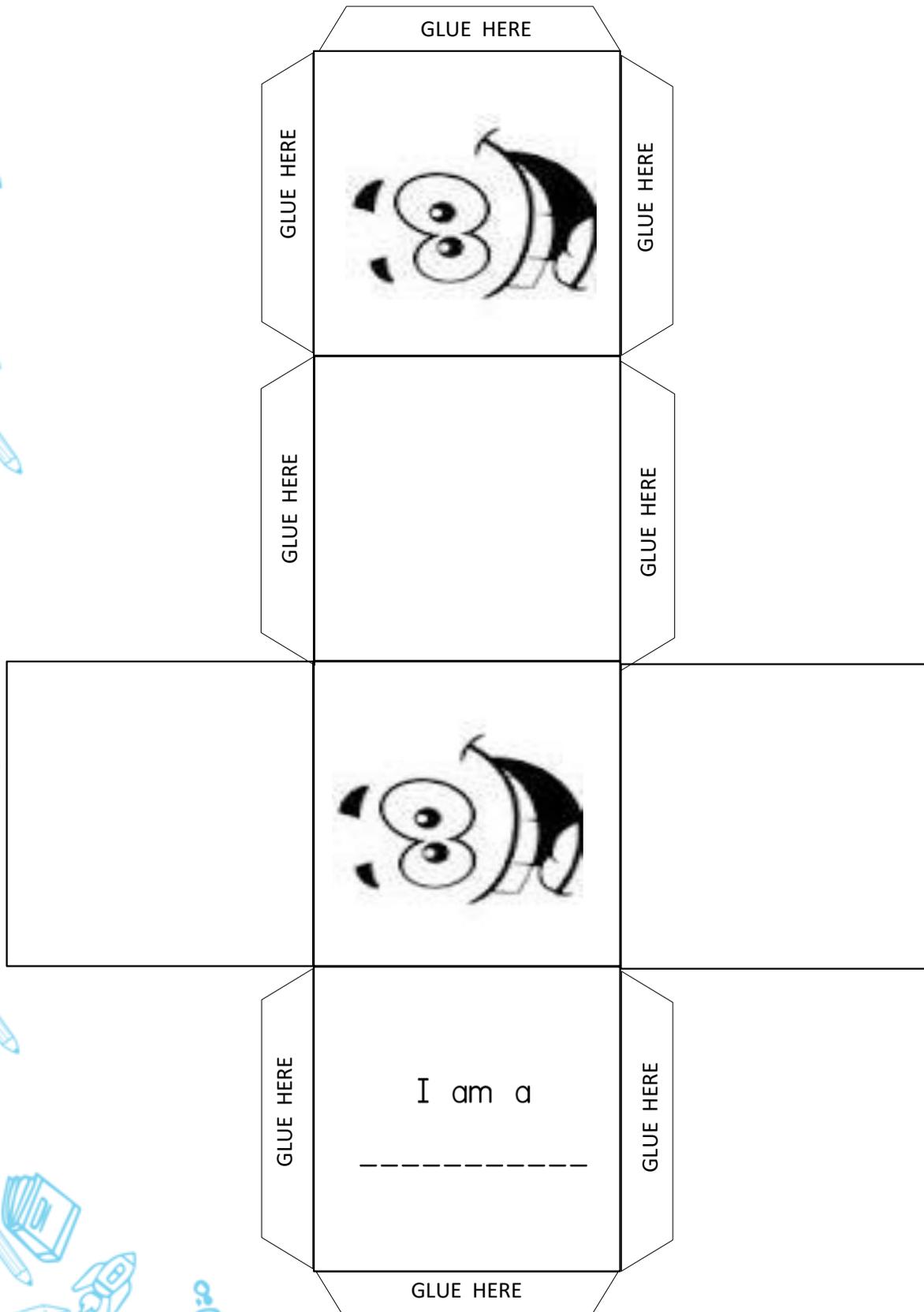
4.



