2016 / Academic year

|                    | Subject: General Knowledge   |     |  |    |   |    |    |  |            |  |
|--------------------|--|-----|--|----|---|----|----|--|------------|--|
| The Requirem       | nents of Basic Academic Attainments at Primary Education (1)   | (St | Teaching Corate the name and content o |    | gh the following teaching school-based curriculum / |    |    | If not covered,<br>please state the<br>reason(s) and | Damark(s). |  |
| Learning<br>Domain | Concrete Content   | P1  | P2                                     | Р3 | P4  | P5 | Р6 | provide<br>possible<br>solution(s)                   | Remark(s): |  |
| Healthy Life       | A-1-1 Be able to tell that birth, aging, sickness and death are the inevitable processes of life;  A-1-2 Be able to tell the main components of human body and their respective functions, and know how to protect themselves and respect others' bodies;  A-1-3 Be able to distinguish the physiological differences between the sexes and respect physical privacy;  A-1-4 Be able to choose a correct diet according to the healthy eating pyramid;  A-1-5 Be able to list the common methods of preserving and handling food, and understand the influence of these methods on food safety and nutritional value;  A-1-6 Be able to tell the influence of environmental hygiene on health, and know how to maintain personal and environmental hygiene;  A-1-7 Be able to tell the common childhood illnesses and the basic ways to prevent these illnesses, as well as have the awareness of seeking early treatment; |     |  |    |   |    |    | solution(s)  |            |  |
|                    | A-1-8 Have safety awareness in   |     |  |    |   |    |    |  |            |  |

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| The Require                | ments of Basic Academic Attainments at Primary Education (1) | (8 | Teaching Cor |    | gh the following teaching<br>school-based curriculum / |    | )  | If not covered,<br>please state the<br>reason(s) and | <b>.</b>   |
| Learning<br>Domain         | Concrete Content   | P1 | P2           | Р3 | P4   | P5 | P6 | provide<br>possible<br>solution(s)                   | Remark(s): |
|                            | daily life;  |    |              |    |  |    |    |  |            |
|                            | A-2-1 Be able to tell the                                    |    |              |    |  |    |    |  |            |
|                            | composition and functions of the                             |    |              |    |  |    |    |  |            |
|                            | main systems of human body;                                  |    |              |    |  |    |    |  |            |
|                            | A-2-2 Be able to explain the                                 |    |              |    |  |    |    |  |            |
|                            | physical and mental changes in                               |    |              |    |  |    |    |  |            |
|                            | boys and girls during adolescence,                           |    |              |    |  |    |    |  |            |
|                            | and accept themselves, as well as                            |    |              |    |  |    |    |  |            |
|                            | respect others' changes as they                              |    |              |    |  |    |    |  |            |
|                            | grow;  |    |              |    |  |    |    |  |            |
|                            | A-2-3 Be able to obtain sexual                               |    |              |    |  |    |    |  |            |
|                            | knowledge through proper                                     |    |              |    |  |    |    |  |            |
|                            | channels and be willing to express                           |    |              |    |  |    |    |  |            |
|                            | their views on sex to the elders;                            |    |              |    |  |    |    |  |            |
|                            | A-2-4 Be able to describe the                                |    |              |    |  |    |    |  |            |
|                            | process of the birth of life and                             |    |              |    |  |    |    |  |            |
|                            | cherish life;  |    |              |    |  |    |    |  |            |
|                            | A-2-5 Be able to tell the                                    |    |              |    |  |    |    |  |            |
|                            | adverse consequences of minors                               |    |              |    |  |    |    |  |            |
|                            | having sexual behaviours;                                    |    |              |    |  |    |    |  |            |
|                            | A-2-6 Be able to select healthy                              |    |              |    |  |    |    |  |            |
|                            | food and safe daily necessities                              |    |              |    |  |    |    |  |            |
|                            | according to the product labels;                             |    |              |    |  |    |    |  |            |
|                            | A-2-7 Be able to tell the                                    |    |              |    |  |    |    |  |            |
|                            | nutritional value of different types                         |    |              |    |  |    |    |  |            |
|                            | of food and design a simple                                  |    |              |    |  |    |    |  |            |
|                            | healthy menu;  |    |              |    |  |    |    |  |            |
|                            | A-2-8 Be able to collect,                                    |    |              |    |  |    |    |  |            |
|                            | organise and analyse information,                            |    |              |    |  |    |    |  |            |
|                            | as well as exchange and discuss                              |    |              |    |  |    |    |  |            |
|                            | topics about healthy life with                               |    |              |    |  |    |    |  |            |
|                            | classmates;  |    |              |    |  |    |    |  |            |
|                            | A-2-9 Be able to tell the harm                               |    |              |    |  |    |    |  |            |
|                            | of common infectious diseases and                            |    |              |    |  |    |    |  |            |

2016 / 2017 Academic year

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| The Requirer       | nents of Basic Academic Attainments at Primary Education (1) | (St | Teaching Contact the name and content of |    | gh the following teaching school-based curriculum / |    |    | If not covered,<br>please state the<br>reason(s) and | <b>D</b>   |
| Learning<br>Domain | Concrete Content   | P1  | P2                                       | Р3 | P4  | P5 | P6 | provide<br>possible<br>solution(s)                   | Remark(s): |
|                    | know how to prevent them;                                    |     |  |    |   |    |    |  |            |
|                    | A-2-10 Be able to notice the                                 |     |  |    |   |    |    |  |            |
|                    | potential crises in the environment                          |     |  |    |   |    |    |  |            |
|                    | and have the ability to seek help                            |     |  |    |   |    |    |  |            |
|                    | and help themselves.   |     |  |    |   |    |    |  |            |
|                    | B-1-1 Understand the meaning                                 |     |  |    |   |    |    |  |            |
|                    | of currency;   |     |  |    |   |    |    |  |            |
|                    | B-1-2 Be able to identify the                                |     |  |    |   |    |    |  |            |
|                    | major industries and common                                  |     |  |    |   |    |    |  |            |
|                    | occupations in Macao;  |     |  |    |   |    |    |  |            |
|                    | B-1-3 Be able to tell the roles                              |     |  |    |   |    |    |  |            |
|                    | and responsibilities of an                                   |     |  |    |   |    |    |  |            |
|                    | individual in different                                      |     |  |    |   |    |    |  |            |
|                    | communities;   |     |  |    |   |    |    |  |            |
|                    | B-1-4 Be able to name the                                    |     |  |    |   |    |    |  |            |
|                    | common facilities and the services                           |     |  |    |   |    |    |  |            |
|                    | provided in the community;                                   |     |  |    |   |    |    |  |            |
|                    | B-1-5 Be able to learn by using                              |     |  |    |   |    |    |  |            |
| Culture,           | community resources;   |     |  |    |   |    |    |  |            |
| -                  | B-1-6 Be able to list the                                    |     |  |    |   |    |    |  |            |
| Life               | common means of transportation                               |     |  |    |   |    |    |  |            |
|                    | and know the function of                                     |     |  |    |   |    |    |  |            |
|                    | transportation in the society;                               |     |  |    |   |    |    |  |            |
|                    | B-1-7 Be able to tell the major                              |     |  |    |   |    |    |  |            |
|                    | festivals in Macao and enjoy                                 |     |  |    |   |    |    |  |            |
|                    | participating in the celebration                             |     |  |    |   |    |    |  |            |
|                    | activities;  |     |  |    |   |    |    |  |            |
|                    | B-1-8 Be able to tell that Macao                             |     |  |    |   |    |    |  |            |
|                    | is a city with the blend of eastern                          |     |  |    |   |    |    |  |            |
|                    | and western cultures, and respect                            |     |  |    |   |    |    |  |            |
|                    | different cultures; $B-1-9$ Be able to explain with          |     |  |    |   |    |    |  |            |
|                    |  |     |  |    |   |    |    |  |            |
|                    | examples the ancient history and                             |     |  |    |   |    |    |  |            |
|                    | rich culture of  |     |  |    |   |    |    |  |            |

