

### LESSON PLAN GRADE 5

| Subjects  | Areas                             | Learning Objectives  | Evaluation |   |   |   |   |  |  |  |  |
|---|-----------------------------------|--|------------|---|---|---|---|--|--|--|--|
|   |                                   |  | 1          | 2 | 3 | 4 | 5 |  |  |  |  |
| SCIENCE   | <b>TERM 1</b>                     |  |            |   |   |   |   |  |  |  |  |
|   | Scientific Enquiry                | <b>1. Ideas and evidence</b>   |            |   |   |   |   |  |  |  |  |
|   |                                   | a. Know that scientists have combined evidence with creative thinking to suggest new ideas and explanations for phenomena.                               |            |   |   |   |   |  |  |  |  |
|   |                                   | b. Use observation and measurement to test predictions and make links.   |            |   |   |   |   |  |  |  |  |
|   | Biology                           | <b>2. Plants</b>   |            |   |   |   |   |  |  |  |  |
|   |                                   | a. Know that plants need energy from light for growth.   |            |   |   |   |   |  |  |  |  |
|   |                                   | b. Describe the main functions of the major organs of plants' body and explain its benefit to human*   |            |   |   |   |   |  |  |  |  |
|   |                                   | c. Know that plants reproduce.   |            |   |   |   |   |  |  |  |  |
|   |                                   | d. Identify the types of plants reproduction*  |            |   |   |   |   |  |  |  |  |
|   |                                   | e. Match the plants to the types of reproduction*  |            |   |   |   |   |  |  |  |  |
|   |                                   | f. Observe how seeds can be dispersed in a variety of ways.  |            |   |   |   |   |  |  |  |  |
|   |                                   | g. Investigate how seeds need water and warmth for germination, but not light.   |            |   |   |   |   |  |  |  |  |
|   |                                   | h. Know that insects pollinate some flowers.   |            |   |   |   |   |  |  |  |  |
|   |                                   | i. Observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilises the ovum (female). |            |   |   |   |   |  |  |  |  |
| j. Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination. |                                   |  |            |   |   |   |   |  |  |  |  |
| <b>TERM 2</b>   |                                   |  |            |   |   |   |   |  |  |  |  |
|   | <b>1. Plan investigative work</b> |  |            |   |   |   |   |  |  |  |  |

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|          |                    |   | 1          | 2 | 3 | 4 | 5 |
|          | Scientific Enquiry | a. Make predictions of what will happen based on scientific knowledge and understanding, and suggest and communicate how to test these. |            |   |   |   |   |
|          |                    | b. Use knowledge and understanding to plan how to carry out a fair test.  |            |   |   |   |   |
|          |                    | c. Collect sufficient evidence to test an idea.   |            |   |   |   |   |
|          |                    | d. Identify factors that need to be taken into account in different contexts.   |            |   |   |   |   |
|          | Chemistry          | <b>2. States of matter</b>  |            |   |   |   |   |
|          |                    | a. Know that evaporation occurs when a liquid turns into a gas.   |            |   |   |   |   |
|          |                    | b. Know that condensation occurs when a gas turns into a liquid and that it is the reverse of evaporation.                              |            |   |   |   |   |
|          |                    | c. Know that air contains water vapour and when this meets a cold surface it may condense.  |            |   |   |   |   |
|          |                    | d. Know that the boiling point of water is 100°C and the melting point of ice is 0°C.   |            |   |   |   |   |
|          |                    | e. Know that when a liquid evaporates from a solution the solid is left behind.   |            |   |   |   |   |
|          |                    | f. Classify materials based on their properties (element and mixture)*  |            |   |   |   |   |
|          |                    | g. Explain factors that can cause material changes (decay, rusting, rotten)*  |            |   |   |   |   |
|          |                    | h. Determine the stage of water cycle*  |            |   |   |   |   |
|          |                    | i. Explain human activities that affects water cycle.*  |            |   |   |   |   |
|          | <b>TERM 3</b>      |   |            |   |   |   |   |
|          | Scientific Enquiry | <b>1. Obtain and present evidence</b>   |            |   |   |   |   |
|          |                    | a. Make relevant observations.  |            |   |   |   |   |
|          |                    | b. Measure volume, temperature, time, length and force.   |            |   |   |   |   |
|          |                    | c. Discuss the need for repeated observations and measurements.   |            |   |   |   |   |
|          |                    | d. Present results in bar charts and line graphs.   |            |   |   |   |   |

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|          | Physics                            | <b>2. Heat</b>   |            |   |   |   |   |
|          |                                    | a. Explain the phenomenon of expansion and shrinking happened in daily life.*  |            |   |   |   |   |
|          |                                    | b. Show the part of device in the picture provided that has a function as heat conductor or insulator.*                                      |            |   |   |   |   |
|          |                                    | c. Determine heat conductor and insulator materials.*  |            |   |   |   |   |
|          |                                    | d. Mention the examples of heat transfer in daily life.*   |            |   |   |   |   |
|          |                                    | <b>3. Light</b>  |            |   |   |   |   |
|          |                                    | a. Observe that shadows are formed when light travelling from a source is blocked.   |            |   |   |   |   |
|          |                                    | b. Investigate how the size of a shadow is affected by the position of the object.   |            |   |   |   |   |
|          |                                    | c. Observe that shadows change in length and position throughout the day.  |            |   |   |   |   |
|          |                                    | d. Know that light intensity can be measured.  |            |   |   |   |   |
|          |                                    | e. Explore how opaque materials do not let light through and transparent materials let a lot of light through.                               |            |   |   |   |   |
|          |                                    | f. Know that we see light sources because light from the source enters our eyes.   |            |   |   |   |   |
|          |                                    | g. Know that beams/rays of light can be reflected by surfaces including mirrors, and when reflected light enters our eyes we see the object. |            |   |   |   |   |
|          |                                    | h. Explore why a beam of light changes direction when it is reflected from a surface   |            |   |   |   |   |
|          | i. Determine properties of lights* |  |            |   |   |   |   |
|          | <b>TERM 4</b>                      |  |            |   |   |   |   |
|          | Scientific Enquiry                 | <b>1. Consider evidence and approach</b>   |            |   |   |   |   |
|          |                                    | a. Decide whether results support predictions.<br>b. Begin to evaluate repeated results.   |            |   |   |   |   |

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|   |               | c. Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding. |            |   |   |   |   |
|   |               | d. Interpret data and think about whether it is sufficient to draw conclusions.  |            |   |   |   |   |
|   |               | <b>2. The Earth and Beyond</b>   |            |   |   |   |   |
|   | Physics       | a. Explore, through modeling, that the sun does not move; its apparent movement is caused by the Earth spinning on its axis.   |            |   |   |   |   |
|   |               | b. Know that the Earth spins on its axis once in every 24 hours.   |            |   |   |   |   |
|   |               | c. Know that the Earth takes a year to orbit the sun, spinning as it goes.   |            |   |   |   |   |
|   |               | d. Research the lives and discoveries of scientists who explored the solar system and stars.                                   |            |   |   |   |   |
|   |               | e. Explain the effects earth/moon's motion toward the Sun*   |            |   |   |   |   |
|   |               | f. Identify the picture which show solar and/ lunar eclipse*   |            |   |   |   |   |
|   |               | g. Determine the name of planets in solar system's picture shown*  |            |   |   |   |   |
|   |               | h. Determine the name of planets based on its characteristics*   |            |   |   |   |   |
| i. Explain the system of solar and lunar calendar.* |               |  |            |   |   |   |   |
| ENGLISH   | <b>TERM 1</b> |  |            |   |   |   |   |
|   | Reading       | a. Identify the features of a standard fable   |            |   |   |   |   |
|   |               | b. Identify the narrative person and the point-of-view the story is told from  |            |   |   |   |   |
|   |               | c. Practice dramatic reading skill   |            |   |   |   |   |
|   |               | d. Explain first and third person narrative  |            |   |   |   |   |
|   |               | e. Develop inference skills through proverbs and figurative language   |            |   |   |   |   |
|   |               | f. Compare and contrast text   |            |   |   |   |   |
|   |               | g. Infer characterization and mood from writing, e.g. Verb use   |            |   |   |   |   |
|   |               | h. Know and use the key features of biographies and journals   |            |   |   |   |   |
|   |               | i. Find information from various sources   |            |   |   |   |   |

