3.4.2. Grade 2 overview per term

GRADE 2 OVERVIEW 1. NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPICS	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
NUMBER CONCEPT DEVELOPMENT: Count with whole numbers				
1.1 **Count objects**	• Count to at least 100 everyday objects reliably • Give a reasonable estimate of a number of objects that can be checked by counting • Strategy of grouping is encouraged	• Count to at least 150 everyday objects reliably • Give a reasonable estimate of a number of objects that can be checked by counting • Strategy of grouping is encouraged	• Count to at least 180 everyday objects reliably • Give a reasonable estimate of a number of objects that can be checked by counting • Strategy of grouping is encouraged	• Count to at least 200 everyday objects reliably • Give a reasonable estimate of a number of objects that can be checked by counting • Strategy of grouping is encouraged
1.2 **Count forwards and backwards**	**Count forwards** and **backwards in:** • 1s from any number between 0 and 100 • 10s from any multiple of 10 between 0 and 100 • 5s from any multiple of 5 between 0 and 100 • 2s from any multiple of 2 between 0 and 100	**Count forwards** and **backwards in:** • 1s from any number between 0 and 150 • 10s from any multiple of 10 between 0 and 150 • 5s from any multiple of 5 between 0 and 150 • 2s from any multiple of 2 between 0 and 150 • 3s from any multiple of 3 between 0 and 99 • 4s from any multiple 4 between 0 and 100	**Count forwards** and **backwards in:** • 1s from any number between 0 and 180 • 10s from any multiple of 10 between 0 and 180 • 5s from any multiple of 5 between 0 and 180 • 2s from any multiple of 2 between 0 and 180 • 3s from any multiple of 3 and between 0 and 180 • 4s from any multiple of 4 between 0 and 180	**Count forwards** and **backwards** in: • 1s, from any number between 0 and 200 • 10s from any multiple between 0 and 200 • 5s from any multiple of 5 between 0 and 200 • 2s from any multiple of 2 between 0 and 200 • 3s from any multiple of 3 between 0 and 200 • 4s from any multiple of 4 between 0 and 200

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers				
1.3 **Number symbols and number names**	**Identify, recognise and read numbers** • Identify, recognise and read number symbols 0 to 100 • Write number symbols 0 to100 • Identify, recognise and read number names 0 to 25 • Write number names 0 to 25	**Identify, recognise and read numbers** • Identify, recognise and read number symbols 0 to 150 • Write number symbols 0 to150 • Identify, recognise and reads number names 0 to 50 • Write number names 0 to 50	**Identify, recognise and read numbers** • Identify, recognise and read number symbols 0 to 180 • Write number symbols 0 to 180 • Identify, recognise and read number names 0 to 75 • Write number names 0 to 75	**Identify, recognise and read numbers** • Identify, recognise and read number symbols 0 to 200 • Write number symbols 0 to 200 • Identify, recognise and reads number names 0 to 100 • Write number names 0 to 100
NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers				
1.4 **Describe, compare and order numbers**	**Describe, compare and order numbers to 25** • Compare whole numbers using smaller than, greater than, more than, less than and is equal to • Order whole numbers from smallest to greatest, and greatest to smallest	**Describe, compare and order numbers to 50** • Compare whole numbers using smaller than, greater than, more than, less than and is equal to • Order whole numbers from smallest to greatest, and greatest to smallest	**Describe, compare and order numbers to 75** • Compare whole numbers using smaller than, greater than, more than, less than and is equal to • Order whole numbers from smallest to greatest, and greatest to smallest **Use ordinal numbers to show order, place or position** • Position objects in a line from first to twentieth or first to last e.g. first, second, third … tenth	**Describe, compare and order numbers to 99** • Compare whole numbers up to 99 using smaller than, greater than, more than, less than and is equal to • Order whole numbers from smallest to greatest, and greatest to smallest **Use ordinal numbers to show order, place or position** • Position objects in a line from first to twentieth or first to last e.g. first, second, third to twentieth
NUMBER CONCEPT DEVELOPMENT: Place value				
1.5 **Place value**	**Recognise place value of numbers 11 to 25** • Decompose two-digit numbers into multiples of tens and units/ones • Identify and state the value of each digit	**Recognise place value of numbers11 to 50** • Decompose two-digit numbers into multiple of tens and ones/units • Identify and state the value of each digit	**Recognise place value of numbers 11 to 75** • Decompose two-digit numbers into multiple of tens and ones/units • Identify and state the value of each digit	**Recognise place value of numbers 11 to 99** • Decompose two-digit numbers into multiple of tens and ones/units • Identify and state the value of each digit