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| Learning<br>Domain | Concrete Content   | P1  | P2                                     | Р3 | P4  | P5 | Р6 | provide<br>possible<br>solution(s)                   | Kemark(s); |
|                    | China;   |     |  |    |   |    |    |  |            |
|                    | B-1-10 Enjoy reading historical                              |     |  |    |   |    |    |  |            |
|                    | stories and have an interest in                              |     |  |    |   |    |    |  |            |
|                    | history and culture;   |     |  |    |   |    |    |  |            |
|                    | B-1-11 Be able to tell that there                            |     |  |    |   |    |    |  |            |
|                    | are rich and diverse ethnic cultures                         |     |  |    |   |    |    |  |            |
|                    | in the world and respect different                           |     |  |    |   |    |    |  |            |
|                    | customs and traditions;                                      |     |  |    |   |    |    |  |            |
|                    | B-2-1 Be able to be aware of                                 |     |  |    |   |    |    |  |            |
|                    | social issues and be willing to                              |     |  |    |   |    |    |  |            |
|                    | discuss them with others;                                    |     |  |    |   |    |    |  |            |
|                    | B-2-2 Be able to discuss the                                 |     |  |    |   |    |    |  |            |
|                    | influence of the economic and                                |     |  |    |   |    |    |  |            |
|                    | industrial development of Macao                              |     |  |    |   |    |    |  |            |
|                    | on the life of Macao residents;                              |     |  |    |   |    |    |  |            |
|                    | B-2-3 Be able to discuss the                                 |     |  |    |   |    |    |  |            |
|                    | population issue of Macao by                                 |     |  |    |   |    |    |  |            |
|                    | analysing charts or data;                                    |     |  |    |   |    |    |  |            |
|                    | B-2-4 Be able to illustrate with                             |     |  |    |   |    |    |  |            |
|                    | examples the close link between                              |     |  |    |   |    |    |  |            |
|                    | Macao and the nearby regions in                              |     |  |    |   |    |    |  |            |
|                    | terms of the life of Macao residents                         |     |  |    |   |    |    |  |            |
|                    | and economic development, etc;                               |     |  |    |   |    |    |  |            |
|                    | B-2-5 Be able to tell the                                    |     |  |    |   |    |    |  |            |
|                    | geographical location,                                       |     |  |    |   |    |    |  |            |
|                    | geographical features and territory                          |     |  |    |   |    |    |  |            |
|                    | of China;  |     |  |    |   |    |    |  |            |
|                    | B-2-6 Be able to point out the                               |     |  |    |   |    |    |  |            |
|                    | major social issues in China and                             |     |  |    |   |    |    |  |            |
|                    | the world, and discuss them with                             |     |  |    |   |    |    |  |            |
|                    | others;  |     |  |    |   |    |    |  |            |
|                    | B-2-7 Be able to discuss the                                 |     |  |    |   |    |    |  |            |
|                    | influence of media on the attitudes                          |     |  |    |   |    |    |  |            |
|                    | and ways of life of the adolescent;                          |     |  |    |   |    |    |  |            |

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| The Require                | ments of Basic Academic Attainments at  Primary Education (1) | (Si | Teaching Contact the name and content of |    | gh the following teaching<br>school-based curriculum / |    |    | If not covered,<br>please state the<br>reason(s) and | D L(A)     |
| Learning<br>Domain         | Concrete Content  | P1  | P2                                       | Р3 | P4   | P5 | P6 | provide<br>possible<br>solution(s)                   | Remark(s): |
|                            | B-2-8 Be able to conduct                                      |     |  |    |  |    |    |  |            |
|                            | simple social surveys;  |     |  |    |  |    |    |  |            |
|                            | B-2-9 Be able to explain the                                  |     |  |    |  |    |    |  |            |
|                            | causes of food crisis and develop                             |     |  |    |  |    |    |  |            |
|                            | the attitude and habit of cherishing                          |     |  |    |  |    |    |  |            |
|                            | food;   |     |  |    |  |    |    |  |            |
|                            | B-2-10 Be able to tell the rights                             |     |  |    |  |    |    |  |            |
|                            | and interests of consumers;                                   |     |  |    |  |    |    |  |            |
|                            | B-2-11 Be able to tell that                                   |     |  |    |  |    |    |  |            |
|                            | Macao was a platform for the                                  |     |  |    |  |    |    |  |            |
|                            | exchange of eastern and western                               |     |  |    |  |    |    |  |            |
|                            | cultures in early times, and Macao                            |     |  |    |  |    |    |  |            |
|                            | has great contribution to the                                 |     |  |    |  |    |    |  |            |
|                            | exchange and development of                                   |     |  |    |  |    |    |  |            |
|                            | eastern and western cultures;                                 |     |  |    |  |    |    |  |            |
|                            | B-2-12 Be able to collect,                                    |     |  |    |  |    |    |  |            |
|                            | organise and analyse information,                             |     |  |    |  |    |    |  |            |
|                            | discuss and exchange views on the                             |     |  |    |  |    |    |  |            |
|                            | topic of the Historic Centre of                               |     |  |    |  |    |    |  |            |
|                            | Macao with classmates;  |     |  |    |  |    |    |  |            |
|                            | B-2-13 Be able to appreciate                                  |     |  |    |  |    |    |  |            |
|                            | and protect cultural heritage;                                |     |  |    |  |    |    |  |            |
|                            | B-2-14 Be able to name the                                    |     |  |    |  |    |    |  |            |
|                            | famous historical figures who once                            |     |  |    |  |    |    |  |            |
|                            | lived in Macao and appreciate their                           |     |  |    |  |    |    |  |            |
|                            | contribution to Macao, China and                              |     |  |    |  |    |    |  |            |
|                            | the world;  |     |  |    |  |    |    |  |            |
|                            | B-2-15 Be able to tell the major                              |     |  |    |  |    |    |  |            |
|                            | cultural events in Macao and enjoy                            |     |  |    |  |    |    |  |            |
|                            | participating in cultural activities;                         |     |  |    |  |    |    |  |            |
|                            | B-2-16 Be able to tell the                                    |     |  |    |  |    |    |  |            |
|                            | process of the Portuguese                                     |     |  |    |  |    |    |  |            |
|                            | settlement in Macao;  |     |  |    |  |    |    |  |            |
|                            | B-2-17 Be able to explore the                                 |     |  |    |  |    |    |  |            |