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|  |  | j. Use topic sentences to link paragraphs  |            |   |   |   |   |
|  |  | k. Plan and write a biography and a journal  |            |   |   |   |   |
|  |  | l. Analyse haiku poems and make up rules   |            |   |   |   |   |
|  |  | m. Analyse the form of a poem  |            |   |   |   |   |
|  |  | n. Identify the rhyming pattern in poems with a rhyming structure                  |            |   |   |   |   |
|  |  | o. Read four different narrative poems   |            |   |   |   |   |
|  | Writing  | a. Use figurative language appropriately in prose                                  |            |   |   |   |   |
|  |  | b. Extend understanding of role of verbs in dialogue                               |            |   |   |   |   |
|  |  | c. Order events on a timeline  |            |   |   |   |   |
|  |  | d. Write good questions  |            |   |   |   |   |
|  |  | e. Plan and write their own haiku poems  |            |   |   |   |   |
|  | Speaking and Listening                                 | a. Explore the role of dialogue in characterization                                |            |   |   |   |   |
|  |  | b. Explain ideas confidently using textual evidence                                |            |   |   |   |   |
|  |  | c. Use a 'good' questions in an interview to extract information                   |            |   |   |   |   |
|  |  | d. Role play an interview  |            |   |   |   |   |
|  |  | e. Read poem with a rhyming pattern  |            |   |   |   |   |
|  |  | f. Perform a poem  |            |   |   |   |   |
|  |  | g. Work in groups  |            |   |   |   |   |
|  | Phonics, Spelling, vocabulary, grammar and punctuation | a. Revise general punctuation and learn direct speech conventions                  |            |   |   |   |   |
|  |  | b. Revise tenses of narrative and dialogue   |            |   |   |   |   |
|  |  | c. Revise apostrophes and exclamation marks, and identify the rope of speech marks |            |   |   |   |   |
| d. Understand the role of personal pronouns in narrative perspective |  |  |            |   |   |   |   |
| e. Differentiate between possessive adjectives and pronouns          |  |  |            |   |   |   |   |
| f. Use the correct tense in their own writing                        |  |  |            |   |   |   |   |
| g. Understand proverbs to go with fables                             |  |  |            |   |   |   |   |
| h. Differentiate between literal and figurative meaning              |  |  |            |   |   |   |   |
| i. Write simple sentences with adverb of time                        |  |  |            |   |   |   |   |

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|               |                | j. Understand that the purpose of a text defines the tenses that it is written in                                |            |   |   |   |   |
|               |                | k. Practice writing in the past tense  |            |   |   |   |   |
|               |                | l. Use irregular verbs in sentences  |            |   |   |   |   |
|               |                | m. Use the verb <i>to be</i> as a linking verb   |            |   |   |   |   |
|               |                | n. Use syllabification to count the syllables in a haiku poem  |            |   |   |   |   |
|               |                | o. Use personification, simile and metaphor to compare things  |            |   |   |   |   |
| <b>TERM 2</b> |                |  |            |   |   |   |   |
|               | <b>Reading</b> | a. Compare the structure of different stories, focusing on features of myths and legends                         |            |   |   |   |   |
|               |                | b. Read a myth and a legend and be able to talk about their features   |            |   |   |   |   |
|               |                | c. Understand how writers express a viewpoint  |            |   |   |   |   |
|               |                | d. Compare dialogue in text, cartoons and film scripts   |            |   |   |   |   |
|               |                | e. Develop understanding of narrative technique  |            |   |   |   |   |
|               |                | f. Read and compare different texts  |            |   |   |   |   |
|               |                | g. Understand the different features of the texts  |            |   |   |   |   |
|               |                | h. Identify style features of dialogue   |            |   |   |   |   |
|               |                | i. Understand and appreciate storytelling techniques/devices chosen by the author                                |            |   |   |   |   |
|               |                | j. Understand the difference between personal and impersonal style   |            |   |   |   |   |
|               |                | k. Read, follow, order and identify the features of instructions correctly                                       |            |   |   |   |   |
|               |                | l. Skim the text to get an overview  |            |   |   |   |   |
|               |                | m. Use diagram to make notes   |            |   |   |   |   |
|               |                | n. Use key words to present a summary of the text  |            |   |   |   |   |
|               | <b>Writing</b> | a. Write a short film script with production notes   |            |   |   |   |   |
|               |                | b. Plan and write a myth or legend – a retelling or own idea – incorporating a range of storytelling techniques. |            |   |   |   |   |
|               |                | c. Use figurative language to enhance description  |            |   |   |   |   |

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|  |  | d. Write instruction   |            |   |   |   |   |
|  |  | e. Write an explanation text   |            |   |   |   |   |
|  |  | f. Map out writing to plan the structure of stanzas  |            |   |   |   |   |
|  | Phonics,<br>Spelling,<br>vocabulary,<br>grammar and<br>punctuation | a. Improve knowledge of direct and reported speech   |            |   |   |   |   |
|  |  | b. Develop word attack skills for unfamiliar words   |            |   |   |   |   |
|  |  | c. Be introduced formally to subject – verb agreement  |            |   |   |   |   |
|  |  | d. Learn and revise spelling rules for plural words  |            |   |   |   |   |
|  |  | e. Differentiate between first and third person narrative and features of each                                 |            |   |   |   |   |
|  |  | f. Understand plural forms of countable nouns ( <i>ch, sh, ss, x, o, f/fe</i> and <i>tch</i> words)            |            |   |   |   |   |
|  |  | g. Use and write in the third-person pronouns  |            |   |   |   |   |
|  |  | h. Use preposition correctly   |            |   |   |   |   |
|  |  | i. Identify connectives and write a paragraph using connective   |            |   |   |   |   |
|  |  | j. Identify phrase and clause in a sentence, and use them to lengthen sentences and make them more interesting |            |   |   |   |   |
|  |  | k. Collect synonyms and investigate shades of meaning  |            |   |   |   |   |
|  |  | l. Investigate clauses within sentences and how they are connected (commas)                                    |            |   |   |   |   |
|  |  | m. Interpret imagery and techniques – personification and simile   |            |   |   |   |   |
|  |  | <b>TERM 3</b>  |            |   |   |   |   |
|  | Reading  | a. Be familiar with essential features of a fairy tale   |            |   |   |   |   |
|  |  | b. Understand and appreciate that the same story can have many versions  |            |   |   |   |   |
|  |  | c. Assess and appreciate a ‘modern fairy tale’   |            |   |   |   |   |
|  |  | d. Read a traditional tale   |            |   |   |   |   |
|  |  | e. Begin to read for meaning beyond the literal  |            |   |   |   |   |
|  |  | f. Identify common features in well-known tale version   |            |   |   |   |   |
| g. Predict the story sequence and main characters based on chapter heading clues and chapter summaries |  |  |            |   |   |   |   |
| h. Introduce and identify ways the author creates a sense of drama                                     |  |  |            |   |   |   |   |

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|          |         | i. Read and extract from Indian traditional tale   |            |   |   |   |   |
|          |         | j. Analyse and compare persuasive text   |            |   |   |   |   |
|          |         | k. Learn about persuasive devices  |            |   |   |   |   |
|          |         | l. Understand that a text can be persuasive, informative or both   |            |   |   |   |   |
|          |         | m. Analyse and compare posters and reviews   |            |   |   |   |   |
|          |         | n. Read and analyse information, e.g. A map  |            |   |   |   |   |
|          |         | o. Skim a text to get an overview  |            |   |   |   |   |
|          |         | p. Scan a text for detail  |            |   |   |   |   |
|          |         | q. Know the difference between a story and a play  |            |   |   |   |   |
|          |         | r. Understand how to adapt a story   |            |   |   |   |   |
|          |         | s. Know that writers tell stories from their point-of-view   |            |   |   |   |   |
|          |         | t. Understand how a script develops characters through the dialogue and stage directions                                       |            |   |   |   |   |
|          |         | u. Identify the features of a play script  |            |   |   |   |   |
|          |         | v. Adapt part of a story into a script   |            |   |   |   |   |
|          |         | w. Use a script to create and develop characters   |            |   |   |   |   |
|          | Writing | a. Write a synopsis of a fairy tale  |            |   |   |   |   |
|          |         | b. Write a traditional tale  |            |   |   |   |   |
|          |         | c. Explore techniques for adding drama to writing  |            |   |   |   |   |
|          |         | d. Use a flow chart to aid the planning process, linking story line to features of the fairy tale and standard story structure |            |   |   |   |   |
|          |         | e. Draft and revise a present tense, third-person synopsis of the story idea   |            |   |   |   |   |
|          |         | f. Write three paragraphs summarising the prediction about the novel (so far) using topic sentences and evidence from the text |            |   |   |   |   |
|          |         | g. Write a formal letter   |            |   |   |   |   |
|          |         | h. Give an opinion and support it with reasons   |            |   |   |   |   |
|          |         | i. Note the use of persuasive devices in media   |            |   |   |   |   |
|          |         | j. Compare formal and informal writing   |            |   |   |   |   |
|          |         | k. Write direct dialogue in a script   |            |   |   |   |   |
|          |         | a. Practice reading aloud skills in different context  |            |   |   |   |   |