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
SOLVE PROBLEMS IN CONTEXT				
1.6 Problem-solving techniques	Use the following techniques when solving problems and explain solutions to problems: • drawings or concrete apparatus e.g. counters • building up and breaking down of numbers • doubling and halving • number lines supported by concrete apparatus	Use the following techniques when solving problem and explain solutions to problems: • drawings or concrete apparatus e.g. counters • building up and breaking down of numbers • doubling and halving • number lines supported by concrete apparatus	Use the following techniques when solving problem and explain solutions to problems: • drawings or concrete apparatus e.g. counters • building up and breaking down of numbers • doubling and halving • number lines	Use the following techniques when solving problem and explain solutions to problems: • drawings or concrete apparatus e.g. counters • building up and breaking down of numbers • doubling and halving • number lines
1.7 Addition and subtraction	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 20.	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 50.	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 75.	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 99.
1.8 Repeated addition leading to multiplication	Solve word problems in context and explain own solution to problems involving repeated addition leading to multiplication with answers up to 20.	Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 30.	Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 40.	Solve word problems in context and explains own solution to problems involving repeated addition and to multiplication with answers up to 50.
1.9 Grouping and sharing leading to division	Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 20 with answers that may include remainders.	Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 30 with answers that may include remainders.	Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 40 with answers that may include remainders.	Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 50 with answers that can include remainders.
1.10 Sharing leading to fractions		Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{1}{5}$ etc.	Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{1}{5}$ etc.	Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{1}{5}$ etc.
1.11 Money	• Recognise and identify the South African coins 5c, 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50 • Solve money problems involving totals and change in cents up to 50c and rands to R20	• Recognise and identify the South African coins 5c, 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50 • Solve money problems involving totals and change in cents up to 50c and rands to R50	• Recognise and identify the South African coins 5c, 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50 • Solve money problems involving totals and change in cents up to 75c and rands to R75	• Recognise and identify the South African coins 5c, 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50 • Solve money problems involving totals and change in cents up to 90c and rands to R99

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
CONTEXT-FREE CALCULATIONS				
1.12 Techniques (methods or strategies)	Use the following techniques when performing calculations: • Drawings or concrete apparatus e.g. counters • Building up and breaking down numbers • Doubling and halving • Number lines supported by concrete apparatus	Use the following techniques when performing calculations: • Drawings or concrete apparatus e.g. counters • Building up and breaking down numbers • Doubling and halving • Number lines supported by concrete apparatus	Use the following techniques when performing calculations: • Drawings or concrete apparatus e.g. counters • Building up and breaking down numbers • Doubling and halving • Number lines	Use the following techniques when performing calculations: • Drawings or concrete apparatus e.g. counters • Building up and breaking down numbers • Doubling and halving • Number lines
1.13 Addition and subtraction	• Add to 20 • Subtract from 20 • Use appropriate symbols (+, –, =, ☐) • Practise number bonds to 10	• Add to 50 • Subtract from 50 • Use appropriate symbols (+, –, =, ☐) • Practise number bonds to 15	• Add to 75 • Subtract from 75 • Use appropriate symbols (+, –, =, ☐) • Practise number bonds to 20	• Add to 99 • Subtract from 99 • Use appropriate symbols (+, –, =, ☐) • Practise number bonds to 20
1.14 Repeated addition leading to multiplication	• Add the same number repeatedly to 20 • Multiply numbers 1 to 10 by 2 • Use appropriate symbols (+, –, =, ☐)	• Multiply numbers 1 to 10 by 2 and 5 • Use appropriate symbols (+, –, =, ☐)	• Multiply numbers 1 to 10 by 2, 5 and 4 • Use appropriate symbols (+, –, =, ☐)	• Multiply numbers 1 to 10 by 2, 5, 3 and 4 • Use appropriate symbols (+, –, =, ☐)