| The content of Place Academic Assistances and a "Sale for the name and content for twelvest modelles / selection for the formation:    Pack   18   | Subject: General Knowledge |                                     |    |    |    |    |    |    |                     |            |
|--|----------------------------|-------------------------------------|----|----|----|----|----|----|---------------------|------------|
| Construction   Construct Cambers   P1   P2   P3   P4   P5   P6   provide pro   | The Require                |                                     | (S |    |    |    |    |    | please state the    |            |
| Portuguese gradual occupation of Macao by reading different historical information:  B = 2 - 11 But subt to describe the process and significance of China's resumption of sovereignty over Macao:  B = 2 - 19 But able to name the Four Great Inventions of ancient China and their contribution to the development of human civilisation;  B = 2 - 20 Be able to explore the influence of important historical figures and events in different periods on China:  B = 2 - 21 Be able to real the contribution to the development of human civilisation;  B = 2 - 22 Be cable to real the end of the development of human civilisation;  B = 2 - 22 Be cable to mame the major religions in the world and respect different religious beliefs.  C - 1 - 1 Be able to identify the morphological characteristics and living and non-living things:  C - 1 - 2 Be able to identify the morphological characteristics and living things:  C - 1 - 2 Be able to identify the morphological characteristics and living things:  C - 1 - 4 Be able to know that plants:  C - 1 - 4 Be able  |                            | Concrete Content                    | P1 | P2 | Р3 | P4 | P5 | P6 | provide<br>possible | Remark(s): |
| Macao by reading different historical information:  B 2 18 Reade to describe the process and significance of China's resumption of socretique over Macao:  Macao:  B 2 19 Be able to name the Four Great Inventions of ancient China and their contribution to the development of Diman civilisation:  B -2 19 Be able to explore the influence of important historical figures and events in different periods on China;  B -2 -20 Be able to explore the influence of important historical figures and events in different periods on China;  B -2 -2 19 Be able to tell the contribution of the four ancient civilisations of the world to the development of Diman civilisation;  B -2 -2 19 Be able to that the world and respect different religious beliefs.  C -1 -1 Be able to distinguish living and non-living things;  C -1 -2 Be able to identify the morphological characteristics and living habits of common animals;  Environment and Life  Actural Environment C -1 -3 Be able to sell the financians of the sell and the financians of the self and the financians of the s |                            | process and influence of the        |    |    |    |    |    |    |                     |            |
| historical information;  B = 2 - 18 Be able to describe the process and significance of China's resumption of sovereignty over Macan;  B = 2 - 19 Be able to name the Pour Great Inventions of ancient China and their contribution to the development of human civilisation;  B = 2 - 20 Be able to explore the influence of important historical figures and events in different periods on China;  B = 2 - 21 Be able to tell the contribution of the four ancient civilisations of the four ancient civilisations of the world to the development of human civilisation;  B = 2 - 22 Be able to anne the major religions in the world and respect different religions beliefs.  C - 1 - 1 Be able to distinguish fiving and mon-living things;  C - 1 - 2 Be able to identify the morphological characteristics and living habits of common animals.  Natural Environment C - 1 - 3 Be able to identify the morphological characteristics and living habits of common animals.  C - 1 - 3 Be able to know that leaves in plants;  C - 1 - 4 Be able to know that plants need water, air, sunlight and  |                            | Portuguese gradual occupation of    |    |    |    |    |    |    |                     |            |
| B = 2 = 18 Be able to describe the process and significance of China's resumption of sovereignty over Macan:  H = 2 = 19 Be able to mame the Four Great Inventions of ancient China and their contribution to the development of human civilisation:  B = 2 = 20 Be able to explore the influence of important historical figures and events in different periods on China:  B = 2 = 21 Be able to tell the contribution of the four ancient civilisation:  B = 2 = 21 Be able to tell the contribution of the four ancient civilisations of the world to the development of human civilisation:  B = 2 = 22 Be able to name the major religions in the world and respect different religious beliefs.  C = 1 = 1 Be able to distinguish living and non-living things:  C = 1 = 2 Be able to distinguish living and non-living things:  C = 1 = 2 Be able to distinguish living things:  C = 1 = 3 Be able to dentify the morphological characteristics and leaves in plants;  C = 1 = 4 Be able to know that plants need water, air, sunlight and   |                            | Macao by reading different          |    |    |    |    |    |    |                     |            |
| process and vignificance of China's resumption of sovereignty over Mause:  8 2 19 Be able to name the Four Great Inventions of ancient China and their contribution to the development of human civilisation:  8 2 20 Be able to explore the influence of important historical figures and events in different periods on China;  8 2 2 10 Be able to explore the influence of important historical figures and events in different periods on China;  8 2 2 10 Be able to tell the contribution of the four ancient civilisation; and their civilisations of the world to the development of human civilisation;  8 2 - 22 Be able to name the major religions heliefs.  8 2 - 22 Be able to name the major religions heliefs.  8 - 2 - 22 Be able to distinguish living and non-living things:  8 - 2 - 1 Be able to distinguish living and non-living things:  8 - 1 - 1 Be able to distinguish living and non-living things:  8 - 1 - 1 Be able to distinguish living and non-living things:  9 - 1 - 1 Be able to distinguish living and non-living things:  9 - 1 - 1 Be able to distinguish living and non-living things:  9 - 1 - 1 Be able to distinguish living and non-living things:  9 - 1 - 1 Be able to distinguish living labits of common animals;  1 - 1 - 1 Be able to distinguish living labits of common animals;  1 - 1 - 1 Be able to distinguish living labits of common animals;  1 - 1 - 1 Be able to distinguish living labits of common animals;  1 - 1 - 1 Be able to know that plants need water, air, sunlight and  |                            | historical information;             |    |    |    |    |    |    |                     |            |
| resumption of sovereignty over  Macao:  B 2 19 Se able to name the Four Great Inventions of ancient China and their contribution to the development of human civilisation;  B -2 -20 Be able to explore the influence of important historical figures and events in different periods on China:  B -2 -21 Be able to tell the contribution of the four ancient civilisations of the world to the development of human civilisation;  B -2 -22 Be able to iname the major religions in the world and respect different religious beliefs.  C -1 -1 Be able to distinguish living and non-living things: C -1 -2 Be able to identify the morphological characteristics and living habits of common animals:  Environment And 1.16 Environment And 1.16 Environment and 1.16 Environment and 1.16 Environment and 1.17 Environment and 1.18 Environment and 1.20 Environment and 1.30 Environment and 1.30 Environment and 1.40 Environment and 1.4 |                            | B-2-18 Be able to describe the      |    |    |    |    |    |    |                     |            |
| Macue:  B 2 10 Be able to name the Four Great Inventions of ancient China and their contribution to the development of human civilisation;  B -2 -20 Be able to explore the influence of important historical figures and events in different periods on China;  B -2 -21 Be able to tell the contribution of the four ancient civilisations of the world to the development of human civilisation;  B -2 -22 Be able to name the major religions in the world and respect different religious beliefs.  C 1 1 Be able to distinguish living and non-living things;  C -1 -2 Be able to identify the morphological characteristics and living habits of common animals;  Environment and Life Finctions of roots, stems and leaves in plants;  C -1 -4 Be able to led the functions of roots, stems and leaves in plants;  |                            | process and significance of China's |    |    |    |    |    |    |                     |            |
| B - 2 - 19 Be able to name the Four Great Inventions of ancient China and their contribution to the development of human civilisation:  B - 2 - 20 Be able to explore the influence of important historical figures and events in different periods on China;  B - 2 - 21 Be able to tell the contribution of the four ancient civilisations of the world to the development of human civilisation;  B - 2 - 22 Be able to name the major religions in the world and respect different religious beliefs.  C - 1 - 1 Be able to identify the morphological characteristics and living habits of common animals;  Environment and Life C 1 3 Be able to relithe functions of roots, stems and leaves in plants;  C - 1 - 4 Be able to know that plants need water, air, smilight and  |                            | resumption of sovereignty over      |    |    |    |    |    |    |                     |            |
| Four Great Inventions of ancient China and their contribution to the development of human civilisation;  B = 2 = 20 Be able to explore the influence of important historical figures and events in different periods on China:  B = 2 = 21 Be able to tell the contribution of the four ancient civilisations of the world to the development of human civilisation;  B = 2 = 22 Be able to name the major religions in the world and respect different religious behiefs.  C = 1 = 1 Be able to distinguish living and non-living things: C = 1 = 2 Be able to identify the morphological characteristics and living habits of common animals; C = 1 = 3 Be able to tell the functions of roots, stems and leaves in plants; C = 1 4 8e able to know that plants need water, air, sunlight and  |                            | Macao;                              |    |    |    |    |    |    |                     |            |
| China and their contribution to the development of human civilisation;  B = 2 = 20 Be able to explore the influence of important historical figures and events in different periods on China;  B = 2 = 21 Be able to tell the contribution of the four ancient civilisations of the world to the development of human civilisation;  B = 2 = 22 Be able to name the major religions in the world and respect different religious beliefs.  C = 1 = 1B eable to distinguish living and non-living things;  C = 1 = 2 Be able to identify the morphological characteristics and living habits of common animals;  Environment and Life living had non-living things;  C = 1 = 3 Be able to tell the functions of roots, stems and leaves in plants;  C = 1 = 4 Be able to know that plants need water, air, sunlight and   |                            | B-2-19 Be able to name the          |    |    |    |    |    |    |                     |            |
| development of human civilisation;  B -2 -20 Be able to explore the influence of important historical figures and events in different periods on China;  B - 2 21 Be able to tell the contribution of the four ancient civilisations of the world to the development of human civilisation;  B - 2 - 22 Be able to name the major religions in the world and respect different religious beliefs.  C - 1 - 1 Be able to distinguish living and non-living things:  C - 1 - 2 Be able to identify the morphological characteristics and living had non-living things:  C - 1 - 3 Be able to tell the functions of roots, stems and leaves in plants;  C - 1 - 4 Be able to know that plants need water, air, sunlight and   |                            | Four Great Inventions of ancient    |    |    |    |    |    |    |                     |            |
| B = 2 = 20 Be able to explore the influence of important historical figures and events in different periods on China:  B = 2 = 21 Be able to tell the contribution of the four ancient civilisations of the world to the development of human civilisation;  B = 2 = 22 Be able to name the major religions in the world and respect different religious beliefs.  C = 1 = 1Be able to distinguish living and non-living things; C = 1 = 2 Be able to identify the morphological characteristics and living habits of common animals; C = 1 = 3 Be able to tell the functions of roots, stems and leaves in plants; C = 1 = 4 Be able to know that plants need water, air, sunlight and  |                            | China and their contribution to the |    |    |    |    |    |    |                     |            |
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| figures and events in different periods on China;  B = 2 = 21 Be able to tell the contribution of the four ancient civilisations of the world to the development of human civilisation;  B = 2 = 22 Be able to name the major religions in the world and respect different religious beliefs.  C = 1 = 1 Be able to distinguish living and non-living things;  C = 1 = 2 Be able to identify the morphological characteristics and living habits of common animals;  C = 1 = 3 Be able to tell the functions of roots, stems and leaves in plants;  C = 1 - 4 Be able to know that plants need water, air, sunlight and  |                            | B-2-20 Be able to explore the       |    |    |    |    |    |    |                     |            |
| figures and events in different periods on China;  B = 2 = 21 Be able to tell the contribution of the four ancient civilisations of the world to the development of human civilisation;  B = 2 = 22 Be able to name the major religions in the world and respect different religious beliefs.  C = 1 = 1 Be able to distinguish living and non-living things;  C = 1 = 2 Be able to identify the morphological characteristics and living habits of common animals;  C = 1 = 3 Be able to tell the functions of roots, stems and leaves in plants;  C = 1 - 4 Be able to know that plants need water, air, sunlight and  |                            | influence of important historical   |    |    |    |    |    |    |                     |            |
| B = 2 21 Be able to tell the contribution of the four ancient civilisations of the world to the development of human civilisation;  B = 2 22 Be able to name the major religions in the world and respect different religious beliefs.  C = 1 - 1 Be able to distinguish living and non-living things;  C = 1 - 2 Be able to identify the morphological characteristics and living habits of common animals;  C = 1 - 3 Be able to tell the functions of roots, stems and leaves in plants;  C = 1 - 4 Be able to know that plants need water, air, sunlight and   |                            |                                     |    |    |    |    |    |    |                     |            |
| contribution of the four ancient civilisations of the world to the development of human civilisation;  B -2 -2 2B eable to name the major religions in the world and respect different religious beliefs.  C -1 - 1 Be able to distinguish living and non-living things;  C -1 - 2 Be able to identify the morphological characteristics and living habits of common animals;  C -1 - 3 Be able to tell the functions of roots, stems and leaves in plants;  C -1 - 4 Be able to know that plants need water, air, sunlight and  |                            | periods on China;                   |    |    |    |    |    |    |                     |            |
| civilisations of the world to the development of human civilisation;  B -2 -22 Be able to name the major religions in the world and respect different religious beliefs.  C -1 -1 Be able to distinguish living and non-living things;  C -1 -2 Be able to identify the morphological characteristics and living habits of common animals;  Environment and Life functions of roots, stems and leaves in plants;  C -1 -4 Be able to know that plants need water, air, sunlight and  |                            | B-2-21 Be able to tell the          |    |    |    |    |    |    |                     |            |
| development of human civilisation;  B - 2 - 22 Be able to name the major religions in the world and respect different religious beliefs.  C - 1 - 1 Be able to distinguish living and non-living things;  C - 1 - 2 Be able to identify the morphological characteristics and living habits of common animals;  Environment and Life functions of roots, stems and leaves in plants;  C - 1 - 4 Be able to know that plants need water, air, sunlight and  |                            | contribution of the four ancient    |    |    |    |    |    |    |                     |            |
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| major religions in the world and respect different religious beliefs.  C-1-1 Be able to distinguish living and non-living things;  C-1-2 Be able to identify the morphological characteristics and living habits of common animals;  Environment and Life functions of roots, stems and leaves in plants;  C-1-4 Be able to know that plants need water, air, sunlight and   |                            | development of human civilisation;  |    |    |    |    |    |    |                     |            |
| respect different religious beliefs.  C-1-1 Be able to distinguish living and non-living things;  C-1-2 Be able to identify the morphological characteristics and living habits of common animals;  C-1-3 Be able to tell the functions of roots, stems and leaves in plants;  C-1-4 Be able to know that plants need water, air, sunlight and   |                            | B-2-22 Be able to name the          |    |    |    |    |    |    |                     |            |
| Natural Environment and Life functions of roots, stems and leaves in plants;  C-1-4 Be able to kind that plants need water, air, sunlight and  |                            | major religions in the world and    |    |    |    |    |    |    |                     |            |
| Natural Provision And Life  Iliving and non-living things;  C-1-2 Be able to identify the morphological characteristics and living habits of common animals;  C-1-3 Be able to tell the functions of roots, stems and leaves in plants;  C-1-4 Be able to know that plants need water, air, sunlight and   |                            |                                     |    |    |    |    |    |    |                     |            |
| Natural Natural Environment and Life  C-1-2 Be able to identify the morphological characteristics and living habits of common animals;  C-1-3 Be able to tell the functions of roots, stems and leaves in plants;  C-1-4 Be able to know that plants need water, air, sunlight and   |                            | C-1-1 Be able to distinguish        |    |    |    |    |    |    |                     |            |
| Natural Natural Environment and Life  C-1-2 Be able to identify the morphological characteristics and living habits of common animals;  C-1-3 Be able to tell the functions of roots, stems and leaves in plants;  C-1-4 Be able to know that plants need water, air, sunlight and   |                            | living and non-living things;       |    |    |    |    |    |    |                     |            |
| Natural Environment and Life   living habits of common animals;   C-1-3 Be able to tell the functions of roots, stems and leaves in plants;   C-1-4 Be able to know that plants need water, air, sunlight and   living habits of common animals;   C-1-3 Be able to tell the functions of roots, stems and   leaves in plants;   C-1-4 Be able to know that   plants need water, air, sunlight and   living habits of common animals;   C-1-3 Be able to tell the functions of roots, stems and   leaves in plants;   C-1-4 Be able to know that   leaves in plants need water, air, sunlight and   leaves in plants   C-1-4 Be able to know that   leaves in plants   C-1-4 Be able to know that   leaves in plants   C-1-4 Be able to know that   leaves in plants   C-1-4 Be able to know that   leaves in plants   C-1-4 Be able to know that   leaves   C-1-4 Be able to know that   C-1-4 Be able to know  |                            |                                     |    |    |    |    |    |    |                     |            |
| Natural Environment and Life   living habits of common animals;   C-1-3 Be able to tell the functions of roots, stems and leaves in plants;   C-1-4 Be able to know that plants need water, air, sunlight and   living habits of common animals;   C-1-3 Be able to tell the functions of roots, stems and   leaves in plants;   C-1-4 Be able to know that   plants need water, air, sunlight and   living habits of common animals;   C-1-3 Be able to tell the functions of roots, stems and   leaves in plants;   C-1-4 Be able to know that   leaves in plants need water, air, sunlight and   leaves in plants   C-1-4 Be able to know that   leaves in plants   C-1-4 Be able to know that   leaves in plants   C-1-4 Be able to know that   leaves in plants   C-1-4 Be able to know that   leaves in plants   C-1-4 Be able to know that   leaves   C-1-4 Be able to know that   C-1-4 Be able to know  |                            | morphological characteristics and   |    |    |    |    |    |    |                     |            |
| Environment and Life  C-1-3 Be able to tell the functions of roots, stems and leaves in plants;  C-1-4 Be able to know that plants need water, air, sunlight and   | Natural                    |                                     |    |    |    |    |    |    |                     |            |
| leaves in plants;  C-1-4 Be able to know that plants need water, air, sunlight and   |                            |                                     |    |    |    |    |    |    |                     |            |
| leaves in plants;  C-1-4 Be able to know that plants need water, air, sunlight and   |                            |                                     |    |    |    |    |    |    |                     |            |
| C-1-4 Be able to know that plants need water, air, sunlight and  |                            | ·                                   |    |    |    |    |    |    |                     |            |
| plants need water, air, sunlight and   |                            |                                     |    |    |    |    |    |    |                     |            |
|  |                            |                                     |    |    |    |    |    |    |                     |            |
|  |                            | nutrients to grow through planting; |    |    |    |    |    |    |                     |            |