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|             | <b>Speaking and Listening</b>   | b. Explore the effect of the author's choice of words, structure and layout through reading aloud                     |            |   |   |   |   |
|             |   | c. Practice being persuasive  |            |   |   |   |   |
|             |   | d. Present an oral review   |            |   |   |   |   |
|             |   | e. Present a point-of-view with confidence  |            |   |   |   |   |
|             |   | f. Perform poetry and plays, both individually and group  |            |   |   |   |   |
|             |   | g. Read and perform a poem in groups  |            |   |   |   |   |
|             |   | a. Investigate the differences between simple and continuous tenses   |            |   |   |   |   |
|             | <b>Phonics, Spelling, vocabulary, grammar and punctuation</b>                     | b. Extend the ability to use a range of sentence types and length   |            |   |   |   |   |
|             |   | c. Learn how to form the continuous tenses – present and past   |            |   |   |   |   |
|             |   | d. Show that the subject verb agreement occurs with the helping verb  |            |   |   |   |   |
|             |   | e. Link the past continuous to complex sentences and connectives  |            |   |   |   |   |
|             |   | f. Review features of standard or formal English  |            |   |   |   |   |
|             |   | g. Explore ambiguity that can be created by personal pronouns and adjectives, and investigate ways to avoid ambiguity |            |   |   |   |   |
|             |   | h. Explore words in context as prepositions or adjectives   |            |   |   |   |   |
|             |   | i. Use powerful vocabulary to sound persuasive  |            |   |   |   |   |
|             |   | j. Compare similar text types   |            |   |   |   |   |
|             |   | k. Understand the difference between direct speech in a story and in a script   |            |   |   |   |   |
|             | <b>TERM 4</b>   |   |            |   |   |   |   |
|             | <b>Review</b>   | Recall, understand and comprehend the topic/material given  |            |   |   |   |   |
| <b>MATH</b> | <b>TERM 1</b>   |   |            |   |   |   |   |
|             | <b>Numbers</b>  | <b>1. Whole Numbers</b>   |            |   |   |   |   |
|             |   | a. Read and write numbers up to 1 000 000   |            |   |   |   |   |
|             | b. Count on and back in ones, tens, hundreds and thousands from 5-6 digit numbers |   |            |   |   |   |   |

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|          |       | c. Identify place value and value of digits in 6-digit numbers  |            |   |   |   |   |
|          |       | d. Compares and ordering 5-digit numbers or 6-digit numbers   |            |   |   |   |   |
|          |       | e. using sign < , > or = and find a number in between the order or each pair of comparing   |            |   |   |   |   |
|          |       | f. Round four-digit numbers to the nearest 10, 100 or 1000.   |            |   |   |   |   |
|          |       | g. Round a number with one or two decimal places to the nearest whole number.   |            |   |   |   |   |
|          |       | h. Order and compare negative and positive numbers on a number line and temperature scale.  |            |   |   |   |   |
|          |       | i. Calculate temperature increases and decreases.   |            |   |   |   |   |
|          |       | j. Know squares of all numbers to $10 \times 10$ .  |            |   |   |   |   |
|          |       | k. Describe and continue number sequences, identify the relationships between numbers   |            |   |   |   |   |
|          |       | l. Recognise and extend number sequences.   |            |   |   |   |   |
|          |       | m. Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000.  |            |   |   |   |   |
|          |       | <b>2. Operation of Numbers</b>  |            |   |   |   |   |
|          |       | a. Make general statements about sums, differences and multiples of odd and even numbers.   |            |   |   |   |   |
|          |       | b. Count on or back in thousands, hundreds, tens and ones to add or subtract.   |            |   |   |   |   |
|          |       | c. Add or subtract near multiples of 10 or 100.   |            |   |   |   |   |
|          |       | d. Calculate differences between near multiples of 1000, e.g. $5026 - 4998$ , or near multiples of 1.                               |            |   |   |   |   |
|          |       | e. Add or subtract any pair of three- and/or four-digit numbers, with the same number of decimal places, including amounts of money |            |   |   |   |   |
|          |       | f. Multiply and divide any number from 1 to 10 000 by 10 or 100 and understand the effect.  |            |   |   |   |   |
|          |       | g. Know multiplication and division facts for the $2 \times$ to $10 \times$ tables.   |            |   |   |   |   |
|          |       | h. Know and apply tests of divisibility by 2, 5, 10 and 100.  |            |   |   |   |   |
|          |       | i. Recognise multiples of 6, 7, 8 and 9 up to the 10th multiple.  |            |   |   |   |   |

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|----------|-------|--|------------|---|---|---|---|
|          |       |  | 1          | 2 | 3 | 4 | 5 |
|          |       | j. Find factors of two-digit numbers.  |            |   |   |   |   |
|          |       | k. Multiply multiples of 10 to 90, and multiples of 100 to 900, by a single-digit number.  |            |   |   |   |   |
|          |       | l. Multiply by 19 or 21 by multiplying by 20 and adjusting.  |            |   |   |   |   |
|          |       | m. Multiply by 25 by multiplying by 100 and dividing by 4.   |            |   |   |   |   |
|          |       | n. Use factors to multiply.  |            |   |   |   |   |
|          |       | o. Double any number up to 100 and halve even numbers to 200 and use this to double and halve numbers with one or two decimal places                             |            |   |   |   |   |
|          |       | p. Double multiples of 10 to 1000 and multiples of 100 to 10 000, and derive the corresponding halves.   |            |   |   |   |   |
|          |       | q. Find the total two- or three-digit numbers using a written method.  |            |   |   |   |   |
|          |       | r. Multiply or divide three-digit numbers by single-digit numbers.   |            |   |   |   |   |
|          |       | s. Multiply two-digit numbers by two-digit numbers   |            |   |   |   |   |
|          |       | t. Divide three-digit numbers by single-digit numbers, including those with a remainder (answers no greater than 30).  |            |   |   |   |   |
|          |       | u. Decide whether to group (using multiplication facts and multiples of the divisor) or to share (halving and quartering) to solve divisions.                    |            |   |   |   |   |
|          |       | v. Decide whether to round an answer up or down after division, depending on the context.  |            |   |   |   |   |
|          |       | w. Begin to use brackets to order operations and understand the relationship between the four operations and how the laws of arithmetic apply to multiplication. |            |   |   |   |   |
|          |       | x. Solve single and multi-step word problems (all four operations); represent them.  |            |   |   |   |   |
|          |       | y. Check with a different order when adding several numbers or by using the inverse when adding or subtracting a pair of numbers.                                |            |   |   |   |   |
|          |       | z. Use multiplication to check the result of a division.   |            |   |   |   |   |

| Subjects      | Areas              | Learning Objectives   | Evaluation |   |   |   |   |
|---------------|--------------------|---|------------|---|---|---|---|
|               |                    |   | 1          | 2 | 3 | 4 | 5 |
|               |                    | aa. Estimate and approximate when calculating.  |            |   |   |   |   |
|               |                    | bb. Use decimal notation for tenths and hundredths and understand what each digit represents.   |            |   |   |   |   |
|               |                    | cc. Recognise equivalence of fraction.  |            |   |   |   |   |
|               |                    | dd. Recognise equivalence between the decimal and fraction forms of halves, tenths and hundredths and use this to help order fractions. |            |   |   |   |   |
|               |                    | ee. Relate finding fractions to division and use to find simple fractions of quantities.  |            |   |   |   |   |
|               |                    | ff. Understand percentage as the number of parts in every 100 and find simple percentages of quantities.                                |            |   |   |   |   |
|               |                    | gg. Express halves, tenths and hundredths as percentages.   |            |   |   |   |   |
|               |                    | hh. Use fractions to describe and estimate a simple proportion  |            |   |   |   |   |
|               |                    | ii. Use ratio to solve problems, e.g. to adapt a recipe for 6 people to one for 3 or 12 people.   |            |   |   |   |   |
|               |                    | jj. Know pairs of one-place decimals with a total of 1 or 10.   |            |   |   |   |   |
|               |                    | kk. Use appropriate strategies to add or subtract pairs of two- and three-digit numbers and numbers with one decimal place.             |            |   |   |   |   |
|               |                    | ll. Start expressing remainders as a fraction of the divisor when dividing two-digit numbers by single-digit numbers.                   |            |   |   |   |   |
| <b>TERM 2</b> |                    |   |            |   |   |   |   |
|               | <b>Measurement</b> | <b>1. Length, Mass, and Capacity</b>  |            |   |   |   |   |
|               |                    | a. Read, choose, use and record standard units to estimate and measure length, mass and capacity to a suitable degree of accuracy.      |            |   |   |   |   |
|               |                    | b. Convert larger to smaller metric units (decimals to one place).  |            |   |   |   |   |
|               |                    | c. Order measurements in mixed units.   |            |   |   |   |   |
|               |                    | d. Round measurements to the nearest whole unit.<br>Interpret a reading that lies between two unnumbered divisions on a scale           |            |   |   |   |   |

| Subjects      | Areas           | Learning Objectives   | Evaluation |   |   |   |   |
|---------------|-----------------|---|------------|---|---|---|---|
|               |                 |   | 1          | 2 | 3 | 4 | 5 |
|               |                 | e. Compare readings on different scales.  |            |   |   |   |   |
|               |                 | f. Draw and measure lines to the nearest centimetre and millimetre.   |            |   |   |   |   |
|               |                 | <b>2. Time</b>  |            |   |   |   |   |
|               |                 | a. Recognise and use the units for time (seconds, minutes, hours, days, months and years).                    |            |   |   |   |   |
|               |                 | b. Tell and compare the time using digital and analogue clocks using the 24-hour clock.                       |            |   |   |   |   |
|               |                 | c. Read timetables using the 24-hour clock.   |            |   |   |   |   |
|               |                 | d. Calculate time intervals in seconds, minutes and hours using digital or analogue formats.                  |            |   |   |   |   |
|               |                 | e. Use a calendar to calculate time intervals in days and weeks (using knowledge of days in calendar months). |            |   |   |   |   |
|               |                 | f. Calculate time intervals in months or years.   |            |   |   |   |   |
|               |                 | <b>3. Area and Perimeter</b>  |            |   |   |   |   |
|               |                 | a. Measure and calculate the perimeter of regular and irregular polygons.                                     |            |   |   |   |   |
|               |                 | b. Understand area measured in square centimetres (cm <sup>2</sup> ).   |            |   |   |   |   |
|               |                 | c. Use the formula for the area of a rectangle to calculate the rectangle's area.                             |            |   |   |   |   |
| <b>TERM 3</b> |                 |   |            |   |   |   |   |
|               |                 | <b>1. Shapes and Geometry Reasoning</b>   |            |   |   |   |   |
|               |                 | a. Visualise 3D object from 2D nets and drawings and make nets of common solids                               |            |   |   |   |   |
|               |                 | b. Find examples of shapes and symmetry in the surrounding  |            |   |   |   |   |
|               |                 | c. Identify and describe properties of triangles and classify as isosceles, equilateral or scalene.           |            |   |   |   |   |
|               |                 | d. Recognise reflective and rotational symmetry in regular polygons.  |            |   |   |   |   |
|               |                 | e. Create patterns with two lines of symmetry.  |            |   |   |   |   |
|               | <b>Geometry</b> |   |            |   |   |   |   |