rectangle

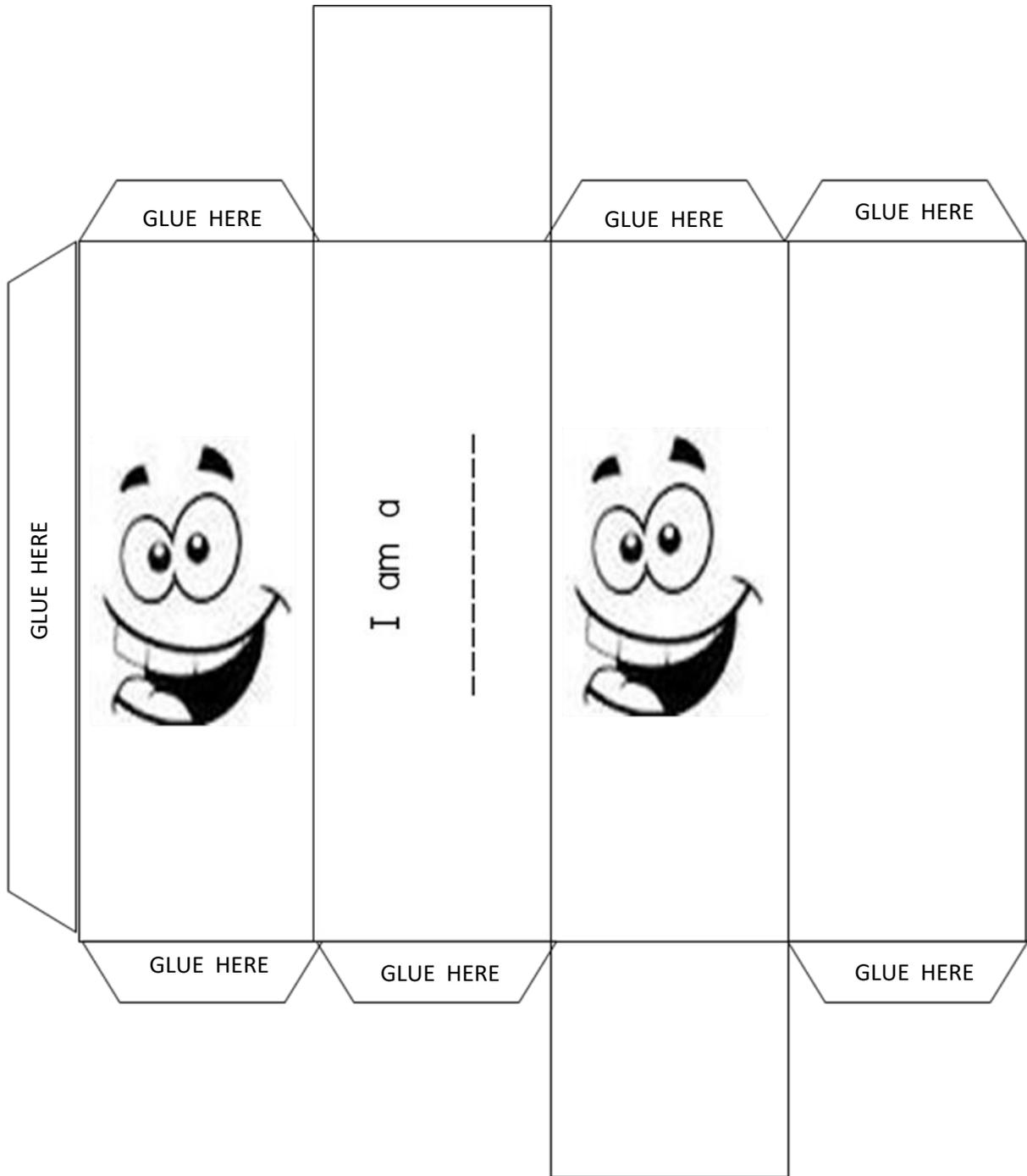
Appendix 1

Cut the diagram, fold and glue the sides together.