|                    | Subject: General Knowledge                                   |     |  |    |  |    |    |  |            |
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| The Require        | ments of Basic Academic Attainments at Primary Education (1) | (Si | Teaching Contact the name and content of |    | gh the following teaching<br>school-based curriculum / |    | )  | If not covered,<br>please state the<br>reason(s) and | Remark(s): |
| Learning<br>Domain | Concrete Content   | P1  | P2                                       | Р3 | P4   | P5 | Р6 | provide<br>possible<br>solution(s)                   | Remark(s): |
|                    | C-1-5 Be able to know that                                   |     |  |    |  |    |    |  |            |
|                    | animals need water, food and air to                          |     |  |    |  |    |    |  |            |
|                    | grow;  |     |  |    |  |    |    |  |            |
|                    | C-1-6 Be able to love animals                                |     |  |    |  |    |    |  |            |
|                    | and plants, and value life;                                  |     |  |    |  |    |    |  |            |
|                    | C-1-7 Be able to have  |     |  |    |  |    |    |  |            |
|                    | appropriate reaction according to                            |     |  |    |  |    |    |  |            |
|                    | weather forecast;  |     |  |    |  |    |    |  |            |
|                    | C-1-8 Be able to tell that the                               |     |  |    |  |    |    |  |            |
|                    | length of daytime and nighttime                              |     |  |    |  |    |    |  |            |
|                    | varies with the seasons, and                                 |     |  |    |  |    |    |  |            |
|                    | describe the climatic characteristics                        |     |  |    |  |    |    |  |            |
|                    | of the four seasons of Macao;                                |     |  |    |  |    |    |  |            |
|                    | C-1-9 Be able to tell how to                                 |     |  |    |  |    |    |  |            |
|                    | protect themselves from such                                 |     |  |    |  |    |    |  |            |
|                    | common natural disasters as                                  |     |  |    |  |    |    |  |            |
|                    | rainstorms and typhoons;                                     |     |  |    |  |    |    |  |            |
|                    | C-1-10 Be able to notice that                                |     |  |    |  |    |    |  |            |
|                    | the sun rises in the east and sets in                        |     |  |    |  |    |    |  |            |
|                    | the west, and be able to tell the                            |     |  |    |  |    |    |  |            |
|                    | relationship between the sun and                             |     |  |    |  |    |    |  |            |
|                    | life;  |     |  |    |  |    |    |  |            |
|                    | C-1-11 Be able to notice the                                 |     |  |    |  |    |    |  |            |
|                    | waxing and waning of the moon,                               |     |  |    |  |    |    |  |            |
|                    | and appreciate the beauty of the                             |     |  |    |  |    |    |  |            |
|                    | starry sky;  |     |  |    |  |    |    |  |            |
|                    | C-1-12 Be able to take the                                   |     |  |    |  |    |    |  |            |
|                    | initiative to carefully observe the                          |     |  |    |  |    |    |  |            |
|                    | natural phenomena in daily life;                             |     |  |    |  |    |    |  |            |
|                    | C-1-13 Be able to name the                                   |     |  |    |  |    |    |  |            |
|                    | common energy sources used in                                |     |  |    |  |    |    |  |            |
|                    | daily life, and have the habit of                            |     |  |    |  |    |    |  |            |
|                    | saving energy;   |     |  |    |  |    |    |  |            |
|                    | C-1-14 Be able to describe the                               |     |  |    |  |    |    |  |            |