| Subjects      | Areas                | Learning Objectives   | Evaluation |   |   |   |   |
|---------------|----------------------|---|------------|---|---|---|---|
|               |                      |   | 1          | 2 | 3 | 4 | 5 |
|               |                      | f. Recognise perpendicular and parallel lines in 2D shapes, drawings and the environment.   |            |   |   |   |   |
|               |                      | g. Understand and use angle measure in degrees; measure angles to the nearest 5°; identify, describe and estimate the size of angles and classify them as acute, right or obtuse.   |            |   |   |   |   |
|               |                      | h. Calculate angles in a straight line  |            |   |   |   |   |
|               |                      | i. Read and plot co-ordinates in the first quadrant.  |            |   |   |   |   |
|               |                      | j. Recognise the relationships between different 2D and 3D shapes.  |            |   |   |   |   |
|               |                      | <b>2. Position and Movement</b>   |            |   |   |   |   |
|               |                      | a. Predict where a polygon will be after reflection where the mirror line is parallel to one of the sides, including where the line is oblique  |            |   |   |   |   |
|               |                      | b. Understand translation as movement along a straight line, identify where polygons will be after a translation and give instructions for translating shapes.  |            |   |   |   |   |
|               |                      | <b>3. Problem Solving</b>   |            |   |   |   |   |
|               |                      | Recognise 2D and 3D shapes and their relationships, e.g. a cuboid has a rectangular cross-section.  |            |   |   |   |   |
| <b>TERM 4</b> |                      |   |            |   |   |   |   |
|               | <b>Handling Data</b> | <b>1. Organizing, Categorizing &amp; Representing Data</b>  |            |   |   |   |   |
|               |                      | a. Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions from their own and others' data and identify further questions to ask.   |            |   |   |   |   |
|               |                      | b. Draw and interpret frequency tables, pictograms and bar line charts, with the vertical axis labelled for example in twos, fives, tens, twenties or hundreds. Consider the effect of changing the scale on the vertical axis. |            |   |   |   |   |
|               |                      | c. Construct simple line graphs, e.g. to show changes in temperature over time.   |            |   |   |   |   |

| Subjects                | Areas               | Learning Objectives  | Evaluation |   |   |   |   |
|-------------------------|---------------------|--|------------|---|---|---|---|
|                         |                     |  | 1          | 2 | 3 | 4 | 5 |
|                         |                     | d. Understand where intermediate points have and do not have meaning, e.g. comparing a line graph of temperature against time with a graph of class attendance for each day of the week. |            |   |   |   |   |
|                         |                     | e. Find and interpret the mode of a set of data.   |            |   |   |   |   |
|                         |                     | f. Use ordered lists and tables to help to solve problems systematically.  |            |   |   |   |   |
|                         |                     | <b>2. Probability</b>  |            |   |   |   |   |
|                         |                     | Describe the occurrence of familiar events using the language of chance or likelihood.   |            |   |   |   |   |
|                         |                     | <b>3. Problem Solving</b>  |            |   |   |   |   |
|                         |                     | a. Investigate a simple general statement by finding examples which do or do not satisfy it.   |            |   |   |   |   |
|                         |                     | b. Explain methods and reasoning orally and in writing; make hypotheses and test them out  |            |   |   |   |   |
| <b>BAHASA INDONESIA</b> | <b>TERM 1</b>       |  |            |   |   |   |   |
|                         | <b>Spiritual</b>    | Menganalisis tulisan dari tokoh agama untuk membuktikan keyakinannya pada ajaran agama yang dianutnya  |            |   |   |   |   |
|                         | <b>Sosial</b>       | Menyajikan analisis tulisan dari tokoh agama untuk membuktikan keyakinannya pada ajaran agama yang dianutnya secara berkelompok  |            |   |   |   |   |
|                         | <b>Pengetahuan</b>  | a. Menentukan pokok pikiran dalam teks lisan dan tulis   |            |   |   |   |   |
|                         |                     | b. Mengklasifikasi informasi yang didapat dari buku ke dalam aspek: apa, di mana, kapan, siapa, mengapa, dan bagaimana   |            |   |   |   |   |
|                         | <b>Keterampilan</b> | a. Menyajikan hasil identifikasi pokok pikiran dalam teks tulis dan lisan secara lisan, tulis, dan visual  |            |   |   |   |   |
|                         |                     | b. Menyajikan hasil klasifikasi informasi yang didapat dari buku yang dikelompokkan dalam aspek: apa, di mana, kapan, siapa, mengapa, dan bagaimana menggunakan kosakata baku            |            |   |   |   |   |
| <b>TERM 2</b>           |                     |  |            |   |   |   |   |

| Subjects         | Areas  | Learning Objectives  | Evaluation |   |   |   |   |
|------------------|--|--|------------|---|---|---|---|
|                  |  |  | 1          | 2 | 3 | 4 | 5 |
|                  | <b>Spiritual</b>   | Menyajikan teks eksplanasi yang berisi tulisan tentang tokoh agama yang dianutnya  |            |   |   |   |   |
|                  | <b>Sosial</b>  | Mendiskusikan tulisan tentang tokoh agama yang dianutnya   |            |   |   |   |   |
|                  | <b>Pengetahuan</b>   | a. Meringkas teks penjelasan (eksplanasi) dari media cetak atau elektronik   |            |   |   |   |   |
|                  |  | b. Menganalisis informasi yang disampaikan paparan iklan dari media cetak atau elektronik  |            |   |   |   |   |
|                  | <b>Keterampilan</b>  | a. Menyajikan ringkasan teks penjelasan (eksplanasi) dari media cetak atau elektronik dengan menggunakan kosakata baku dan kalimat efektif secara lisan, tulis, dan visual |            |   |   |   |   |
|                  |  | b. Memeragakan kembali informasi yang disampaikan paparan iklan dari media cetak atau elektronik dengan bantuan lisan, tulis, dan visual                                   |            |   |   |   |   |
|                  | <b>TERM 3</b>  |  |            |   |   |   |   |
|                  | <b>Spiritual</b>   | Menyajikan tulisan tentang teks narasi sejarah yang mengandung gagasan pokok tentang penghayatan agama yang dianutnya  |            |   |   |   |   |
|                  | <b>Sosial</b>  | Menyajikan pantun secara berkelompok   |            |   |   |   |   |
|                  | <b>Pengetahuan</b>   | a. Menggali informasi penting dari teks narasi sejarah yang disajikan secara lisan dan tulis menggunakan aspek: apa, di mana, kapan, siapa,                                |            |   |   |   |   |
|                  |  | b. Menggali isi dan amanat pantun yang disajikan secara lisan dan tulis dengan tujuan untuk kesenangan.  |            |   |   |   |   |
|                  | <b>Keterampilan</b>  | a. Memaparkan informasi penting dari teks narasi sejarah menggunakan aspek: apa, di mana, kapan, siapa, mengapa, dan bagaimana serta kosakata baku dan kalimat efektif     |            |   |   |   |   |
|                  |  | b. Melisankan pantun hasil karya pribadi dengan lafal, intonasi, dan ekspresi yang tepat sebagai bentuk ungkapan diri  |            |   |   |   |   |
|                  | <b>TERM 4</b>  |  |            |   |   |   |   |
| <b>Spiritual</b> | Menyajikan tulisan nonfiksi tentang pengalaman menjalankan ajaran agama yang dianutnya |  |            |   |   |   |   |



