

Mathematics Year 3 Yearly Plan

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
1	1. Numbers	1. Whole Numbers	1. Numbers to 10 000	1. Say and use the number names in familiar context.	i. Say the number names to 10 000. ii. Recognise numerals to 10 000. iii. Count up to 10 000 objects by grouping them in thousands, hundreds and tens.	<u>KITS</u> Multi based blocks, Cuisenaire rods, flash cards, picture cards, cassette or CD containing songs.. <u>Curriculum Specifications</u> Refer to page 1 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing 3. Listing 4. Visualizing
2	1. Numbers	1. Whole Numbers	1. Numbers to 10 000	2. Read and write numbers to 10 000. 3. Know what each digit in a number represents.	i. Write numerals to 10 000. ii. Read number words to ten thousand. iii. Write number words to ten thousand. i. Recognise the place value of numbers.	<u>KITS</u> Number cards, number word cards, multi based blocks, Cuisenaire rods, place value frame, flash cards, picture cards <u>Curriculum Specifications</u> Refer to page 2 & 3 <u>Thinking Skills</u> 1. Translating 2. Sequencing 3. Analysing 4. Elaborating
3	1. Numbers	1. Whole Numbers	1. Numbers to 10 000	4. Understand and use the vocabulary of comparing and arranging numbers or quantities to 10 000.	i. Arrange numbers to 10 000: a. count on in ones, twos, fives, tens, hundreds and thousands. b. count back in ones, twos, fives, tens,	<u>KITS</u> Number cards, word cards, multi based blocks, place value frame, Cuisenaire rods, flash cards, grid cards