| Subject: General Knowledge |   |     |   |    |   |    |    |  |              |
|----------------------------|---|-----|---|----|---|----|----|--|--------------|
| The Require                | ments of Basic Academic Attainments at  Primary Education (1) | (Si | Teaching Contact tate the name and content of |    | gh the following teaching school-based curriculum / |    |    | If not covered,<br>please state the<br>reason(s) and | <b>D</b> 1() |
| Learning  Domain           | Concrete Content  | P1  | P2  | Р3 | P4  | P5 | P6 | provide<br>possible<br>solution(s)                   | Remark(s):   |
|                            | distribution and application of                               |     |   |    |   |    |    |  |              |
|                            | freshwater resources;   |     |   |    |   |    |    |  |              |
|                            | C-1-15 Be able to tell the                                    |     |   |    |   |    |    |  |              |
|                            | sources of the drinking water in                              |     |   |    |   |    |    |  |              |
|                            | Macao, and have the habit of                                  |     |   |    |   |    |    |  |              |
|                            | saving water;   |     |   |    |   |    |    |  |              |
|                            | C-1-16 Be able to tell that the                               |     |   |    |   |    |    |  |              |
|                            | earth's resources are limited, and                            |     |   |    |   |    |    |  |              |
|                            | form the habit of recycling and                               |     |   |    |   |    |    |  |              |
|                            | reusing resources;  |     |   |    |   |    |    |  |              |
|                            | C-2-1 Be able to compare the                                  |     |   |    |   |    |    |  |              |
|                            | similarities and differences                                  |     |   |    |   |    |    |  |              |
|                            | between the structures of common                              |     |   |    |   |    |    |  |              |
|                            | animals, and distinguish different                            |     |   |    |   |    |    |  |              |
|                            | types of animals such as reptiles,                            |     |   |    |   |    |    |  |              |
|                            | birds, fish and mammals;                                      |     |   |    |   |    |    |  |              |
|                            | C-2-2 Be able to name the types                               |     |   |    |   |    |    |  |              |
|                            | and methods of plant reproduction,                            |     |   |    |   |    |    |  |              |
|                            | and describe the characteristics of                           |     |   |    |   |    |    |  |              |
|                            | wind-pollinated plants,                                       |     |   |    |   |    |    |  |              |
|                            | water-pollinated plants and                                   |     |   |    |   |    |    |  |              |
|                            | animal-pollinated plants;                                     |     |   |    |   |    |    |  |              |
|                            | C-2-3 Be able to tell the                                     |     |   |    |   |    |    |  |              |
|                            | reproduction methods and                                      |     |   |    |   |    |    |  |              |
|                            | characteristics of viviparous                                 |     |   |    |   |    |    |  |              |
|                            | animals and oviparous animals;                                |     |   |    |   |    |    |  |              |
|                            | C-2-4 Be able to illustrate with                              |     |   |    |   |    |    |  |              |
|                            | examples the structural features of                           |     |   |    |   |    |    |  |              |
|                            | plants that enable them to adapt to                           |     |   |    |   |    |    |  |              |
|                            | the natural environment;                                      |     |   |    |   |    |    |  |              |
|                            | C-2-5 Be able to illustrate with                              |     |   |    |   |    |    |  |              |
|                            | examples the morphological                                    |     |   |    |   |    |    |  |              |
|                            | features and life styles of animals                           |     |   |    |   |    |    |  |              |
|                            | that enable them to adapt to the                              |     |   |    |   |    |    |  |              |