| Subjects  | Areas                    | Learning Objectives   | Evaluation |   |   |   |   |
|---|--------------------------|---|------------|---|---|---|---|
|   |                          |   | 1          | 2 | 3 | 4 | 5 |
|   | <b>Sosial</b>            | Membuat surat undangan untuk merayakan hari-hari peringatan di Indonesia sebagai bentuk cinta terhadap tanah air  |            |   |   |   |   |
|   | <b>Pengetahuan</b>       | a. Menguraikan konsep-konsep yang saling berkaitan pada teks nonfiksi   |            |   |   |   |   |
|   |                          | b. Menguraikan urutan peristiwa atau tindakan yang terdapat pada teks nonfiksi  |            |   |   |   |   |
|   |                          | c. Mencermati penggunaan kalimat efektif dan ejaan dalam surat undangan (ulang tahun, kegiatan sekolah, kenaikan kelas, dll)                                      |            |   |   |   |   |
|   | <b>Keterampilan</b>      | a. Menyajikan konsep-konsep yang saling berkaitan pada teks nonfiksi ke dalam tulisan dengan bahasa sendiri   |            |   |   |   |   |
|   |                          | b. Menyajikan kembali peristiwa atau tindakan dengan memperhatikan latar cerita yang terdapat pada teks fiksi   |            |   |   |   |   |
|   |                          | c. Membuat surat undangan (ulang tahun, kegiatan sekolah, kenaikan kelas, dll.) dengan kalimat efektif dan memperhatikan penggunaan ejaan mengapa, dan bagaimana. |            |   |   |   |   |
| <b>PPKN</b>   | <b>TERM 1</b>            |   |            |   |   |   |   |
|   | <b>Pancasila</b>         | a. Bersyukur kepada Tuhan Yang Maha Esa atas nilai-nilai Pancasila dalam kehidupan sehari-hari  |            |   |   |   |   |
|   |                          | b. Bersikap tanggung jawab, cinta tanah air, dan rela berkorban sesuai nilai-nilai sila Pancasila   |            |   |   |   |   |
|   |                          | c. Mengidentifikasi nilai-nilai Pancasila dalam kehidupan sehari-hari   |            |   |   |   |   |
|   |                          | d. Menyajikan hasil identifikasi nilai-nilai Pancasila dalam kehidupan sehari-hari  |            |   |   |   |   |
|   | <b>TERM 2</b>            |   |            |   |   |   |   |
|   | <b>Hak Asasi Manusia</b> | a. Menghargai kewajiban, hak, dan tanggung jawab sebagai warga masyarakat dan umat beragama dalam kehidupan sehari-hari   |            |   |   |   |   |
| b. Menunjukkan sikap tanggung jawab dalam memenuhi kewajiban dan hak sebagai warga masyarakat dalam kehidupan sehari-hari |                          |   |            |   |   |   |   |

| Subjects  | Areas                                | Learning Objectives  | Evaluation                                  |   |   |   |   |  |
|---|--------------------------------------|--|---|---|---|---|---|--|
|   |                                      |  | 1   | 2 | 3 | 4 | 5 |  |
|   |                                      | c. Memahami hak, kewajiban dan tanggung jawab sebagai warga dalam kehidupan sehari-hari  |   |   |   |   |   |  |
|   |                                      | d. Menjelaskan hak, kewajiban, dan tanggung jawab sebagai warga masyarakat dalam kehidupan sehari-hari                         |   |   |   |   |   |  |
|   | <b>TERM 3</b>                        |  |   |   |   |   |   |  |
|   | <b>Persatuan dan Kesatuan Bangsa</b> | a. Mensyukuri keberagaman sosial budaya masyarakat sebagai anugerah Tuhan Yang Maha Esa dalam konteks Bhineka Tunggal Ika      |   |   |   |   |   |  |
|   |                                      | b. Bersikap toleran dalam keberagaman sosial budaya masyarakat dalam konteks Bhineka Tunggal Ika                               |   |   |   |   |   |  |
|   |                                      | c. Menelaah keberagaman sosial budaya masyarakat   |   |   |   |   |   |  |
|   |                                      | d. Menyelenggarakan kegiatan yang mendukung keberagaman sosial budaya masyarakat   |   |   |   |   |   |  |
|   | <b>TERM 4</b>                        |  |   |   |   |   |   |  |
|   | <b>Persatuan dan Kesatuan Bangsa</b> | a. Mensyukuri manfaat persatuan dan kesatuan sebagai anugerah Tuhan Yang Maha Esa  |   |   |   |   |   |  |
|   |                                      | b. Menampilkan sikap jujur pada penerapan nilai-nilai persatuan dan kesatuan untuk membangun kerukunan di bidang sosial budaya |   |   |   |   |   |  |
|   |                                      | c. Menggali manfaat persatuan dan kesatuan untuk membangun kerukunan hidup   |   |   |   |   |   |  |
|   |                                      | d. Menyajikan hasil penggalan tentang manfaat persatuan dan kesatuan untuk membangun kerukunan.                                |   |   |   |   |   |  |
|   | <b>AGAMA ISLAM</b>                   | <b>TERM 1</b>  |   |   |   |   |   |  |
|   |                                      | <b>Al Quran</b>  | a. Terbiasa membaca al-Qur'ān dengan tartil |   |   |   |   |  |
| b. Menunjukkan sikap kerja sama dan peduli sebagai implementasi pemahaman makna Q.S. at-Tin dan Q.S. al-Mā'ūn |                                      |  |   |   |   |   |   |  |
| c. Memahami makna Q.S. at-Tin dan Q.S. al-Mā'ūn dengan baik dan tartil  |                                      |  |   |   |   |   |   |  |

| Subjects      | Areas  | Learning Objectives   | Evaluation |   |   |   |   |
|---------------|--------|---|------------|---|---|---|---|
|               |        |   | 1          | 2 | 3 | 4 | 5 |
|               |        | d. Membaca Q.S. at-Tin dan Q.S. almā'ūn dengan tartil   |            |   |   |   |   |
|               |        | e. Menulis kalimat-kalimat dalam Q.S. at-Tin dan Q.S. al-Mā'ūn dengan benar   |            |   |   |   |   |
|               |        | f. Menunjukkan hafalan Q.S. at-Tin dan Q.S. al-Mā'ūn dengan lancar  |            |   |   |   |   |
|               | Aqidah | a. Meyakini adanya Allah Swt. Yang Maha Mematikan, Maha Hidup, Maha Berdiri Sendiri, dan Maha Esa   |            |   |   |   |   |
|               |        | b. Menunjukkan sikap berani, peduli, mandiri, dan teguh pendirian sebagai implementasi pemahaman makna al-Asmau al-Husna: al-Mumit, al-Hayy, al-Qayyum, dan al-Ahad |            |   |   |   |   |
|               |        | c. Memahami makna al-Asmau alhusna: Al-Mumit, Al-Hayy, Al-Qayyum, dan Al-Ahad   |            |   |   |   |   |
|               |        | d. Membaca al-Asmau al-Husna: almumit, Al-Hayy, Al-Qayyum, dan Al-Ahad dengan jelas dan benar   |            |   |   |   |   |
|               |        | e. Meyakini keberadaan Rasul Allah dan Rasul Ulul 'Azmi   |            |   |   |   |   |
|               |        | f. Menunjukkan sikap sabar dan jujur sebagai implementasi pemahaman mengenal nama-nama Rasul Allah dan Rasul Ulul 'Azmi   |            |   |   |   |   |
|               |        | g. Memahami nama-nama Rasul Allah dan Rasul Ulul 'Azmi  |            |   |   |   |   |
|               |        | h. Menunjukkan hafalan nama-nama Rasul Allah dan Rasul Ulul 'Azmi   |            |   |   |   |   |
|               |        | i. Meyakini adanya kitab-kitab suci melalui rasul-rasulnya sebagai implementasi rukun iman  |            |   |   |   |   |
|               |        | j. Menunjukkan sikap percaya diri sebagai implementasi pemahaman makna diturunkannya kitab-kitab suci melalui rasul-rasulnya  |            |   |   |   |   |
|               |        | k. Memahami makna diturunkannya kitab-kitab suci melalui rasul-rasul-Nya sebagai implementasi rukun iman  |            |   |   |   |   |
|               |        | l. Menunjukkan makna diturunkannya kitab-kitab suci melalui rasul-rasul-Nya sebagai implementasi rukun iman   |            |   |   |   |   |
| <b>TERM 2</b> |        |   |            |   |   |   |   |

| Subjects  | Areas         | Learning Objectives   | Evaluation |   |   |   |   |
|---|---------------|---|------------|---|---|---|---|
|   |               |   | 1          | 2 | 3 | 4 | 5 |
|   | <b>Akhlak</b> | a. Meyakini bahwa perilaku jujur sebagai cerminan dari iman   |            |   |   |   |   |
|   |               | b. Menunjukkan perilaku jujur dalam kehidupan sehari-hari   |            |   |   |   |   |
|   |               | c. Memahami makna perilaku jujur dalam kehidupan sehari-hari  |            |   |   |   |   |
|   |               | d. Menunjukkan perilaku jujur dalam kehidupan sehari-hari   |            |   |   |   |   |
|   |               | e. Meyakini bahwa hormat dan patuh kepada orangtua dan guru sebagai cerminan dari iman                |            |   |   |   |   |
|   |               | f. Menunjukkan perilaku hormat dan patuh kepada orangtua dan guru                                     |            |   |   |   |   |
|   |               | g. Memahami makna hormat dan patuh kepada orangtua dan guru   |            |   |   |   |   |
|   |               | h. Mencontohkan perilaku hormat dan patuh kepada orangtua dan guru                                    |            |   |   |   |   |
|   |               | i. Meyakini bahwa sikap saling menghargai sesama manusia sebagai cerminan dari iman                   |            |   |   |   |   |
|   |               | j. Menunjukkan sikap saling menghargai sesama manusia   |            |   |   |   |   |
|   |               | k. Memahami makna saling menghargai sesama manusia  |            |   |   |   |   |
|   |               | l. Mencontohkan sikap saling menghargai sesama manusia  |            |   |   |   |   |
|   |               | m. Meyakini bahwa sikap sederhana sebagai cerminan dari iman  |            |   |   |   |   |
|   |               | n. Menunjukkan sikap sederhana dalam kehidupan sehari-hari  |            |   |   |   |   |
|   |               | o. Memahami makna sederhana dalam kehidupan sehari-hari   |            |   |   |   |   |
| p. Mencontohkan sikap sederhana dalam kehidupan sehari-hari |               |   |            |   |   |   |   |
| <b>TERM 3</b>   |               |   |            |   |   |   |   |
|   | <b>Akhlak</b> | a. Meyakini bahwa ikhlas beramal sebagai cerminan dari iman   |            |   |   |   |   |
|   |               | b. Menunjukkan sikap ikhlas beramal dalam kehidupan sehari-hari                                       |            |   |   |   |   |
|   |               | c. Memahami makna ikhlas beramal dalam kehidupan sehari-hari  |            |   |   |   |   |
|   |               | d. Mencontohkan sikap ikhlas beramal dalam kehidupan sehari-hari                                      |            |   |   |   |   |
|   | <b>Fiqih</b>  | a. Menjalankan kewajiban puasa Ramadan sebagai implementasi pemahaman rukun Islam                     |            |   |   |   |   |
|   |               | b. Menunjukkan sikap sabar dan mengendalikan diri sebagai implementasi pemahaman hikmah puasa Ramadan |            |   |   |   |   |