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
1.16 Mental mathematics	**Number Concept: Range 25** • Order a given set of selected numbers. • Compare numbers to 25 and say which is: - 1 more or 1 less - 2 more or 2 less - 10 more or less **Rapidly recall:** • Recall addition and subtraction facts to 10 **Calculation strategies** Use calculation strategies to add and subtract efficiently: • Put the larger number first in order to count on or count back • Mental number line • Doubling and halving • Building up and breaking down • Use the relationship between addition and subtraction	**Number Concept: Range 50** • Order a given set of selected numbers. • Compare numbers to 50 and say which is: - 1 more or 1 less - 2 more or 2 less - 3 more or 3 less - 4 more or 4 less - 5 more or 5 less - 10 more or less **Rapidly recall:** • Recall addition and subtraction facts to 10 **Calculation strategies** Use calculation strategies to add and subtract efficiently: • Put the larger number first in order to count on or count back • Number line • Doubling and halving • Building up and breaking down • Use the relationship between addition and subtraction	**Number Concept: Range 75** • Order a given set of selected numbers. • Compare numbers to 75 and say which is: - 1 more or 1 less - 2 more or 2 less - 3 more or 3 less - 4 more or 4 less - 5 more or 5 less - 10 more or less **Rapidly recall:** • Recall addition and subtraction facts to 15 • Add or subtract multiples of 10 from 0 to 50 **Calculation strategies** Use calculation strategies to add and subtract efficiently: • Put the larger number first in order to count on or count back • Number line • Doubling and halving • Building up and breaking down • Use the relationship between addition and subtraction	**Number Concept: Range 99** • Order a given set of selected numbers. • Compare numbers to 99 and say which is: - 1 more or 1 less - 2 more or 2 less - 3 more or 3 less - 4 more or 4 less - 5 more or 5 less - 10 more or less **Rapidly recall:** • Recall addition and subtraction facts to 20 • Add or subtract multiples of 10 from 0 to 100 **Calculation strategies** Use calculation strategies to add and subtract efficiently: • Put the larger number first in order to count on or count back • Use the relationship between addition and subtraction • Number line • Doubling and halving • Building up and breaking down
1.17 Fractions		• Use and name fractions including halves, quarters, thirds and fifths • Recognise fractions in diagrammatic form • Write fractions as 1 half, 2 thirds	• Use and name fractions including halves, quarters, thirds and fifths • Recognise fractions in diagrammatic form • Write fractions as 1 half, 2 thirds	• Use and name fractions including halves, quarters, thirds and fifths • Recognise fractions in diagrammatic form • Write fractions as 1 half, 2 thirds

Problem Types for Grade 2

These are examples of important problem types that the teacher needs to present repeatedly to her class. When the teacher works with a small group, she should pose the problem orally. When the learners can read, she can give them a written version of the problem as well, but she must still pose the problem orally.

Problems in context can be included in worksheets, but should then be short, straightforward and familiar, and the teacher must make sure that all the learners understand them.

Grouping

Grouping, discarding the remainder

Stella sells apples in bags of 10 apples each. She has 80 apples. How many bags of 10 apples each can she make up?

Grouping, incorporating the remainder in the answer

A farmer has 47 eggs. How many egg boxes that can take six eggs each does he need to pack all the eggs?

Sharing

Sharing, discarding the remainder

Share 54 sweets among seven friends so that they all get the same number of sweets.

Sharing, leading to fractions

Share 11 chocolate bars among four friends so that they all get the same amount of chocolate bar and there is nothing left over.

Fraction of a collection

Grandmother gives Kiki 12 oranges. Kiki makes juice with 1/3 of the oranges. How many oranges did she use?

This problem type must only be posed after learners have solved four or five problems of the sharing, leading to fractions type and know the names of fractional pieces.