|                    | Subject: General Knowledge                                    |     |   |    |   |    |    |  |              |
|--------------------|---|-----|---|----|---|----|----|--|--------------|
| The Require        | ements of Basic Academic Attainments at Primary Education (1) | (St | Teaching Conate the name and content of |    | gh the following teaching school-based curriculum / |    |    | If not covered,<br>please state the<br>reason(s) and | <b>D</b> 1() |
| Learning<br>Domain | Concrete Content  | P1  | P2                                      | Р3 | P4  | P5 | P6 | provide<br>possible<br>solution(s)                   | Remark(s):   |
|                    | natural environment;  |     |   |    |   |    |    |  |              |
|                    | C-2-6 Be able to explain the                                  |     |   |    |   |    |    |  |              |
|                    | relationship between  |     |   |    |   |    |    |  |              |
|                    | photosynthesis and the growth                                 |     |   |    |   |    |    |  |              |
|                    | of plants;  |     |   |    |   |    |    |  |              |
|                    | C-2-7 Be able to explore the                                  |     |   |    |   |    |    |  |              |
|                    | influence of environmental                                    |     |   |    |   |    |    |  |              |
|                    | changes on living things;                                     |     |   |    |   |    |    |  |              |
|                    | C-2-8 Be able to tell the three                               |     |   |    |   |    |    |  |              |
|                    | states of water and that the state of                         |     |   |    |   |    |    |  |              |
|                    | water varies with temperature;                                |     |   |    |   |    |    |  |              |
|                    | C-2-9 Be able to explain the                                  |     |   |    |   |    |    |  |              |
|                    | causes of natural phenomena such                              |     |   |    |   |    |    |  |              |
|                    | as rain, snow, cloud and fog;                                 |     |   |    |   |    |    |  |              |
|                    | C-2-10 Be able to describe the                                |     |   |    |   |    |    |  |              |
|                    | weather by using such   |     |   |    |   |    |    |  |              |
|                    | meteorological elements as                                    |     |   |    |   |    |    |  |              |
|                    | temperature, wind direction,                                  |     |   |    |   |    |    |  |              |
|                    | precipitation and humidity;                                   |     |   |    |   |    |    |  |              |
|                    | C-2-11 Be able to compare the                                 |     |   |    |   |    |    |  |              |
|                    | difference of climatic  |     |   |    |   |    |    |  |              |
|                    | characteristics between                                       |     |   |    |   |    |    |  |              |
|                    | Macao and other places by reading                             |     |   |    |   |    |    |  |              |
|                    | meteorological charts and data;                               |     |   |    |   |    |    |  |              |
|                    | C-2-12 Be able to tell the                                    |     |   |    |   |    |    |  |              |
|                    | composition of the solar system                               |     |   |    |   |    |    |  |              |
|                    | and the characteristics of its major                          |     |   |    |   |    |    |  |              |
|                    | members;  |     |   |    |   |    |    |  |              |
|                    | C-2-13 Be able to tell that                                   |     |   |    |   |    |    |  |              |
|                    | natural phenomena such as the                                 |     |   |    |   |    |    |  |              |
|                    | phases of the moon, solar eclipse                             |     |   |    |   |    |    |  |              |
|                    | and lunar eclipse are caused by the                           |     |   |    |   |    |    |  |              |
|                    | relative positions of the sun, the                            |     |   |    |   |    |    |  |              |
|                    | moon and the earth;   |     |   |    |   |    |    |  |              |