| Subjects | Areas   | Learning Objectives   | Evaluation  |   |   |   |   |  |
|----------|---|---|---|---|---|---|---|--|
|          |   |   | 1   | 2 | 3 | 4 | 5 |  |
|          | Areas   | c. Memahami hikmah puasa Ramadan yang dapat membentuk akhlak mulia  |   |   |   |   |   |  |
|          |   | d. Menunjukkan hikmah puasa Ramadan yang dapat membentuk akhlak mulia   |   |   |   |   |   |  |
|          |   | e. Menjalankan salat tarawih dan tadarus al-Qur'an di bulan Ramadan sebagai wujud ketaatan kepada Allah dan rasul-Nya   |   |   |   |   |   |  |
|          |   | f. Menunjukkan sikap tekun sebagai implementasi pemahaman pelaksanaan salat tarawih dan tadarus al-Qur'an   |   |   |   |   |   |  |
|          |   | g. Memahami pelaksanaan salat tarawih dan tadarus al-Qur'an   |   |   |   |   |   |  |
|          |   | h. mempraktikkan tatacara salat tarawih dan tadarus al-Qur'an   |   |   |   |   |   |  |
|          |   | Tarikh  | a. Meyakini kebenaran kisah Luqman sebagaimana terdapat dalam al-Qur'an   |   |   |   |   |  |
|          |   |   | b. Menunjukkan sikap rendah hati sebagai implementasi pemahaman kisah keteladanan Luqman sebagaimana terdapat dalam al-Qur'an |   |   |   |   |  |
|          | c. Memahami kisah keteladanan Luqman sebagaimana terdapat dalam al-Qur'an     |   |   |   |   |   |   |  |
|          | d. Menceritakan kisah keteladanan Luqman sebagaimana terdapat dalam al-Qur'an |   |   |   |   |   |   |  |
|          | <b>TERM 4</b>   |   |   |   |   |   |   |  |
|          | Aqidah dan Akhlak   | a. Meyakini kebenaran kisah Nabi Dawud a.s., Sulaiman a.s., Ilyas a.s., Ilyasa' a.s., dan Muhammad saw.   |   |   |   |   |   |  |
|          |   | b. Menunjukkan sikap berani, rendah hati, sabar, kerja sama, jujur dan peduli, sebagai implementasi pemahaman kisah keteladanan Nabi Dawud a.s., Sulaiman a.s., Ilyas a.s., Ilyasa' a.s., dan Muhammad saw. |   |   |   |   |   |  |
|          |   | c. Memahami kisah keteladanan Nabi Dawud a.s., Sulaiman a.s., Ilyas a.s., Ilyasa' a.s., dan Muhammad saw.   |   |   |   |   |   |  |
|          |   | d. Menceritakan kisah keteladanan Nabi Dawud a.s., Sulaiman a.s., Ilyas a.s., Ilyasa' a.s., dan Muhammad saw.   |   |   |   |   |   |  |

| Subjects              | Areas  | Learning Objectives   | Evaluation |   |   |   |   |
|-----------------------|--|---|------------|---|---|---|---|
|                       |  |   | 1          | 2 | 3 | 4 | 5 |
| AGAMA KRISTEN         | <b>TERM 1</b>  |   |            |   |   |   |   |
|                       | Nilai-nilai Kristiani  | a. Meyakini bahwa manusia berdosa sehingga perlu bertobat   |            |   |   |   |   |
|                       |  | b. Menunjukkan sikap sebagai orang yang sudah bertobat  |            |   |   |   |   |
|                       |  | c. Memahami bahwa semua manusia berdosa sehingga perlu bertobat   |            |   |   |   |   |
|                       |  | d. Menyajikan contoh cara hidup manusia yang sudah bertobat   |            |   |   |   |   |
|                       | <b>TERM 2</b>  |   |            |   |   |   |   |
|                       | Allah dan Karya-Nya  | a. Menerima dan bersyukur karya penyelamatan Allah dalam Yesus Kristus  |            |   |   |   |   |
|                       |  | b. Membiasakan berperilaku sebagai orang yang sudah diselamatkan oleh Yesus Kristus   |            |   |   |   |   |
|                       |  | c. Memahami karya penyelamatan Allah dalam Yesus Kristus  |            |   |   |   |   |
|                       |  | d. mempraktikkan cara hidup sebagai orang yang sudah diselamatkan Allah di dalam Yesus Kristus                              |            |   |   |   |   |
|                       | <b>TERM 3</b>  |   |            |   |   |   |   |
|                       | Allah Tritunggal   | a. Meyakini peran Roh Kudus dalam proses pertobatan   |            |   |   |   |   |
|                       |  | b. Bersikap sebagai orang yang dituntun Roh Kudus   |            |   |   |   |   |
|                       |  | c. Mengenal peran Roh Kudus dalam kehidupan orang yang sudah diselamatkan   |            |   |   |   |   |
|                       |  | d. Membuat karya-karya kreatif sebagai ungkapan syukur atas pertolongan Roh Kudus dalam hidup orang yang sudah diselamatkan |            |   |   |   |   |
|                       | <b>TERM 4</b>  |   |            |   |   |   |   |
| Nilai-nilai Kristiani | a. Menghayati cara hidup manusia baru                            |   |            |   |   |   |   |
|                       | b. Menunjukkan tanggung jawab sebagai manusia baru               |   |            |   |   |   |   |
|                       | c. Menerapkan contoh cara hidup manusia baru yang sudah bertobat |   |            |   |   |   |   |
|                       | d. Membuat karya terkait dengan menjadi manusia baru             |   |            |   |   |   |   |

| Subjects   | Areas                      | Learning Objectives   | Evaluation |   |   |   |   |
|--|----------------------------|---|------------|---|---|---|---|
|  |                            |   | 1          | 2 | 3 | 4 | 5 |
| AGAMA<br>KATOLIK   | <b>TERM 1</b>              |   |            |   |   |   |   |
|  | <b>Pribadi<br/>Beriman</b> | a. Bersyukur sebagai perempuan atau laki-laki seturut citra Allah   |            |   |   |   |   |
|  |                            | b. Bertanggung jawab terhadap dirinya sebagai perempuan atau laki-laki seturut citra Allah  |            |   |   |   |   |
|  |                            | c. Memahami diri sebagai perempuan atau laki-laki seturut citra Allah   |            |   |   |   |   |
|  |                            | d. Melakukan aktivitas (misalnya menyusun doa syukur/puisi/slogan/motto/menyanyikan lagu) yang menyatakan tentang dirinya sebagai perempuan atau laki-laki seturut citra Allah  |            |   |   |   |   |
|  |                            | e. Bersyukur atas lawan jenis sebagai partner yang dianugerahkan Allah untuk saling melengkapi  |            |   |   |   |   |
|  |                            | f. Santun terhadap lawan jenis sebagai partner yang sederajat untuk saling melengkapi   |            |   |   |   |   |
|  |                            | g. Memahami lawan jenis sebagai partner yang dianugerahkan Allah untuk saling melengkapi  |            |   |   |   |   |
|  |                            | h. Melakukan aktivitas (misalnya kerja sama dalam suatu kegiatan/permainan bersama/menulis releksi/puisi) yang menunjukkan sikap menghormati lawan jenis sebagai anugerah Allah |            |   |   |   |   |
|  | <b>TERM 2</b>              |   |            |   |   |   |   |
|  | <b>Pribadi<br/>Beriman</b> | a. Beriman kepada Allah melalui kisah tokoh-tokoh Perjanjian Lama seperti; Daud, Salomo, dan Ester  |            |   |   |   |   |
| b. Percaya diri dalam berinteraksi dengan sesama, dengan meneladan para tokoh Perjanjian Lama seperti: Daud, Salomo, dan Ester |                            |   |            |   |   |   |   |
| c. Memahami karya keselamatan Allah yang dialami tokoh-tokoh Perjanjian Lama dalam kisah Daud, Salomo, dan Ester               |                            |   |            |   |   |   |   |

