

Grade 2 Mathematics: Year at a Glance

Overview

This year, students build a strong sense of number, working with quantities up to 1000 and solving addition and subtraction problems within 100. They also explore how a whole can be split into equal parts, using unit fractions. In geometry, students look closely at shapes and describe what makes them alike or different. Measurement work centers on length, where students learn to describe and compare length using units. Students notice and describe patterns across many kinds of situations. They learn to count, label, compare, and operate with numbers. Finally, students collect and represent data in different ways, building an early sense of what data can tell us. [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 underpins much of the year's work. Understanding quantity to 1000 supports addition and subtraction within 100, and unit fractions extend students' idea of what a "whole" and its parts can look like. [See the curriculum: 1, 2, 3, 4.](#)
- Measuring length gives students a hands-on way to think about space, connecting naturally to how they describe and compare shapes in geometry. [See the curriculum: 1, 2, 3, 4.](#)
- Pattern awareness threads through number, geometry, and measurement, since students look for repeating or changing structure wherever they work. [See the curriculum: 1, 2.](#)

- Time and data both ask students to describe something that changes or varies, one through duration and one through information gathered and shown in different ways. [See the curriculum](#): [1](#), [2](#), [3](#), [4](#).