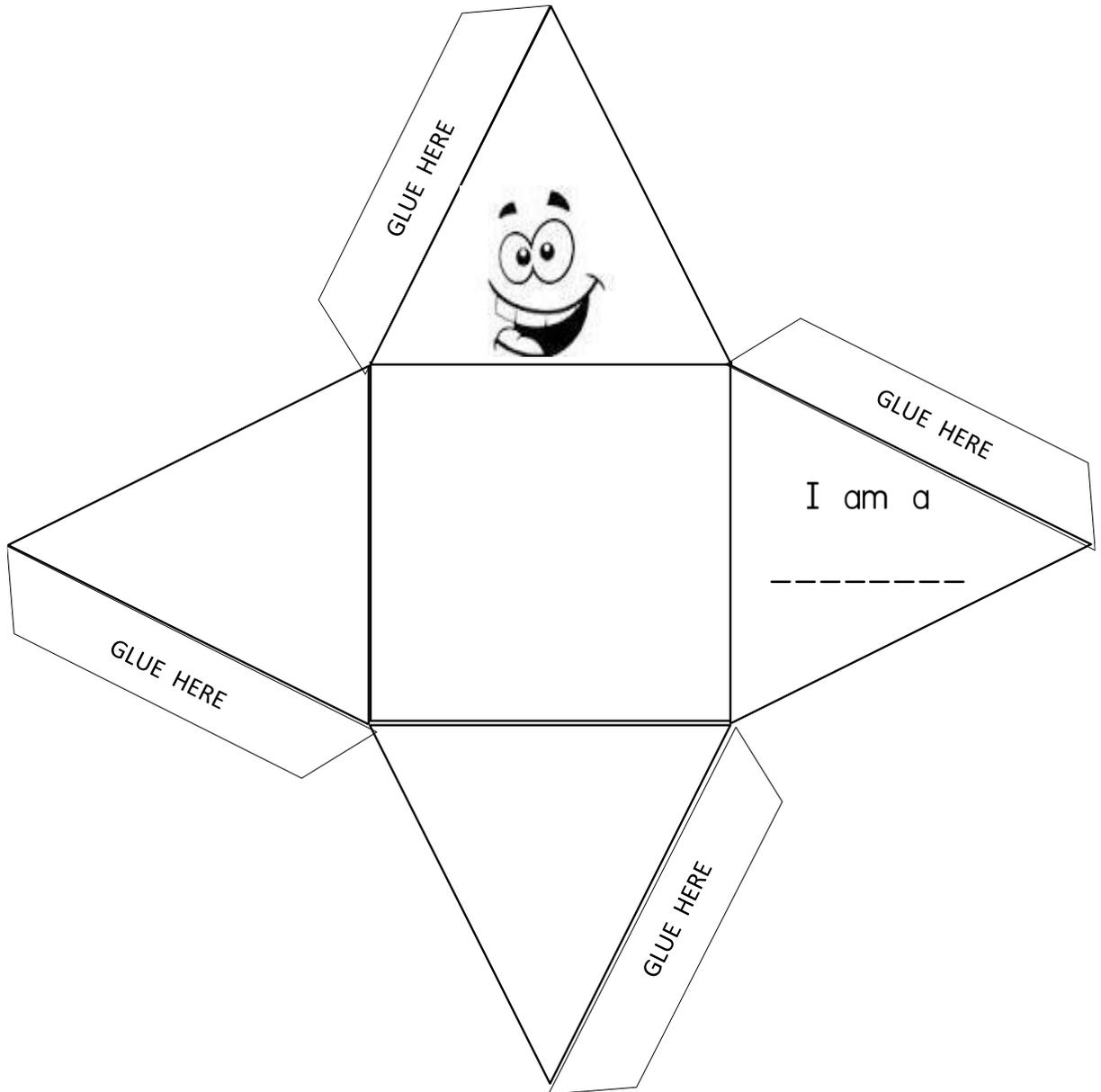
Appendix 2

Cut the diagram, fold and glue the sides together.