| Subjects  | Areas         | Learning Objectives  | Evaluation |   |   |   |   |
|---|---------------|--|------------|---|---|---|---|
|   |               |  | 1          | 2 | 3 | 4 | 5 |
|   |               | d. Melakukan aktivitas (misalnya menceritakan kembali/bermain peran/menulis refleksi dan sebagainya) mengenai tokoh-tokoh Perjanjian Lama seperti dalam kisah Daud, Salomo, atau Ester   |            |   |   |   |   |
|   | Yesus Kristus | a. Beriman kepada Allah melalui karya keselamatan-Nya dalam peristiwa sengsara, wafat, dan kebangkitan Yesus   |            |   |   |   |   |
|   |               | b. Percaya diri dalam mengungkapkan imannya akan Yesus Kristus yang sengsara, wafat, dan bangkit   |            |   |   |   |   |
|   |               | c. Memahami sengsara, wafat, dan kebangkitan Yesus sebagai puncak karya keselamatan Allah  |            |   |   |   |   |
|   |               | d. Melakukan aktivitas (misalnya membuat gambar salib dari biji-bijian/melukis wajah Yesus, melukiskan salah satu kisah jalan salib), menuliskan refleksi/puisi, dan sebagainya) yang bertemakan sengsara, wafat, dan kebangkitan Yesus sebagai puncak karya keselamatan Allah |            |   |   |   |   |
|   | <b>TERM 3</b> |  |            |   |   |   |   |
|   | Yesus Kristus | a. Percaya akan hidup baru dalam Roh Kudus   |            |   |   |   |   |
|   |               | b. Bertanggung jawab dalam mengusahakan hidup baru yang dijiwai Roh Kudus melalui doa-doa  |            |   |   |   |   |
|   |               | c. Memahami hidup baru dalam Roh Kudus yang terungkap melalui doa-doa  |            |   |   |   |   |
|   |               | d. Melakukan aktivitas (misalnya menuliskan refleksi/puisi/melukis) yang berkaitan dengan perbuatan-perbuatan yang menunjukkan hidup baru dalam Roh Kudus  |            |   |   |   |   |
|   | Gereja        | a. Percaya akan Roh Kudus yang berkarya dalam kehidupan menggereja   |            |   |   |   |   |
|   |               | b. Disiplin dalam kehidupan menggereja sesuai dengan karya Roh Kudus   |            |   |   |   |   |
|   |               | c. Memahami karya Roh Kudus dalam kehidupan menggereja   |            |   |   |   |   |
| a. Melakukan aktivitas (misalnya membuat kliping/menggambar) yang berkaitan dengan kehidupan menggereja sebagai karya Roh Kudus |               |  |            |   |   |   |   |



| Subjects           | Areas                | Learning Objectives  | Evaluation |   |   |   |   |
|--------------------|----------------------|--|------------|---|---|---|---|
|                    |                      |  | 1          | 2 | 3 | 4 | 5 |
| <b>TERM 4</b>      |                      |  |            |   |   |   |   |
|                    | <b>Yesus Kristus</b> | a. Bersyukur atas buah-buah Roh yang dapat mengembangkan kehidupan bersama dalam masyarakat  |            |   |   |   |   |
|                    |                      | b. Peduli untuk mewujudkan buah-buah Roh Kudus dalam kehidupan bersama di masyarakat   |            |   |   |   |   |
|                    |                      | c. Memahami buah-buah Roh sebagai nilai yang sangat dibutuhkan demi pengembangan kehidupan dalam masyarakat  |            |   |   |   |   |
|                    |                      | d. Melakukan aktivitas (misalnya membuat slogan/motto/puisi) tentang kehidupan bersama di masyarakat sebagai karya Roh Kudus   |            |   |   |   |   |
|                    |                      | e. Bersyukur kepada Tuhan dengan mewujudkan nilai-nilai kejujuran dan keadilan dalam kehidupan bermasyarakat sebagai tanggapan atas karya Roh Kudus  |            |   |   |   |   |
|                    |                      | f. Jujur dan adil dalam kehidupan bermasyarakat sebagai wujud karya Roh Kudus  |            |   |   |   |   |
|                    |                      | g. Memahami nilai-nilai kejujuran dan keadilan dalam kehidupan bermasyarakat sebagai perwujudan karya Roh Kudus  |            |   |   |   |   |
|                    |                      | a. Melakukan aktivitas (misalnya menuliskan refleksi/menceritakan kembali/menulis biografi singkat) yang berkaitan dengan tokoh-tokoh yang memperjuangkan keadilan dan kejujuran di masyarakat sebagai wujud karya Roh Kudus |            |   |   |   |   |
| <b>TERM 1</b>      |                      |  |            |   |   |   |   |
| <b>AGAMA HINDU</b> | <b>Kitab Suci</b>    | a. Menjalankan kitab Suci Veda sebagai sumber hukum Hindu  |            |   |   |   |   |
|                    |                      | b. Disiplin melaksanakan ajaran kitab suci Veda sebagai pedoman dalam segala tindakan  |            |   |   |   |   |
|                    |                      | c. Memahami kitab suci Veda sebagai sumber hukum Hindu   |            |   |   |   |   |
|                    |                      | d. Menyajikan contoh-contoh kitab Veda Sruti dan Veda Smerti sebagai sumber hukum Hindu  |            |   |   |   |   |

| Subjects      | Areas         | Learning Objectives  | Evaluation |   |   |   |   |
|---------------|---------------|--|------------|---|---|---|---|
|               |               |  | 1          | 2 | 3 | 4 | 5 |
| <b>TERM 2</b> |               |  |            |   |   |   |   |
|               | <b>Sradha</b> | a. Menjalankan ajaran Catur Marga Yoga sebagai jalan mencapai Moksha   |            |   |   |   |   |
|               |               | b. Disiplin melaksanakan ajaran Catur Marga Yoga sebagai jalan mencapai kesempurnaan hidup (Moksha)                    |            |   |   |   |   |
|               |               | c. Mengenal ajaran Catur Marga Yoga dalam agama Hindu  |            |   |   |   |   |
|               |               | d. Menerapkan ajaran Catur Marga Yoga sebagai jalan mencapai kesempurnaan hidup  |            |   |   |   |   |
|               | <b>Susila</b> | a. Menjalankan ajaran Catur Guru sebagai landasan bertindak  |            |   |   |   |   |
|               |               | b. Menunjukkan perilaku disiplin menjalankan ajaran Catur Guru sebagai wujud bhakti kepada guru                        |            |   |   |   |   |
|               |               | c. Mengenal ajaran Catur Guru yang patut dihormati   |            |   |   |   |   |
|               |               | d. Menerapkan ajaran Catur Guru dalam kehidupan sehari-hari  |            |   |   |   |   |
| <b>TERM 3</b> |               |  |            |   |   |   |   |
|               | <b>Sradha</b> | a. Menerima kemahakuasaan Sang Hyang Widhi sebagai Cadhu Sakti   |            |   |   |   |   |
|               |               | b. Menunjukkan perilaku disiplin sebagai wujud rasa tanggung jawab atas kebesaran Sang Hyang Widhi sebagai Cadhu Sakti |            |   |   |   |   |
|               |               | c. Memahami kemahakuasaan Sang Hyang Widhi sebagai Cadhu Sakti   |            |   |   |   |   |
|               |               | d. Menyajikan ajaran Cadhu Sakti atas kemahakuasaan Sang Hyang Widhi penguasa alam semesta                             |            |   |   |   |   |
| <b>TERM 4</b> |               |  |            |   |   |   |   |
|               | <b>Yadnya</b> | a. Menghargai tempat-tempat suci dalam agama Hindu   |            |   |   |   |   |
|               |               | b. Menunjukkan perilaku bertanggung jawab untuk menjaga kelestarian tempat suci  |            |   |   |   |   |
|               |               | c. Mengenal tempat-tempat suci dalam agama Hindu   |            |   |   |   |   |