| Subject: General Knowledge |   |     |   |    |   |    |    |  |            |
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| Learning  Domain           | Concrete Content  | P1  | P2                                      | Р3 | P4  | P5 | P6 | provide<br>possible<br>solution(s)                   | Remark(s): |
|                            | C-2-14 Be able to tell the                                    |     |   |    |   |    |    |  |            |
|                            | geographical location, composition                            |     |   |    |   |    |    |  |            |
|                            | and the basic characteristics of the                          |     |   |    |   |    |    |  |            |
|                            | terrain of Macao;   |     |   |    |   |    |    |  |            |
|                            | C-2-15 Be able to name  |     |   |    |   |    |    |  |            |
|                            | different landforms of the earth;                             |     |   |    |   |    |    |  |            |
|                            | C-2-16 Be able to illustrate with                             |     |   |    |   |    |    |  |            |
|                            | examples the harm brought by                                  |     |   |    |   |    |    |  |            |
|                            | extreme natural disasters such as                             |     |   |    |   |    |    |  |            |
|                            | volcanic eruptions, earthquakes,                              |     |   |    |   |    |    |  |            |
|                            | tornados and tsunamis;  |     |   |    |   |    |    |  |            |
|                            | C-2-17 Be able to discuss the                                 |     |   |    |   |    |    |  |            |
|                            | non-renewable feature of fossil                               |     |   |    |   |    |    |  |            |
|                            | fuels and the harm brought to the                             |     |   |    |   |    |    |  |            |
|                            | environment by using fossil fuels;                            |     |   |    |   |    |    |  |            |
|                            | C-2-18 Be able to name the                                    |     |   |    |   |    |    |  |            |
|                            | major new energy sources, and                                 |     |   |    |   |    |    |  |            |
|                            | explain how the development and                               |     |   |    |   |    |    |  |            |
|                            | application of these new energy                               |     |   |    |   |    |    |  |            |
|                            | sources can promote   |     |   |    |   |    |    |  |            |
|                            | sustainable development;                                      |     |   |    |   |    |    |  |            |
|                            | C-2-19 Be able to explore the                                 |     |   |    |   |    |    |  |            |
|                            | causes of global warming and its                              |     |   |    |   |    |    |  |            |
|                            | effects on life;  |     |   |    |   |    |    |  |            |
|                            | C-2-20 Be able to explore the                                 |     |   |    |   |    |    |  |            |
|                            | causes and effects of such                                    |     |   |    |   |    |    |  |            |
|                            | environmental pollutions as the                               |     |   |    |   |    |    |  |            |
|                            | pollution of air, water, noise and                            |     |   |    |   |    |    |  |            |
|                            | solid waste;  |     |   |    |   |    |    |  |            |
|                            | C-2-21 Be able to collect and                                 |     |   |    |   |    |    |  |            |
|                            | organise information about natural                            |     |   |    |   |    |    |  |            |
|                            | phenomena and environment                                     |     |   |    |   |    |    |  |            |
|                            | issues, and discuss and exchange                              |     |   |    |   |    |    |  |            |
|                            | opinions with classmates.                                     |     |   |    |   |    |    |  |            |

| Subject: General Knowledge |  |     |   |    |   |    |    |  |            |
|----------------------------|--|-----|---|----|---|----|----|--|------------|
| The Requiren               | nents of Basic Academic Attainments at  Primary Education (1)  | (St | Teaching Corate the name and content of |    | gh the following teaching a<br>chool-based curriculum / |    |    | If not covered,<br>please state the<br>reason(s) and |            |
| Learning Domain            | Concrete Content   | P1  | P2                                      | Р3 | P4  | P5 | P6 | provide<br>possible<br>solution(s)                   | Remark(s): |
| Science and Life           | D-1-1 Be aware of the existence of air and be able to tell the properties of air;  D-1-2 Be able to name the common light sources in daily life;  D-1-3 Be able to know the law of rectilinear propagation of light, and investigate the formation of shadow through experiments;  D-1-4 Be able to know that mirror images are formed by the reflection of light, and enumerate the application of mirror in life;  D-1-5 Be able to know that a rainbow is formed by the refraction of light, and appreciate the beauty of rainbows;  D-1-6 Be able to notice that objects vibrate when they make sounds, and investigate sound propagation through experiments;  D-1-7 Be able to tell the ways of producing heat and describe the influence of heat on life;  D-1-8 Be able to know that objects will expand when heated and contract when cooled through observation;  D-1-9 Be able to know the temperature measurement unit, and know how to use a thermometer;  D-1-10 Be able to tell that thermal conductivity varies with |     |   |    |   |    |    | solution(s)  |            |
|                            | materials through life   |     |   |    |   |    |    |  |            |