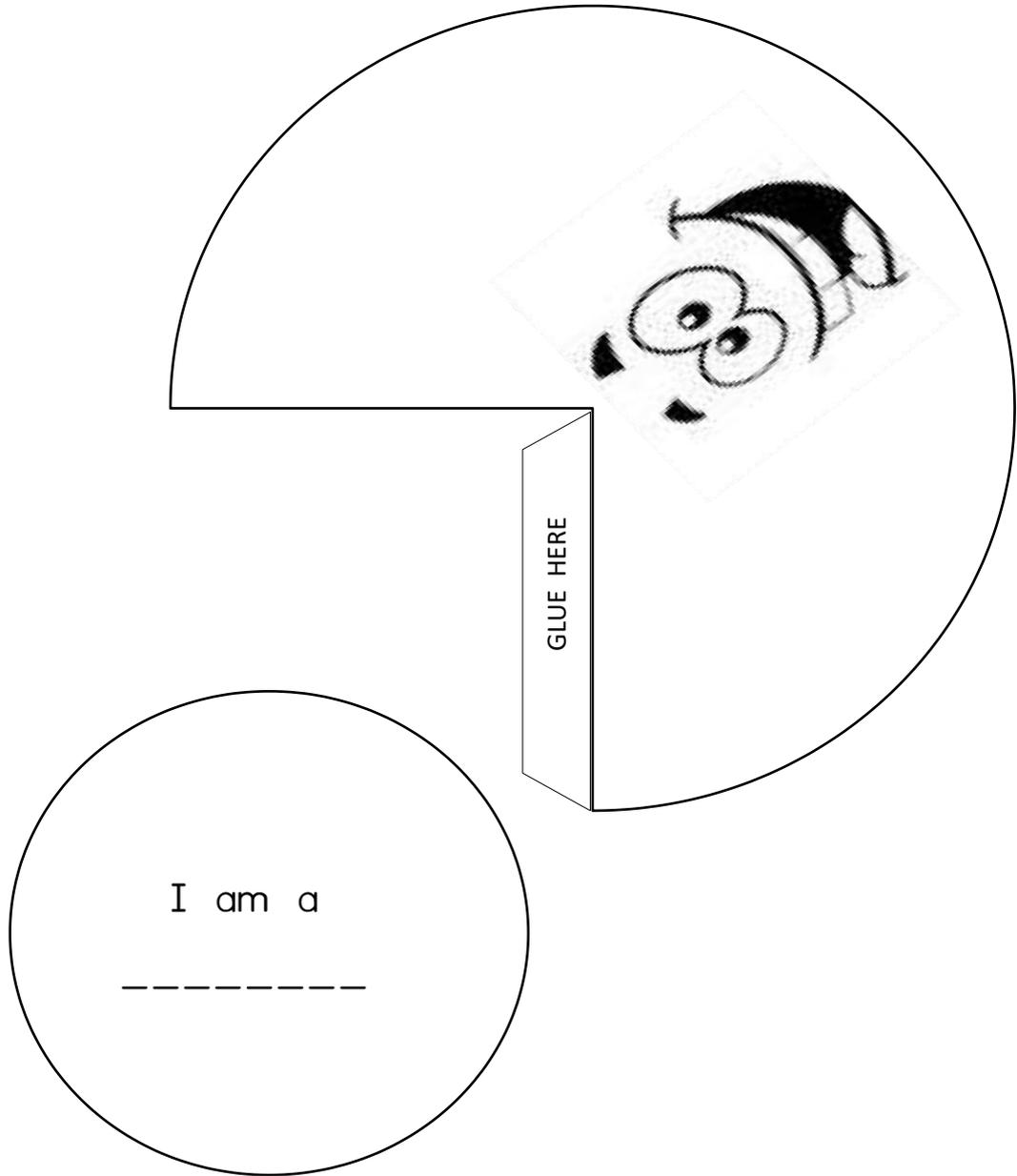
Appendix 3

Cut the diagram, fold and glue the sides together.



