

Grade 2 Mathematics

Overview

In Grade 2 mathematics, students work with numbers up to 1000 and explore how quantity builds a sense of number. They investigate addition and subtraction within 100 and learn how parts fit together to make a whole using unit fractions. Students analyze the shapes around them and describe what makes one shape different from another. They measure length using standard units and think about how measurement helps us understand space. Throughout the year, students spot patterns in many situations and use those patterns to solve problems. They learn to read time by thinking about duration and how long things take. Finally, students collect data, organize it in different ways, and use what the data shows to answer questions. [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

- Students use numbers and measurement together to describe and compare quantities in the world around them. [See the curriculum](#): [1](#), [2](#), [3](#).
- Patterns appear in number sequences, shapes, and time; recognizing patterns helps students predict what comes next and solve problems. [See the curriculum](#): [1](#), [2](#).
- Data collection and representation connect to all other areas: students might measure objects, record the results, spot patterns in the data, and display what they found. [See the curriculum](#): [1](#), [2](#).