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					<p>hundreds and thousands.</p> <p>ii. Compare two numbers and say which is more or less.</p> <p>iii. Position numbers in order on a number line.</p>	<p><u>Curriculum Specifications</u> Refer to pages 4 & 5</p> <p><u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing 3. Decision Making</p>
4	1. Numbers	1. Whole Numbers	1. Numbers to 10 000	4. Understand and use the vocabulary of estimation and approximation.	<p>i. Estimate quantities of objects up to 1000.</p> <p>ii. Round whole numbers less than 10 000 to the nearest 10.</p>	<p><u>KITS</u> Countable objects, number cards, word cards, multi based blocks, place value frame, Cuisenaire rods, flash cards, number line</p> <p><u>Curriculum Specifications</u> Refer to page 6</p> <p><u>Thinking Skills</u> 1. Comparing & Contrasting 2. Decision Making</p>
5	1. Numbers	1. Whole Numbers	2. Addition with the highest total of 10 000	<p>1. Understand addition as combining two groups of objects.</p> <p>2. Use and apply knowledge of addition in real life.</p>	<p>i. Add up to three numbers without regrouping, involving up to 4-digit numbers</p> <p>ii. Add two numbers up to 4-digit, with regrouping.</p> <p>iii. Add three numbers up to 4-digit, with regrouping.</p> <p>i. Solve problems involving addition in real life situations.</p>	<p><u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, sentence cards, flash cards</p> <p><u>Curriculum Specifications</u> Refer to page 7 & 8</p> <p><u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving</p>
6	1. Numbers	1. Whole Numbers	3. Subtraction within the range of 10 000	1. Understand subtraction as “take away” or “difference” between	<p>i. Subtract two numbers up to 4-digit, without regrouping.</p> <p>ii. Subtract two numbers up to</p>	<p><u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
7	1. Numbers	1. Whole Numbers	3. Subtraction within the range of 10 000	<p>two groups of objects.</p> <p>1. Understand subtraction as “take away” or “difference” between two groups of objects.</p> <p>2. Use and apply knowledge of subtraction in real life.</p>	<p>4-digit, with regrouping.</p> <p>iii. Subtract three numbers up to 4-digit, without regrouping.</p> <p>iv. Subtract three numbers up to 4-digit, with regrouping.</p> <p>i. Recognise subtraction as the inverse of addition.</p> <p>ii. Solve problems involving subtraction in real life situations.</p>	<p>frame cards, flash cards</p> <p><u>Curriculum Specifications</u> Refer to page 9 & 10</p> <p><u>Thinking Skills</u></p> <p>1. Elaborating 2. Drawing Conclusion 3. Listing</p> <p><u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to pages 10 & 11</p> <p><u>Thinking Skills</u></p> <p>1. Problem Solving 2. Relaying Information</p>
8	1. Numbers	1. Whole Numbers	4. Multiplication within 6, 7, 8 and 9 time-tables	<p>1. Understand multiplication as repeated addition. (6, 7, 8 and 9 times-tables)</p> <p>2. Know by heart the multiplication tables of 6, 7, 8 and 9</p>	<p>i. Recognise multiplication as repeated addition.</p> <p>ii. Write number sentences for multiplication.</p> <p>iii. Build up the multiplication tables of 6, 7, 8 and 9.</p> <p>iv. Multiply two 1-digit numbers.</p> <p>i. Recall rapidly the multiplication facts of 6, 7, 8 and 9 times-tables.</p>	<p><u>KITS</u> Chips, multi based blocks, Cuisenaire rods, picture cards, flash cards, number sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 12 & 14</p> <p><u>Thinking Skills</u></p> <p>1. Analysing 2. Drawing Conclusion 3. Inferring 4. Gathering Information</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
9	1. Numbers	1. Whole Numbers	4. Multiplication within 6, 7, 8 and 9 time-tables	3. Use and apply knowledge of multiplication in real life.	<ol style="list-style-type: none"> Find the unknown numbers in number sentences. Solve problems involving multiplication in real life situations. 	<p><u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards, number sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 15</p> <p><u>Thinking Skills</u> 1. Predicting 2. Problem Solving</p>
10	1. Numbers	1. Whole Numbers	5. Multiplication with the highest product of 1000.	1. Understand and use the operation of multiplication.	<ol style="list-style-type: none"> Multiply 2-digit numbers by 1-digit numbers without regrouping. Multiply 2-digit numbers by 10. Multiply 2-digit numbers by 1-digit numbers with regrouping. Multiply 3-digit numbers by 1-digit numbers without regrouping. Multiply 3-digit numbers by 1-digit numbers with regrouping. Solve problems involving multiplication in real life situations. 	<p><u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards, number cards</p> <p><u>Curriculum Specifications</u> Refer to page 16 & 17</p> <p><u>Thinking Skills</u> 1. Predicting 2. Analysing 3. Listing 4. Drawing Conclusion 5. Problem Solving</p>
11	1. Numbers	1. Whole Numbers	6. Division within 6, 7, 8 and 9 time-tables	1. Understand division as sharing equally or grouping. (Corresponding to 6, 7, 8 and 9 times-tables)	<ol style="list-style-type: none"> Recognise division as sharing equally. Recognise division as grouping. Write number sentences for division. Divide numbers within the 	<p><u>KITS</u> Chips, multi based blocks, Cuisenaire rods, picture cards, flash cards, number sentence cards</p> <p><u>Curriculum Specifications</u></p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
12	1. Numbers	1. Whole Numbers	6. Division within 6, 7, 8 and 9 time-tables	<p>2. Derive quickly division facts. (Corresponding to 6, 7, 8 and 9 times-tables)</p> <p>3. Use and apply knowledge of division in real life.</p>	<p>multiplication tables.</p> <p>i. Derive quickly division facts of 6, 7, 8 and 9 times-tables.</p> <p>i. Find the unknown numbers in number sentences. ii. Solve problems involving division in real life situations.</p>	<p>Refer to page 18 & 19</p> <p><u>Thinking Skills</u></p> <ol style="list-style-type: none"> Analysing Drawing Conclusion Listing <p><u>KITS</u></p> <p>Chips, multi based blocks, Cuisenaire rods, picture cards, flash cards, number sentence cards</p> <p><u>Curriculum Specifications</u></p> <p>Refer to page 20 & 21</p> <p><u>Thinking Skills</u></p> <ol style="list-style-type: none"> Comparing & Contrasting Listing Predicting Problem Solving
13	1. Numbers	1. Whole Numbers	7. Division with the highest dividend of 1000.	<p>1. Understand and use the operation of division.</p>	<p>i. Divide 2-digit numbers by 1-digit numbers without remainders. ii. Divide 2-digit numbers by 10 without remainders. iii. Divide 2-digit numbers by 1-digit numbers with remainders. iv. Divide 2-digit numbers by 10 with remainders. v. Divide 3-digit numbers by 1-digit numbers without remainders. vi. Divide 3-digit numbers with remainders.</p>	<p><u>KITS</u></p> <p>Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards, number cards</p> <p><u>Curriculum Specifications</u></p> <p>Refer to page 22 & 23</p> <p><u>Thinking Skills</u></p> <ol style="list-style-type: none"> Predicting Analysing Listing Drawing Conclusion Problem Solving