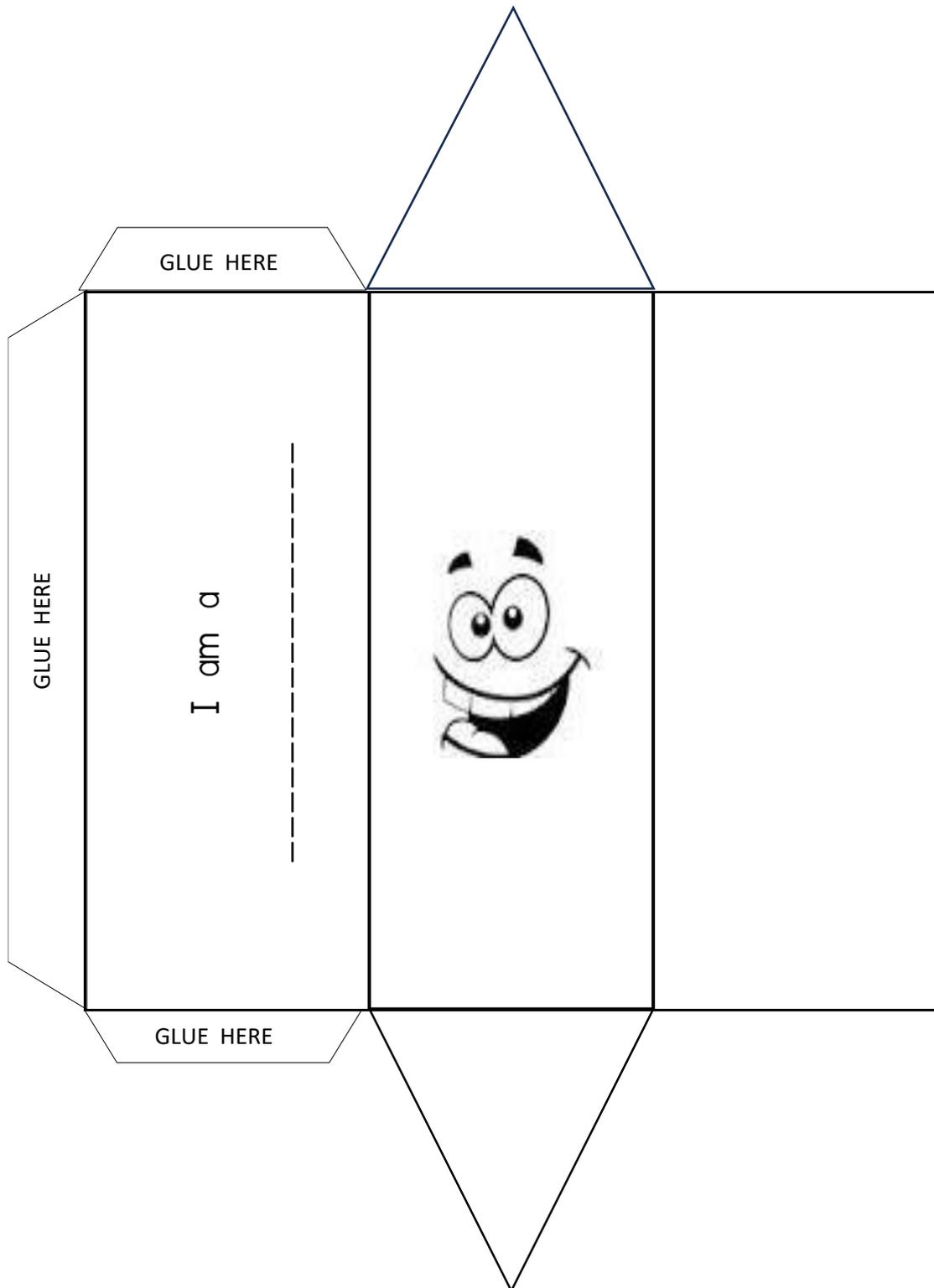
Appendix 4

Cut the diagram, fold and glue the sides together.