Putting fractions together

The netball coach gives half an orange to each player. There are 14 players. How many oranges does she need?

This problem type must only be posed after learners have solved four or five problems of the sharing, leading to fractions type and know the names of fractional pieces.

Repeated addition

How many wheels do 20 bicycles have?

Rate

Thami walks six blocks a day. How many blocks does he walk in a week?

Grids

Mr Khumalo plants seven rows of cabbages. There are eight cabbages in a row. How many cabbages are there altogether?

Addition and subtraction

There are at least three basic types of addition and subtraction problems and each type can be posed in different ways. The basic types are:

Change

Noluthando had 25 sweets. Silo gave her 18 sweets. How many sweets does she have now?

Noluthando had 53 sweets. She gave 32 sweets to Silo. How many sweets does she have now?

Combine

The Grade 2 class has 37 green triangles and 19 blue triangles. How many triangles do they have?

They have 63 circles; 27 are green and the rest are blue. How many blue circles do they have?

Compare

Nosisi has 13 bananas. Themba has five bananas. How many more bananas does Nosisi have than Themba?

Posing each problem in different ways

Problems have to be posed in different ways. For example, both of these are change problems, but the "unknowns" are in different places in the problem.

Noluthando had some sweets. Silo gave her 18 more sweets. Now she has 43 sweets. How many sweets did Noluthando have in the beginning?

Noluthando had 25 apples. Silo gave her some apples. She now has 43 apples. How many apples did Silo give her?

Problem situations with different functional relationships

Heila sells hotdogs at R4 each. Make a table to help her find the amount for large orders.

Number of hotdogs	1	2	3	4	5	6	7	8	9	10
Cost in R	4	8								

Use the table to find the cost of seven hotdogs and 15 hotdogs.

Sedick babysits. He charges R20 for travel costs, and then R5 per hour for babysitting. Complete this table for him.

Number of hours	1	2	3	4	5	10
Cost in R	25	30				

Note that Heila's problem and Sedick's problem work differently.

The above problem types are given to guide the teacher. Learners should not be burdened with type names. Note that learners often use different ways of solving a problem that may not be what the teacher expects. For example, a division problem may be solved by repeated subtraction, addition or multiplication. Learners' methods will change in the course of the year as their understanding of and familiarity with the problem types grow, and as their number concept develops.

GRADE 2 OVERVIEW 2. PATTERNS, FUNCTIONS AND ALGEBRA				
TOPICS	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
2.1 **Geometric patterns**	**Copy, extend and describe** Copy, extend and describe in words • simple patterns made with physical objects • simple patterns made with drawings of lines, shapes or objects **Range of patterns**: Simple patterns in which shapes, or groups of shapes are repeated in exactly the same way **Create and describe own patterns** • Create own geometric patterns - with physical objects - by drawing lines, shapes or objects • Describe own patterns	**Copy, extend and describe** Copy, extend and describe in words • simple patterns made with physical objects • simple patterns made with drawings of lines, shapes or objects **Range of patterns**: Simple patterns in which shapes, or groups of shapes are repeated in exactly the same way Patterns in which the number or size of shapes in each stage changes in a predictable way i.e. regularly increasing patterns **Create and describe own patterns** • Create own geometric patterns - with physical objects - by drawing lines, shapes or objects • Describe own patterns	**Copy, extend and describe** Copy, extend and describe in words • simple patterns made with physical objects • simple patterns made with drawings of lines, shapes or objects **Range of patterns**: Patterns in which the number or size of shapes in each stage changes in a predictable way i.e. regularly increasing patterns **Create and describe own patterns** • Create own geometric patterns - with physical objects - by drawing lines, shapes or objects • Describe own patterns	**Patterns around us** Identify, describe in words and copy geometric patterns • in nature • from modern everyday life • from our cultural heritage