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
14	1. Numbers	2. Fractions	1. Introduction to fractions.	1. Understand and use the vocabulary related to fractions.	<p>vii. Solve problems involving division in real life situations.</p> <p>i. Recognise one whole, one half, one quarter and three quarters.</p> <p>ii. Say fractions, parts, one whole, one half, one quarter and three quarters in context.</p> <p>iii. Read fractions, parts, one whole, one half, one quarter and three quarters in context.</p> <p>iv. Write $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ in context.</p>	<p><u>KITS</u> Concrete objects, manipulative materials, ICT graphic, cards of certain shapes, number cards</p> <p><u>Curriculum Specifications</u> Refer to page 24</p> <p><u>Thinking Skills</u> 1. Predicting 2. Analysing 3. Listing 4. Drawing Conclusion</p>
15	1. Numbers	2. Fractions	1. Introduction to fractions.	1. Understand and use the vocabulary related to fractions.	<p>v. Recognise $\frac{2}{4} = \frac{1}{2}$ and $\frac{4}{4} = 1$.</p> <p>vi. Recognise fractions as equal shares of a whole set.</p>	<p><u>KITS</u> Concrete objects, manipulative materials, ICT graphic, cards of certain shapes, number cards</p> <p><u>Curriculum Specifications</u> Refer to page 24</p> <p><u>Thinking Skills</u> 1. Predicting 2. Analysing 3. Listing 4. Drawing Conclusion</p>
16	1. Numbers	4. Money	1. Money to RM100	1. Understand and use the vocabulary related to money.	<p>i. Represent the value of money in 'RM' and 'sen'.</p> <p>ii. Exchange: a. coins up to RM10; and</p>	<p><u>KITS</u> Real notes and coins, simulation notes and coins, cut out notes and coins,</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
16					b. notes up to RM100. iii. Convert ringgit to sen and vice versa.	flash cards <u>Curriculum Specifications</u> Refer to page 25 & 26 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Elaborating
17	1. Numbers	4. Money	1. Money to RM100	2. Use and apply knowledge of money in real life.	i. Add money up to RM100. ii. Subtract money up to RM100. iii. Multiply money to the highest product of RM100	<u>KITS</u> Real notes and coins, simulation notes and coins, cut out notes and coins, flash cards, objects <u>Curriculum Specifications</u> Refer to page 27 & 28 <u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing
18	1. Numbers	4. Money	1. Money to RM100	2. Use and apply knowledge of money in real life.	iv. Divide money with dividend not more than RM100. v. Solve problems involving money in real life situations.	<u>KITS</u> Real notes and coins, simulation notes and coins, cut out notes and coins, flash cards, sentence cards <u>Curriculum Specifications</u> Refer to page 31 <u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Problem Solving 4. Relaying Information

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
19	2. Measures	1. Time	1. Reading and writing time	1. Understand, read and write the vocabulary related to time.	i. Read time to the half or quarter hour on a clock. ii. Write the time to the half and quarter hour.	<u>KITS</u> Analogue clock face, flash cards, number cards, word cards, phrase cards, sentence cards <u>Curriculum Specifications</u> Refer to pages 30 & 31 <u>Thinking Skills</u> 1. Translating 2. Drawing Conclusion
20	2. Measures	1. Time	1. Reading and writing time	1. Understand, read and write the vocabulary related to time.	iii. Read simple timetables. iv. Read calendars.	<u>KITS</u> Timetables of programmes, bus or flight schedule, calendars, cards, word cards, phrase cards, sentence cards <u>Curriculum Specifications</u> Refer to pages 31 & 32 <u>Thinking Skills</u> 1. Drawing Conclusion 2. Relaying Information 3. Planning 4. Elaborating
21	2. Measures	1. Time	2. Relationship between units of time	2. Understand the relationship between units of time.	i. Use units of time and know the relationship between: a. minute and seconds; b. week and days; and c. year and months. ii. Convert weeks to days and vice versa.	<u>KITS</u> Analogue clock face, flash cards, number cards, word cards, phrase cards, sentence cards, calendars <u>Curriculum Specifications</u> Refer to page 33

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
						<u>Thinking Skills</u> 1. Translating 2. Drawing Conclusion
22	2. Measures	1. Time	3. Addition, Subtraction, Multiplication and Division involving time.	1. Add, subtract, multiply and divide units of time.	i. Add units of time in: a. hours; and b. minutes. ii. Subtract units of time in: a. hours; and b. minutes. iii. Multiply units of time in: a. hours; and b. minutes.	<u>KITS</u> Analogue clock face, flash cards, number cards, word cards, phrase cards, sentence cards, <u>Curriculum Specifications</u> Refer to page 34 & 35 <u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing
23	2. Measures	1. Time	3. Addition, Subtraction, Multiplication and Division involving time. 4. Solving problems involving time	1. Add, subtract, multiply and divide units of time. 1. Use and apply knowledge of time in real life.	iv. Divide units of time in: a. hours; and b. minutes. i. Solve problems involving time in real life situations.	<u>KITS</u> Analogue clock face, flash cards, number cards, word cards, phrase cards, sentence cards, <u>Curriculum Specifications</u> Refer to page 35 & 36 <u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing 4. Problem Solving 5. Relaying Information
24	2. Measures	2. Length	2. Measuring and comparing lengths	1. Measure and compare lengths using standard units.	i. Read scales to the nearest division. ii. Measure and record lengths of objects using the	<u>KITS</u> Measuring tapes, rulers, objects of different length such as pencils, rope, ribbons

