

Grade 2 Mathematics - At A Glance

Organizing Idea	Grade 2 Learning Outcome	Highlights of your Child's Learning (by the end of Grade 2)
Number	Students analyze quantity to 1000.	<ul style="list-style-type: none"> • Understand place value in numbers from 0 to 1000 • Identify where numbers are placed on a numberline • Count forward (0 to 1000) and backward (1000 to 0) • Skip counting by 2s, 10s, 20s, 25s and 50s (including the use of coins or bills) • Identify numbers as even or odd • Estimate quantities • Compare and order numbers
	Students investigate addition and subtraction within 100.	<ul style="list-style-type: none"> • Recall and use addition number facts (up to 10+10) and related subtraction number facts • Investigate different strategies for addition and subtraction up to 100 and solve problems
	Students interpret part-whole relationships using unit fractions.	<ul style="list-style-type: none"> • Understand fractions in sets or in a whole (denominators of 10 or less) • Compare fractions with like denominators (denominators of 10 or less)

Geometry	Students analyze and explain geometric attributes of shape.	<ul style="list-style-type: none"> • Understand and use the attributes of sides, vertices and faces • Recognize the similarities and differences between 2-D shapes and 3-D objects • Investigate translation (slides), rotation (turns), and reflection (flips) of 2-D shapes and 3-D objects
Measurement	Students communicate length using units.	<ul style="list-style-type: none"> • Measure length using non-standard units as well as standard units

		<ul style="list-style-type: none"> • Compare and order lengths of objects measured in centimetres • Estimate lengths of objects in centimetres • Investigate First Nations, Métis, or Inuit use of the land in estimations of length
Patterns	Students explain and analyze patterns in a variety of contexts.	<ul style="list-style-type: none"> • Demonstrate an understanding of non-repeating and repeating patterns in a variety of contexts such as a hundred chart
Time	Students relate duration to time.	<ul style="list-style-type: none"> • Describe the relationship between days, weeks, months, and years • Describe durations of time in days, weeks, months, or years • Understand how First Nations symbolic calendars relate to duration of time
Statistics	Students relate data to a variety of representations.	<ul style="list-style-type: none"> • Construct a variety of identified graphs to represent data • Collect and interpret data to answer questions