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
2.2 **Number patterns**	**Copy, extend and describe** Copy, extend and describe simple number sequences to at least 100. Sequences should show counting forwards and backwards in: • 1s from any number between 0 and 100 • 10s from any multiple of 10 between 0 and 100 • 5s from any multiple of 5 between 0 and 100 • 2s from any multiple of 2 between 0 and 100	**Copy, extend and describe** Copy, extend and describe simple number sequences to at least 150. Sequences should show counting forwards and backwards in: • 1s from any number between 0 and 150 • 10s from any multiple of 10 between 0 and 150 • 5s from any multiple of 5 between 0 and 150 • 2s from any multiple of 2 between 0 and 150 • 3s from any multiple of 3 between 0 and 150 • 4s from any multiple of 4 between 0 and 150	**Copy, extend and describe** Copy, extend and describe simple number sequences to at least 180. Sequences should show counting forwards and backwards in: • 1s from any number between 0 and 180 • 10s from any multiple of 10 between 0 and 180 • 5s from any multiple of 5 between 0 and 180 • 2s from any multiple of 2 between 0 and 180 • 3s from any multiple of 3 between 0 and 180 • 4s from any multiple of 4 between 0 and 180 **Create own number patterns**	**Copy, extend and describe** Copy, extend and describe simple number sequences to at least 200. Sequences should show counting forwards and backwards in: • 1s from any number between 0 and 200 • 10s from any multiple between 0 and 200 • 5s from any multiple of 5 between 0 and 200 • 2s from any multiple of 2 between 0 and 200 • 3s from any multiple of 3 between 0 and 200 • 4s from any multiple of 4 between 0 and 200 **Create own number patterns**

GRADE 2 OVERVIEW 3. SPACE AND SHAPE (GEOMETRY)				
TOPCS	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
3.1 **Position, orientation and views**		**Language of position** • Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to **Position and directions** • Follow directions to move around the classroom	**Position and views** • Match different views of the same everyday object **Position and directions** Follow directions to move around the classroom	

TOPCS	TERM 1	TERM 2	TERM 3	TERM 4
3.2 **3-D objects**	**Range of objects** Recognise and name 3-D objects in the classroom and in pictures • ball shapes (spheres) • box shapes (prisms) **Features of objects** Describe, sort and compare 3-D objects in terms of: • size • objects that roll • objects that slide **Focused activities** • Observe and build given 3-D objects using concrete materials such as cut-out 2-D shapes, building blocks, recycling, construction kits, other 3-D geometric objects **Suggested focus and sequencing of activities for Term 1** • Copy a model of something the teacher provides. Models or constructions can be made using building blocks, recycling, construction kits, other 3-D geometric objects, cut-out 2-D shapes. This can be done in independent time • Compare and describe the size of similar objects e.g. stack boxes from greatest to smallest Work with • balls and objects shaped like balls • various boxes and other objects shaped like rectangular prisms or cubes Investigate which of the objects can roll, which slide, which can be stacked. Identify and describe geometric and everyday objects by saying whether are shaped like a ball, shaped like a box, shaped like a cylinder. Work is consolidated through written exercises.		**Range of objects** Recognise and name 3-D objects in the classroom and in pictures • ball shapes, (spheres) • box shapes (prisms) • cylinders **Features of objects** Describe, sort and compare 3-D objects in terms of: • size • objects that roll • objects that slide **Suggested focus and sequencing of activities for Term 3** Work with • balls and objects shaped like balls • cylinders and objects shaped like cylinders • various boxes and other objects shaped like rectangular prisms or cubes Investigate which of the objects can roll, which slide and which can be stacked. Identify and describe geometric and everyday objects by saying whether are shaped like a ball, shaped like a box, shaped like a cylinder. Work is consolidated through written exercises	**Range of objects** Recognise and name 3-D objects in the classroom and in pictures • ball shapes, (spheres) • box shapes (prisms) • cylinders **Features of objects** Describe, sort and compare 3-D objects in terms of: • size • objects that roll • objects that slide **Suggested focus or Term 4** Work is consolidated through written exercises.