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25	2. Measures	2. Length	2. Measuring and comparing lengths 3. Relationship between units of lengths	1. Measure and compare lengths using standard units. 2. Understand the relationship between units of lengths.	standard units a. metres; and b. centimeters. iii. Compare the lengths of two objects using standard units a. metres; and b. centimeters. iv. Estimate the lengths of objects in a. metres; and b. centimeters. i. Know and use the relationship between metres and centimeters.	word cards, sentence cards <u>Curriculum Specifications</u> Refer to page 37 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing <u>KITS</u> Measuring tapes, rulers, objects of different length such as pencils, rope, ribbons word cards, cards with tables <u>Curriculum Specifications</u> Refer to page 38 & 39 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing 3. Listing
26	2. Measures	2. Length	4. Addition, Subtraction, Multiplication and Division involving length.	1. Add, subtract, multiply and divide units of length.	i. Add units of length in: a. metres; and b. centimeters. ii. Subtract units of length in: a. metres; and b. centimeters. iii. Multiply units of length in: a. metres; and b. centimeters.	<u>KITS</u> Measuring tapes, rulers, flash cards, number cards, word cards, phrase cards, sentence cards, <u>Curriculum Specifications</u> Refer to page 40 & 41 <u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
27	2. Measures	2. Length	4. Addition, Subtraction, Multiplication and Division involving length. 5. Solving problems involving length	1. Add, subtract, multiply and divide units of length. 1. Use and apply knowledge of length in real life.	iv. Divide units of length in: a. metres; and b. centimeters. i. Solve problems involving length in real life situations.	<u>KITS</u> Measuring tapes, rulers, flash cards, number cards, word cards, phrase cards, sentence cards, <u>Curriculum Specifications</u> Refer to page 41 & 42 <u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing 4. Problem Solving 5. Relaying Information
28	2. Measures	3. Mass	2. Measuring and comparing masses	1. Measure and compare masses using standard units.	i. Read scales to the nearest division. ii. Measure and record masses of objects using the standard units a. kilograms; and b. grams. iii. Compare the masses of two objects using standard units a. kilograms; and b. grams.	<u>KITS</u> Objects of different weight such as sand bags, bricks, bags of marbles, word cards, sentence cards <u>Curriculum Specifications</u> Refer to page 43 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing
29	2. Measures	3. Mass	2. Measuring and comparing masses 3. Relationship between units of mass	1. Measure and compare masses using standard units. 1. Understand the relationship between units of mass.	iv. Estimate masses of objects in a. kilograms; and b. grams. i. Know and use the relationship between kilograms and grams.	<u>KITS</u> Objects of different weight such as sand bags, bricks, bags of marbles, word cards, sentence cards <u>Curriculum Specifications</u> Refer to page 44 & 45

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
30	2. Measures	3. Mass	4. Addition, Subtraction, Multiplication and Division involving mass.	1. Add, subtract, multiply and divide units of mass.	i. Add units of mass in: a. kilograms; and b. grams. ii. Subtract units of mass in: a. kilograms; and b. grams. iii. Multiply units of mass in: a. kilograms; and b. grams.	<u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing 3. Listing <u>KITS</u> Weighing scales, rulers, flash cards, number cards, word cards, phrase cards, sentence cards, <u>Curriculum Specifications</u> Refer to page 46 & 47 <u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing
31	2. Measures	3. Mass	4. Addition, Subtraction, Multiplication and Division involving mass. 5. Solving problems involving mass.	1. Add, subtract, multiply and divide units of mass. 1. Use and apply knowledge of mass in real life.	iv. Divide units of mass in: a. kilograms; and b. grams. i. Solve problems involving mass in real life situations.	<u>KITS</u> Weighing scales, rulers, flash cards, number cards, word cards, phrase cards, sentence cards, <u>Curriculum Specifications</u> Refer to page 47 & 48 <u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing 4. Problem Solving 5. Relaying Information

