

Grade 2 Mathematics: Year-at-a-Glance

Overview

Number work this year takes children into quantities up to 1000, addition and subtraction within 100, and an early look at fractions as parts of a whole. Geometry has children looking closely at shapes and describing what makes each one different. Measurement centres on length, with children learning to use real units to describe how long something is. Patterns give children a tool for spotting change and solving problems across many situations. Time work connects the idea of duration to how we describe and measure time passing. Statistics has children collecting and showing data in different kinds of representations. [See the curriculum: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14.](#)

The year at a glance

Grade 2

Organizing idea	Guiding questions	Learning outcomes
Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.	How can quantity contribute to a sense of number?; How can addition and subtraction be interpreted?; In what ways can parts compose a whole?	Students analyze quantity to 1000. (see the curriculum); Students investigate addition and subtraction within 100. (see the curriculum); Students interpret part-whole relationships, using unit fractions. (see the curriculum)
Geometry: Shapes are defined and related by geometric attributes.	How can shape influence perception of space?	Students analyze and explain geometric attributes of shape. (see the curriculum)
Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.	How can length contribute to interpretations of space?	Students communicate length, using units. (see the curriculum)
Patterns: Awareness of patterns supports problem solving in various situations.	How can patterns characterize change?	Students explain and analyze patterns in a variety of contexts. (see the curriculum)
Time: Duration is described and quantified by time.	How can duration support interpretation of time?	Students relate duration to time. (see the curriculum)
Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.	How can data inform representation?	Students relate data to a variety of representations. (see the curriculum)

Across the year

- Number sense grows steadily: children move from understanding quantity toward using that number sense in addition and subtraction. See the curriculum:,,[See the curriculum: 1, 2, 3, 4.](#)
- Measuring length and describing shape both draw on how children read and interpret space, so geometry and measurement reinforce each other. [See the curriculum: 1, 2, 3, 4.](#)
- Pattern awareness supports problem solving across the whole year, not only in one strand, since noticing patterns helps children make sense of number, time, and data alike. [See the curriculum: 1, 2.](#)

- Time and statistics both ask children to interpret something that isn't a fixed object: duration in one case, data in the other. [See the curriculum: 1, 2, 3, 4.](#)