Appendix 5

Cut the diagram, fold and glue the sides together.



THEME : TECHNOLOGY AND SUSTAINABILITY OF LIFE

Topic : Basics of Building Time : 90 minutes

Content Standard : 1.1 Science Process Skills
10.1 Construction of basic shape blocksLearning Standard : 1.1.2 Communicate
10.1.3 Design an object or structure using basic shape blocks
10.1.4 Provide reasoning on the importance of different types of blocks shape.
10.1.5 Explain observations about the object built using sketches, ICT, writing or verbally.

Description : The lesson focuses on pupils planning and sketching a model of basic shapes and basic shape blocks which they will build in the next lesson. Knowledge acquisition is integrated with communication skills.

Suggested Activities

1. Pupils observe a few models shown by the teacher.
2. Pupils identify the basic shapes and the basic shape blocks based on the models shown.
3. Pupils discuss the importance of the different types of block shapes on the model.
4. Pupils sketch a model with their own creativity based on the knowledge of importance of various types of block shape. (Worksheet 1)
5. Pupils display their sketch.

Remarks

Teacher may use model sample in the form of a realia, video or pictures.

Suggested video link:

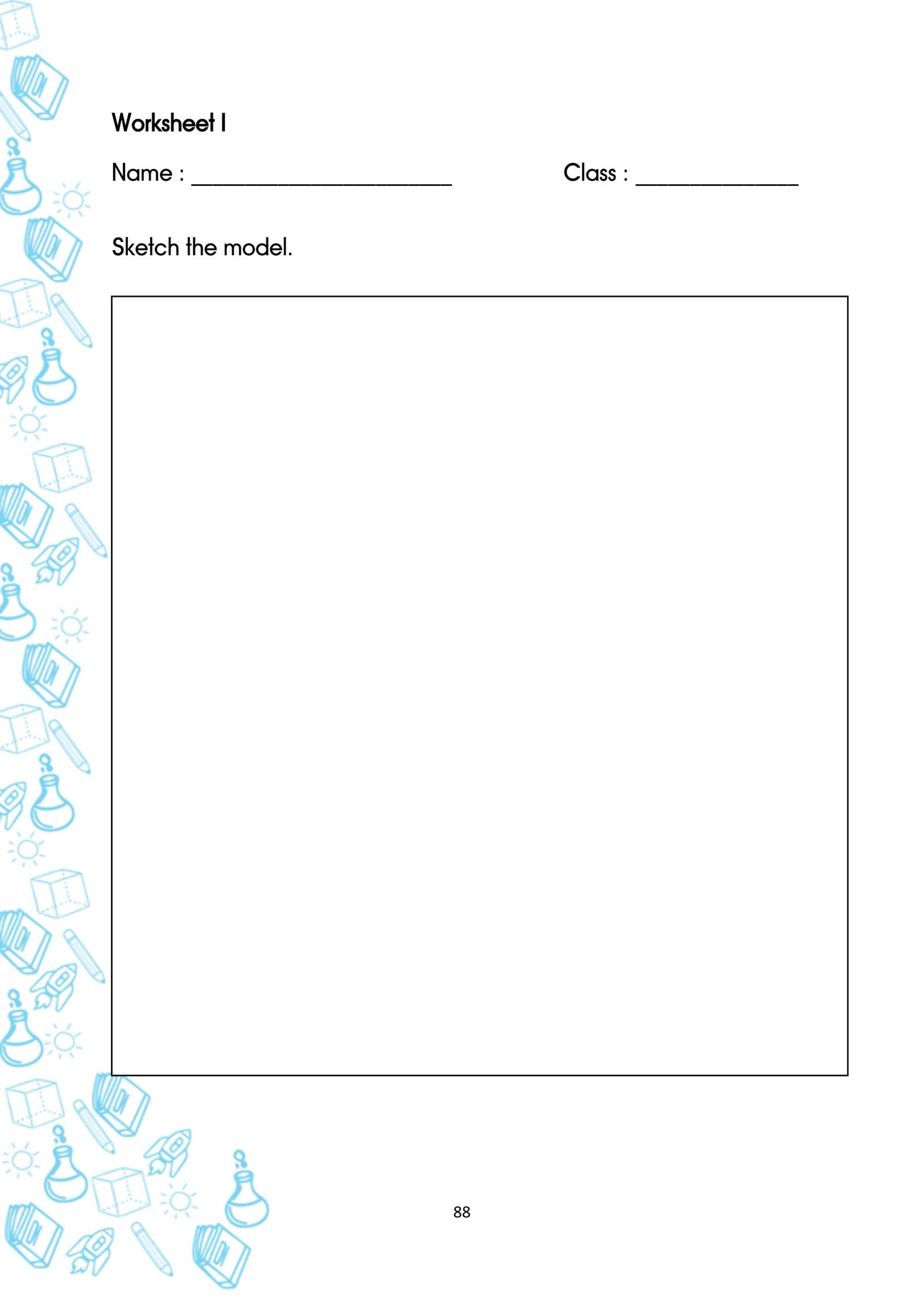
<https://youtu.be/CmXiq8btWjE>Source: MICHELLE TAN WEN JIN
KPM-Guru