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
32	2. Measures	4. Volume Of Liquid	2. Measuring and comparing volumes of liquid.	1. Measure and compare volume of liquid using standard units.	i. Read scales to the nearest division. ii. Measure and record volumes of liquid using the standard units a. litres; and b. milliliters. iii. Compare the volumes of two liquids using standard units a. litres; and b. milliliters.	<u>KITS</u> Measuring cylinders, variety of containers such as bottles, jugs, cans, cups, word cards, sentence cards <u>Curriculum Specifications</u> Refer to page 49 - 51 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing
33	2. Measures	4. Volume Of Liquid	2. Measuring and comparing volumes of liquid. 3. Relationship between units of volume of liquid	1. Measure and compare volumes of liquid using standard units. 1. Understand the relationship between units of volume of liquid.	iv. Estimate volumes of liquids in a. litres; and b. milliliters. i. Know and use the relationship between litres and milliliters.	<u>KITS</u> Measuring cylinders, variety of containers such as bottles, jugs, cans, cups, word cards, sentence cards <u>Curriculum Specifications</u> Refer to page 52 - 53 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing 3. Listing
34	2. Measures	4. Volume Of Liquid	4. Addition, Subtraction, Multiplication and Division involving volume of liquid.	1. Add, subtract, multiply and divide units of volume of liquid.	i. Add units of volume of liquid in: a. litres; and b. milliliters. ii. Subtract units of volume of liquid in: a. litres; and b. milliliters. iii. Multiply units of volume of liquid in: a. litres; and b. milliliters.	<u>KITS</u> Measuring cylinders, flash cards, number cards, word cards, cards, sentence cards, <u>Curriculum Specifications</u> Refer to page 54 & 55 <u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
35	2. Measures	4. Volume Of Liquid	4. Addition, Subtraction, Multiplication and Division involving volume of liquid. 5. Solving problems involving volume of liquid.	1. Add, subtract, multiply and divide units of volume of liquid. 1. Use and apply knowledge of volume of liquid in real life.	iv. Divide units of volume of liquid in: a. litres; and b. milliliters. i. Solve problems involving volume of liquid in real life situations.	<u>KITS</u> Measuring cylinders, flash cards, number cards, word cards, cards, sentence cards, <u>Curriculum Specifications</u> Refer to page 55 & 56 <u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing 4. Problem Solving 5. Relaying Information
36	3. Shape and Space	1. Three-Dimensional Shapes (3-D Shapes)	1. Three-Dimensional Shapes (3-D Shapes)	1. Understand and use the vocabulary related to 3-D shapes. 2. Describe and classify 3-D shapes. 3. Build 3-D shapes.	i. Identify various types of prisms. ii. Label parts of prisms. i. Describe features of prisms ii. Compare prisms and non-prisms. i. Build 3-D shapes using suitable materials. ii. Build 3-D shapes from given nets. iii. Identify simple nets of 3-D shapes.	<u>KITS</u> Objects of various prisms, cone, cylinder, sphere, pyramid shapes, word cards, sentence cards <u>Curriculum Specifications</u> Refer to pages 57 - 59 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Elaborating 3. Listing 4. Planning
37	3. Shape and Space	2. Two-Dimensional Shapes (2-D Shapes)	1. Two-Dimensional Shapes (2-D Shapes)	1. Understand and use the vocabulary related to 2-D shapes. 2. Describe and classify 2-D shapes.	i. Identify shapes of semi-circles and regular polygons. i. Describe features of two-dimensional shapes: a. semi-circles; and b. regular polygons	<u>KITS</u> Cut out cards of various polygons, cards with tables, word cards, sentence cards <u>Curriculum Specifications</u> Refer to pages 60 & 61

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
38	3. Shape and Space	2. Two-Dimensional Shapes (2-D Shapes)	2. Symmetry	1. Recognise and sketch lines of symmetry.	ii. Compare and sort polygons and non-polygons. i. Recognise lines of symmetry: a. in the environment; and b. in two-dimensional shapes. ii. Sketch lines of symmetry.	<u>Thinking Skills</u> 1. Comparing & Contrasting 2. Elaborating 3. Listing 4. Planning <u>KITS</u> Cut out cards of various polygons, pictures cards, word cards, sentence cards <u>Curriculum Specifications</u> Refer to pages 62 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Elaborating 3. Listing 4. Planning
39	4. Statistics	1. Data Handling	1. Collecting and Organizing data	1. Collect and organise data	i. Collect data based on given situations. ii. Sort and classify data. iii. Organise data in a table.	<u>KITS</u> Newspaper cutting, pictures cards, calendars, cards with tables, word cards, sentence cards <u>Curriculum Specifications</u> Refer to pages 63 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Elaborating 3. Listing 4. Planning