

Grade 2 Mathematics: Year at a Glance

Overview

This year, students work with numbers up to 1000, learning to count, compare, and describe quantities. They add and subtract within 100 and start exploring how parts fit together to make a whole, including simple fractions like halves and quarters. Students also look closely at shapes, describing what makes a triangle a triangle or a cube a cube. They measure length using real units like centimetres, explore area and other measurement ideas, and notice patterns that repeat or grow. Time becomes something they can read and talk about, and they collect and organize data to answer questions about the world around them. [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 all year long: counting to 1000 supports the addition and subtraction work, and understanding parts and wholes connects directly to fraction ideas. [See the curriculum](#): [1](#), [2](#), [3](#), [4](#).
- Measurement and geometry share a spatial thread. Describing shapes and describing length both ask students to notice and name attributes they can see and touch. [See the curriculum](#): [1](#), [2](#), [3](#), [4](#).
- Patterns show up across strands, whether students are skip counting, building shape sequences, or noticing repeated structures in data. [See the curriculum](#): [1](#), [2](#), [3](#).

- Time and data both ask students to interpret information and represent it in ways that make sense to others. [See the curriculum: 1, 2, 3, 4.](#)
- At home, everyday routines like setting a timer, sorting toys by shape, or measuring a favourite stuffed animal connect naturally to what your child is learning at school. [See the curriculum: 1, 2, 3.](#)