Teacher guides pupils to give reasoning.

Textbook reference : Refer to the page 94

Activity book reference : Refer to the page 67



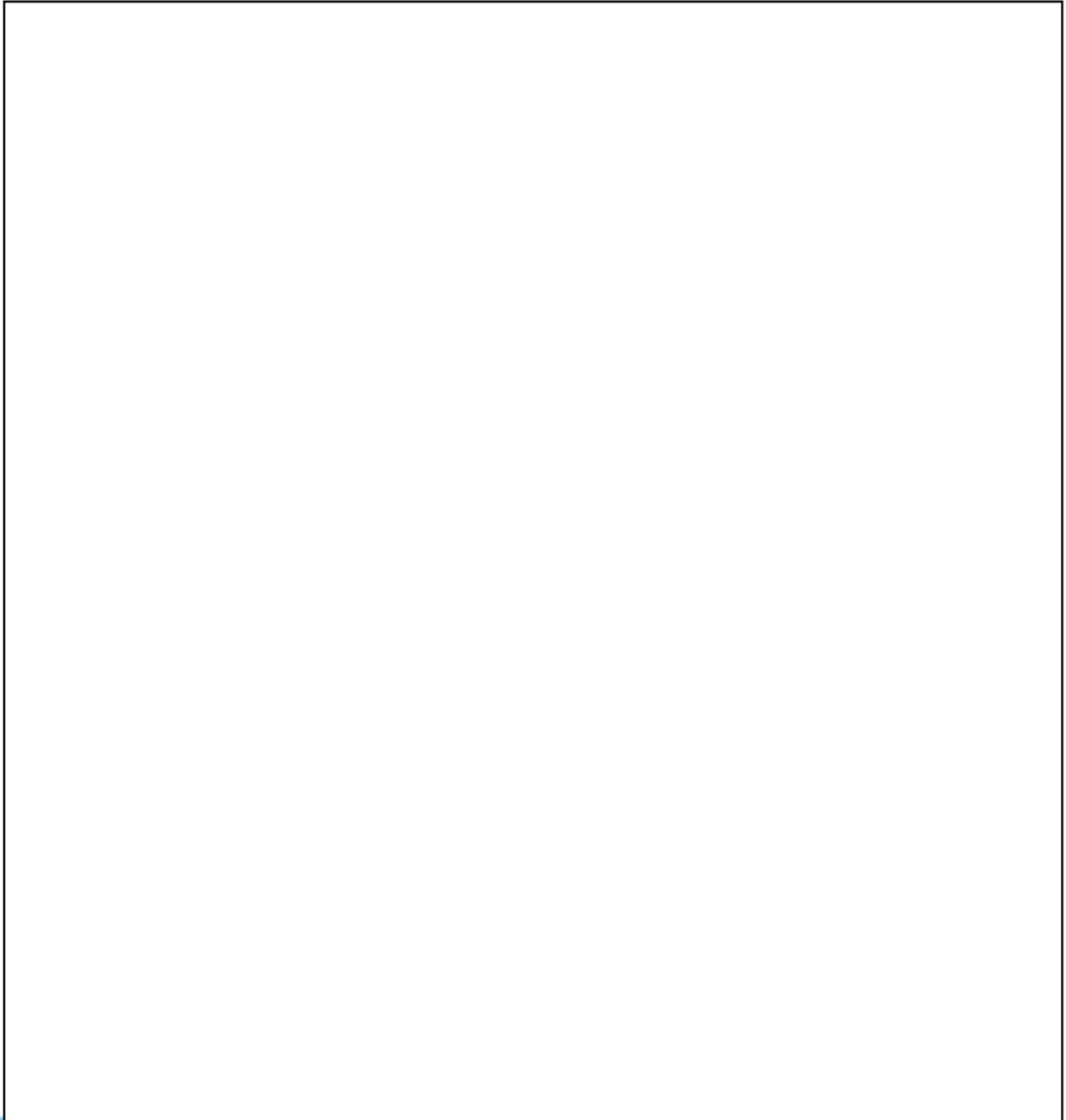


Worksheet I

Name : _____

Class : _____

Sketch the model.



THEME : TECHNOLOGY AND SUSTAINABILITY OF LIFE	
Topic	: Basics of Building Time : 90 minutes
Content Standard	: 1.1 Science Process Skills 10.1 Construction of basic shape blocks
Learning Standard	: 1.1.1 Observe 1.1.2 Communicate 10.1.3 Design an object or structure using basic shape blocks. 10.1.4 Provide reasoning on the importance of different types of blocks shape. 10.1.5 Explain observations about the object built using sketches, ICT, writing or verbally.
Description	: The lesson focuses on pupils building a model based on the sketches which they have made in the previous lesson. Knowledge acquisition is integrated with observation and communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils sing a song and state basic shape blocks found in the song. 2. Pupils state the safety precautions during the activities. 3. Pupils create a model using the materials provided based on the sketches made earlier. 4. Pupils display their models in class. 	<p>Suggested materials are tissue boxes, cardboard roll/tube, clay and others.</p> <p>Suggested song link:</p>  <p>http://bit.ly/3XxEapX Source: Teacher Noor</p>
