Grade 2 Math Planner

	Number	Space	Measurement, Chance and Data	Structure
1st Quarter	• model the place value of the natural numbers from 0 to 100. • order numbers and count to 1000 by 1s, 10s and 100s. • skip count by 2s, 4s, 5s, 10s and 20s from 0 to 100 starting from any natural number. • grouping of coins of the same denomination in sets of C 1000 • add and subtract one- and two-digit numbers by counting on and counting back.	• recognition of whether a single transformation produces a congruent or similar shape	• describe common and familiar time patterns and such as the time, duration and day of regular sport training. • construction of a time line for daily activity • ordering of familiar events in terms of their probability between ***impossible, likely, unlikely,*** and ***certain*** • collection and recording of categorical and numerical data • construction of a bar graph	• continuation of patterns and the recognition of inconsistencies • search for alternative methods in order to verify answers • representation of data using hand-drawn pictographs
2nd Quarter	• development and use of a 'fact family' linking 25 + 5 = 30 to 5 + 25 = 30, 30 − 5 = 25 and 30 − 25 = 5 • order money amounts in Colones and carry out simple money calculations. • mentally compute simple addition and subtraction calculations involving one- or two-digit natural numbers, using number facts such as complement to 10, doubles and near doubles. • use commutative property of addition and multiplication in mental computation (for example, 3 + 4 = 4 + 3 and 3 + 4 + 5 can be done as 7 + 5 or 3 + 9). • identification of half, third and quarter of a set of objects	• identification of the important features of two-dimensional shapes and use of these distinguishing features to compare and contrast various shapes • production of simple patterns with transformations (flips, slides, turns) • specification of instructions for movement, including relative position and quarter turns left and right • decomposition of three-dimensional shapes into their respective nets; for example, by cutting up boxes • construction of informal local maps (classroom map)	• recognise the key elements of the calendar and place in sequence days, weeks and months. • drawing of an analogue clock to match a given digital time and of reading an analogue clock to the nearest quarter of an hour • tell the time at hours and half-hours using an analogue clock, and to hours and minutes using a digital clock. • make, describe and compare measurements of length, area, volume, mass and time using informal units. • informal measurement of capacity by making, describing and comparing personal units (use of different containers) • recognise the differences between non-uniform measures, such as hand-spans, to measure length, and uniform measures, such as popsicle sticks. • predict the outcome of chance events, such as the rolling of a die, using qualitative terms such as certain, likely, unlikely and impossible.	• continuation of patterns and the recognition of inconsistencies • search for alternative methods in order to verify answers • representation of data using hand-drawn pictographs

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	Number	Space	Measurement, Chance and Data	Structure
3rd Quarter	• model the place value of the natural numbers from 0 to 1000. • skip count by 2s, 4s, 5s, 20s, 50s, and 100s from 0 to 1000 starting from any natural number. • form patterns and sets of numbers based on simple criteria such as odd and even numbers. • describe simple fractions such as one half, one third and one quarter in terms of equal sized parts of a whole object, such as a quarter of a pizza, and subsets such as half of a set of 20 colored pencils. • understanding of division (grouping, repeated subtraction, sharing)	• recognize lines, surfaces and planes, corners and boundaries; familiar two-dimensional shapes including rectangles, rhombuses and hexagons, and three-dimensional shapes and objects including pyramids, cones, and cylinders. • arrange a collection of geometric shapes, such as a set of blocks, into subsets according to simple criteria, and recognize when one set of shapes is a subset of another set of shapes. • recognize and describe symmetry, asymmetry, and congruence in these shapes and objects. • accurately draw simple two-dimensional shapes by hand. • apply simple transformations to shapes (*flips*, turns, slides and enlargements) and depict both the original and transformed shape together.	• judge relative capacity of familiar objects and containers by eye and make informal comparisons of weight by hefting. • describe temperature using qualitative terms (for example, cold, warm, hot). • use formal units such as hour and minute and seconds for time, litre for capacity and the standard units of metres and kilograms.	• make and test simple conjectures by finding examples, counter-examples and special cases and informally decide whether a conjecture is likely to be true. • are able to respond simple word problems representing real-life situations using the correct names and mathematical symbols.
4th Quarter	• describe and calculate simple multiplication as repeated addition, such as 3 × 5 = 5 + 5 + 5; and division as sharing, such as 8 shared between 4. **Revise, complete and link relationships between units of work covered.**	• specify location as a relative position, including left and right, and interpret simple maps involving a small number of points, objects or locations. **Revise, complete and link relationships between units of work covered.**	• collect simple categorical and numerical data (count of frequency) and present this data using pictographs and simple bar graphs. **Revise, complete and link relationships between units of work covered.**	• make and test simple conjectures by finding examples, counter-examples and special cases and informally decide whether a conjecture is likely to be true. • are able to respond simple word problems representing real-life situations using the correct names and mathematical symbols.