| Subjects       | Areas   | Learning Objectives  | Evaluation |   |   |   |   |
|----------------|---|--|------------|---|---|---|---|
|                |   |  | 1          | 2 | 3 | 4 | 5 |
|                |   | d. Menyajikan bentuk dan struktur tempat suci dalam agama Hindu  |            |   |   |   |   |
| AGAMA<br>BUDHA | <b>TERM 1</b>   |  |            |   |   |   |   |
|                | Sejarah   | a. Menerima kisah Petapa Siddharta pada masa bertapa dan gangguan mara   |            |   |   |   |   |
|                |   | b. Menunjukkan perilaku percaya diri setelah memahami masa bertapa dan gangguan mara   |            |   |   |   |   |
|                |   | c. Memahami masa bertapa dan gangguan mara   |            |   |   |   |   |
|                |   | d. Menyajikan faktual tentang masa bertapa dan gangguan mara   |            |   |   |   |   |
|                | <b>TERM 2</b>   |  |            |   |   |   |   |
|                | Sila  | a. Menghargai delapan kondisi duniawi dan hakikat perbedaan kehidupan menurut Ajaran Buddha                                  |            |   |   |   |   |
|                |   | b. Menunjukkan perilaku jujur dalam menghadapi delapan kondisi duniawi dan hakikat perbedaan kehidupan menurut Ajaran Buddha |            |   |   |   |   |
|                |   | c. Memahami delapan kondisi duniawi dan hakikat perbedaan kehidupan menurut Ajaran Buddha dalam kehidupan sehari-hari        |            |   |   |   |   |
|                |   | d. Menyajikan konseptual tentang delapan kondisi duniawi dan hakikat perbedaan kehidupan menurut Ajaran Buddha               |            |   |   |   |   |
|                | <b>TERM 3</b>   |  |            |   |   |   |   |
|                | Sila  | a. Menjalankan cara-cara berdana yang baik dan benar   |            |   |   |   |   |
|                |   | b. Menunjukkan perilaku peduli dalam berdana yang baik dan benar   |            |   |   |   |   |
|                |   | c. Memahami cara-cara berdana yang baik dan benar  |            |   |   |   |   |
|                |   | d. mempraktikkan cara-cara berdana yang baik dan benar   |            |   |   |   |   |
|                | <b>TERM 4</b>   |  |            |   |   |   |   |
| Panna          | a. Menerima empat macam jalan kesuksesan dan empat macam teman sejati dalam kehidupan sehari-hari |  |            |   |   |   |   |

| Subjects                        | Areas              | Learning Objectives  | Evaluation |   |   |   |   |
|---------------------------------|--------------------|--|------------|---|---|---|---|
|                                 |                    |  | 1          | 2 | 3 | 4 | 5 |
|                                 |                    | b. Menunjukkan percaya diri setelah memahami empat macam jalan kesuksesan dan empat macam teman sejati dalam kehidupan sehari-hari |            |   |   |   |   |
|                                 |                    | c. Memahami empat macam jalan kesuksesan dan empat macam teman sejati  |            |   |   |   |   |
|                                 |                    | d. Menyajikan empat macam jalan kesuksesan dan empat macam teman sejati.   |            |   |   |   |   |
| <b>AGAMA<br/>KHONGHUC<br/>U</b> | <b>TERM 1</b>      |  |            |   |   |   |   |
|                                 | <b>Keimanan</b>    | a. Menerima konsep Yin Yang dalam diri manusia   |            |   |   |   |   |
|                                 |                    | b. Mensyukuri adanya unsur nyawa dan roh dalam diri manusia  |            |   |   |   |   |
|                                 |                    | c. Memahami Guishen dalam arti Tian Yang Maha Roh serta adanya nyawa dan roh pada diri manusia                                     |            |   |   |   |   |
|                                 |                    | d. mempraktikkan cara menjaga kebersihan badan dan hati dengan jingzuo   |            |   |   |   |   |
|                                 |                    | e. Menerima sembahyang sebagai pokok agama   |            |   |   |   |   |
|                                 |                    | f. Menunjukkan sikap hormat dan sujud dalam bersembahyang kepada Tian  |            |   |   |   |   |
|                                 |                    | g. Memahami pentingnya sembahyang kepada Tian  |            |   |   |   |   |
|                                 |                    | h. Menceritakan pengalaman melaksanakan sembahyang kepada Tian   |            |   |   |   |   |
|                                 | <b>TERM 2</b>      |  |            |   |   |   |   |
|                                 | <b>Tata Ibadah</b> | a. Menerima tanda-tanda kebesaran alam untuk memahami kemahabesaran Tian   |            |   |   |   |   |
|                                 |                    | b. Menunjukkan sikap hati-hati, bertanggung jawab, dan menghargai waktu  |            |   |   |   |   |
|                                 |                    | c. Memahami makna sembahyang berkaitan dengan perubahan musim dan keharmonisan alam  |            |   |   |   |   |

| Subjects      | Areas                 | Learning Objectives  | Evaluation |   |   |   |   |
|---------------|-----------------------|--|------------|---|---|---|---|
|               |                       |  | 1          | 2 | 3 | 4 | 5 |
|               |                       | d. Membuat tulisan terkait nilai-nilai kebajikan yang terkandung dalam sembahyang serta berkaitan dengan perubahan musim dan keharmonisan alam |            |   |   |   |   |
| <b>TERM 3</b> |                       |  |            |   |   |   |   |
|               | <b>Tata Ibadah</b>    | a. Menerima keberadaan para leluhur untuk memahami kemahabesaran Tian  |            |   |   |   |   |
|               |                       | b. Menunjukkan sikap lembut, hati-hati, bertanggung jawab, dan tidak sembarangan dalam berinteraksi dengan sesama                              |            |   |   |   |   |
|               |                       | c. Memahami makna sembahyang kepada leluhur seperti sembahyang Tahun Baru, Zuji (wafat orang tua), Qingming, Zhong Yuan, dan Jing Heping       |            |   |   |   |   |
|               |                       | d. Mempraktikkan cara sembahyang kepada leluhur  |            |   |   |   |   |
|               | <b>Perilaku Junzi</b> | a. Menerima orang tua dan leluhur untuk memahami asal keberadaan kita dan kemahabesaran Tian   |            |   |   |   |   |
|               |                       | b. Menunjukkan sikap bertanggung jawab terhadap nama baik diri dan nama baik keluarga  |            |   |   |   |   |
|               |                       | c. Memahami silsilah keluarga dan marga  |            |   |   |   |   |
|               |                       | d. Menggambarkan silsilah keluarga besar dari pihak ayah dan ibu serta mencari tahu marganya   |            |   |   |   |   |
| <b>TERM 4</b> |                       |  |            |   |   |   |   |
|               | <b>Sejarah Suci</b>   | a. Menerima adanya wahyu Tian yang diterima oleh para nabi dan raja suci   |            |   |   |   |   |
|               |                       | b. Menghormati sabda-sabda para nabi purba   |            |   |   |   |   |
|               |                       | c. Mengetahui sejarah suci dan karya-karya para Nabi dan Raja suci   |            |   |   |   |   |
|               |                       | d. Membuat mindmap tentang nabi purba dan raja suci dengan karya-karyanya  |            |   |   |   |   |
| <b>PHE</b>    | <b>TERM 1</b>         |  |            |   |   |   |   |

| Subjects      | Areas   | Learning Objectives   | Evaluation |   |   |   |   |
|---------------|---|---|------------|---|---|---|---|
|               |   |   | 1          | 2 | 3 | 4 | 5 |
|               | Permainan Olahraga dan Aktivitas Pengembangan | a. Memahami dan menerapkan kombinasi gerak lokomotor, non-lokomotor, dan manipulatif sesuai dengan konsep tubuh, ruang, usaha, dan keterhubungan dalam berbagai permainan bola besar sederhana dan atau tradisional       |            |   |   |   |   |
|               |   | b. Memahami dan menerapkan kombinasi gerak dasar lokomotor, non-lokomotor, dan manipulatif sesuai dengan konsep tubuh, ruang, usaha, dan keterhubungan dalam berbagai permainan bola kecil sederhana dan atau tradisional |            |   |   |   |   |
|               |   | c. Memahami dan menerapkan kombinasi gerak dasar jalan, lari, lompat, dan lempar melalui permainan/olahraga yang dimodifikasi dan atau olahraga tradisional   |            |   |   |   |   |
|               | <b>TERM 2</b>                                 |   |            |   |   |   |   |
|               | Aktivitas Pengembangan                        | a. Memahami dan menerapkan variasi gerak dasar lokomotor dan non lokomotor untuk membentuk gerak dasar seni beladiri  |            |   |   |   |   |
|               |   | b. Memahami dan menerapkan aktivitas latihan daya tahan jantung ( <i>cardio respiratory</i> ) untuk pengembangan kebugaran jasmani  |            |   |   |   |   |
|               | Aktivitas Senam                               | Memahami dan menerapkan kombinasi pola gerak dominan (bertumpu, bergantung, keseimbangan, berpindah/lokomotor, tolakan, putaran, ayunan, melayang, dan mendarat) untuk membentuk dasar senam menggunakan alat             |            |   |   |   |   |
|               | <b>TERM 3</b>                                 |   |            |   |   |   |   |
|               | Aktivitas Ritmik                              | Memahami dan menerapkan penggunaan kombinasi gerak dasar langkah dan ayunan lengan mengikuti irama (ketukan) tanpa/dengan musik dalam aktivitas gerak berirama  |            |   |   |   |   |
|               | Aktivitas Air                                 | Memahami dan menerapkan salah satu gaya renang dengan koordinasi yang baik pada jarak tertentu  |            |   |   |   |   |
| <b>TERM 4</b> |   |   |            |   |   |   |   |

| Subjects | Areas     | Learning Objectives   | Evaluation |   |   |   |   |
|----------|-----------|---|------------|---|---|---|---|
|          |           |   | 1          | 2 | 3 | 4 | 5 |
|          | Kesehatan | a. Memahami dan menerapkan konsep pemeliharaan diri dan orang lain dari penyakit menular dan tidak menular  |            |   |   |   |   |
|          |           | b. Memahami dan mempresentasikan bahaya merokok, minuman keras, dan narkotika, zat-zat aditif (NAPZA) dan obat berbahaya lainnya terhadap kesehatan tubuh |            |   |   |   |   |