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|                    | Subject: General Knowledge                                    |     |  |    |  |    |    |  |             |
|--------------------|---|-----|--|----|--|----|----|--|-------------|
| The Require        | ements of Basic Academic Attainments at Primary Education (1) | (Si | Teaching Contact the name and content of |    | gh the following teaching a<br>school-based curriculum / |    |    | If not covered,<br>please state the<br>reason(s) and | Remark(s):  |
| Learning<br>Domain | Concrete Content  | P1  | P2                                       | Р3 | P4   | P5 | Р6 | provide<br>possible<br>solution(s)                   | Kemai K(s). |
|                    | experience;   |     |  |    |  |    |    |  |             |
|                    | D-1-11 Be able to tell that a                                 |     |  |    |  |    |    |  |             |
|                    | magnet has a north pole and a                                 |     |  |    |  |    |    |  |             |
|                    | south pole, and discover, through                             |     |  |    |  |    |    |  |             |
|                    | experiments, the law of magnetic                              |     |  |    |  |    |    |  |             |
|                    | attraction and repulsion;                                     |     |  |    |  |    |    |  |             |
|                    | D-1-12 Be able to tell the                                    |     |  |    |  |    |    |  |             |
|                    | applications of magnets in life;                              |     |  |    |  |    |    |  |             |
|                    | D-1-13 Be able to tell the safety                             |     |  |    |  |    |    |  |             |
|                    | precautions in use of electricity;                            |     |  |    |  |    |    |  |             |
|                    | D-1-14 Be able to illustrate                                  |     |  |    |  |    |    |  |             |
|                    | with examples the application of                              |     |  |    |  |    |    |  |             |
|                    | science and technology in life;                               |     |  |    |  |    |    |  |             |
|                    | D-1-15 Be able to stimulate the                               |     |  |    |  |    |    |  |             |
|                    | spirit of scientific inquiry through                          |     |  |    |  |    |    |  |             |
|                    | reading short stories about                                   |     |  |    |  |    |    |  |             |
|                    | scientific inventions;  |     |  |    |  |    |    |  |             |
|                    | D-2-1 Be able to make a simple                                |     |  |    |  |    |    |  |             |
|                    | electric circuit with basic                                   |     |  |    |  |    |    |  |             |
|                    | components;   |     |  |    |  |    |    |  |             |
|                    | D-2-2 Be able to distinguish                                  |     |  |    |  |    |    |  |             |
|                    | electrical conductors and insulators                          |     |  |    |  |    |    |  |             |
|                    | through experiments;  |     |  |    |  |    |    |  |             |
|                    | D-2-3 Be able to tell that                                    |     |  |    |  |    |    |  |             |
|                    | energy such as electricity, light and                         |     |  |    |  |    |    |  |             |
|                    | heat can be converted to each                                 |     |  |    |  |    |    |  |             |
|                    | other, and give common examples;                              |     |  |    |  |    |    |  |             |
|                    | D-2-4 Be able to tell the power                               |     |  |    |  |    |    |  |             |
|                    | generation methods in Macao, and                              |     |  |    |  |    |    |  |             |
|                    | develop the habit of saving power;                            |     |  |    |  |    |    |  |             |
|                    | D-2-5 Be able to notice that                                  |     |  |    |  |    |    |  |             |
|                    | forces are ubiquitous, and give                               |     |  |    |  |    |    |  |             |
|                    | common examples;  |     |  |    |  |    |    |  |             |

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| Subject: General Knowledge                        |                                     |  |                                  |    |    |    |    |                                    |            |  |  |
|---|-------------------------------------|--|----------------------------------|----|----|----|----|------------------------------------|------------|--|--|
| The Requirements of Basic Academic Attainments at |                                     |  | If not covered, please state the |    |    |    |    |                                    |            |  |  |
| Primary Education (1)                             |                                     | (State the name and content of the relevant modules / school-based curriculum / other learning activities) |                                  |    |    |    |    |                                    | Remark(s): |  |  |
| Learning  | Concrete Content                    | Concrete Content P1  | P2                               | Р3 | P4 | P5 | Р6 | provide<br>possible<br>solution(s) | Kemark(s). |  |  |
| Domain  |                                     |  |                                  |    |    |    |    |                                    |            |  |  |
|   | D-2-6 Be able to tell that forces   |  |                                  |    |    |    |    |                                    |            |  |  |
|   | can change the motion or shape of   |  |                                  |    |    |    |    |                                    |            |  |  |
|   | an object through experiments;      |  |                                  |    |    |    |    |                                    |            |  |  |
|   | D-2-7 Be able to explain simple     |  |                                  |    |    |    |    |                                    |            |  |  |
|   | mechanical principles, and tell     |  |                                  |    |    |    |    |                                    |            |  |  |
|   | their applications in life;         |  |                                  |    |    |    |    |                                    |            |  |  |
|   | D-2-8 Be able to design or          |  |                                  |    |    |    |    |                                    |            |  |  |
|   | make simple mechanical models;      |  |                                  |    |    |    |    |                                    |            |  |  |
|   | D-2-9 Be able to enumerate the      |  |                                  |    |    |    |    |                                    |            |  |  |
|   | achievements of famous scientists,  |  |                                  |    |    |    |    |                                    |            |  |  |
|   | tell and appreciate their           |  |                                  |    |    |    |    |                                    |            |  |  |
|   | contribution to social development; |  |                                  |    |    |    |    |                                    |            |  |  |
|   | D-2-10 Be able to tell the          |  |                                  |    |    |    |    |                                    |            |  |  |
|   | course of human exploration of the  |  |                                  |    |    |    |    |                                    |            |  |  |
|   | universe, and show concern for the  |  |                                  |    |    |    |    |                                    |            |  |  |
|   | development of aerospace science    |  |                                  |    |    |    |    |                                    |            |  |  |
|   | and technology of China;            |  |                                  |    |    |    |    |                                    |            |  |  |
|   | D-2-11 Be able to show care for     |  |                                  |    |    |    |    |                                    |            |  |  |
|   | the development and application of  |  |                                  |    |    |    |    |                                    |            |  |  |
|   | new science and technology, and     |  |                                  |    |    |    |    |                                    |            |  |  |
|   | tell the influence of science and   |  |                                  |    |    |    |    |                                    |            |  |  |
|   | technology development on life.     |  |                                  |    |    |    |    |                                    |            |  |  |

| Note: (1) Dispatch of Secretary of Social and Cultural Affairs No. 19/2016 (Annex IX) | Data: | (D)/ | (M)/ | (Y) |
|---|-------|------|------|-----|