Textbook reference	: Refer to the page 94
Activity book reference	: Refer to the page 94



THEME : TECHNOLOGY AND SUSTAINABILITY OF LIFE	
Topic	: Basics of Building Time : 90 minutes
Content Standard	: 1.1 Science Process Skills 10.1 Construction of basic shape blocks
Learning Standards	: 1.1.2 Communicate 10.1.4 Provide reasoning on the importance of different types of blocks shape. 10.1.3 Explain observations about the object built using sketches, ICT, writing or verbally..
Description	: The lesson focuses on pupils presenting their model and the importance of different types of blocks shape. Knowledge acquisition is integrated with communication skills.
Suggested Activities	Remarks
<ol style="list-style-type: none"> 1. Pupils take part in the Gallery Walk. 2. Pupils discuss the findings of their project with the teacher's guidance. 3. Pupils carry out the Inside-Outside Circle activity about the importance of basic block shapes. 4. Pupils answer questions in the activity book. 	<p>Teacher uses simple sentences to guides pupils to give reasoning.</p> <p>Teacher instils communication skills.</p>
Textbook reference	: Refer to the page 95
Activity book reference	: Refer to the page 68





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Aras 4, 6-8, Blok E9, Kompleks Kerajaan Parcel E
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ISBN 978-967-420-726-7