TOPCS	TERM 1	TERM 2	TERM 3	TERM 4
3.3 **2-D shapes**		**Range of shapes** Recognise and name 2-D shapes • circles • triangles • squares • rectangles **Features of shapes** Describe, sort and compare 2-D shapes in terms of: • size • colour • shape • straight sides • round sides **Suggested focus and sequencing of activities for Term 1** • Free play with various shapes including making pictures with cut-out geometric shapes. This can be done in independent time • Copy picture made up of geometric shapes. This can be done in independent time • Compare the size of similar shapes e.g. order rectangles from smallest to greatest and use the language of size to describe shapes • Talk about the colours of shapes and then sort shapes according to colour • Sort shapes according to whether they have straight or round sides. Work with circles and squares of different sizes, and triangles and rectangles shaped differently • Sort and group shapes according to whether they are triangles, squares, rectangles or circles • Work is consolidated through written exercises		**Range of shapes** Recognise and name 2-D shapes • circles • triangles • squares • rectangles **Features of shapes** Describe, sort and compare 2-D shapes in terms of: • size • colour • shape • straight sides • round sides **Suggested focus and sequencing of activities for Term 4** • Sort shapes according to whether they have straight or round sides. Work with circles and squares of different sizes, and triangles and rectangles shaped differently. • Learners sort and group shapes according to whether they are triangles, squares, rectangles or circles. • Work is consolidated through written exercises

TOPCS	TERM 1	TERM 2	TERM 3	TERM 4
3.4 **Symmetry**		**Symmetry** Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes. **Suggested focus of activities for Term 2** • Lines of symmetry in concrete objects and pictures • Written exercises should include examples where the line of symmetry is **NOT** always a vertical line		**Symmetry** Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes **Suggested focus of activities for Term 4** Lines of symmetry in concrete objects and pictures. Written exercises should include examples where the line of symmetry is **NOT** a vertical line.

GRADE 2 OVERVIEW 4. MEASUREMENT				
TOPICS	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
4.1 **Time**	**Telling the time** • Name and sequence days of week • Name and sequence months of year • Place birthdays, religious festivals, public holidays, historical events, school events on a calendar • Tell 12-hour time in hours and half hours on analogue clocks **Calculate length of time and passing of time** • Use clocks to calculate length of time in hours or half hours	**Telling the time** • Tell 12-hour time in hours and half hours on analogue clocks **Calculate length of time and passing of time** • Use clocks to calculate lengths of time in hours or half hours	**Telling the time** • Name and sequence days of week • Name and sequence months of year • Place birthdays, religious festivals, public holidays, historical events, school events on a calendar • Tell 12-hour time in hours, half hours and quarter hours on analogue clocks **Calculate length of time and passing of time** • Use calendars to calculate and describe length of time in days or weeks • Use clocks to calculate length of time in hours or half hours	**Telling the time** • Tell 12-hour time in hours, half hours and quarter hours on analogue clocks **Calculate length of time and passing of time** • Use clocks to calculate length of time in hours or half hours
4.2 **Length**	**Informal measuring** • Estimate, measure, compare, order and record length using non-standard measures e.g. hand spans, paces, pencil lengths, counters etc. • Describe the length of objects by counting and stating the length in informal units • Use language to talk about the comparison e.g. longer, shorter, taller, wider **Introducing formal measuring** • Estimate, measure, order and record length using metres (either metre sticks or metre long lengths of string) as the standard unit of length			**Introducing formal measuring** • Estimate, measure, compare, order and record length using metres (either metre sticks or metre-long lengths of string) as the standard unit of length

TOPICS	TERM 1	TERM 2	TERM 3	TERM 4
4.3 **Mass**		**Informal measuring** • Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures e.g. blocks, bricks • Describe the mass of objects by counting and stating in informal units • Use language to talk about the comparison e.g. light, heavy, lighter, heavier **Introducing formal measuring** • Compare, order and record the mass of commercially packaged objects which have their mass stated in kilograms e.g. 2 kilograms of rice and 1 kilogram of flour • Where bathroom scales are available, learners can measure their own mass in kilograms using a bathroom scale. The expectation is that learners only read to the nearest numbered gradation line. They describe their mass as almost/ nearly/close to/a bit more than/more or less or exactly the number (of kilograms) they read off the scale		**Introducing formal measuring** Learners do written tasks to consolidate the following, including reading pictures of • products with mass written on them • bathroom scales where the needle points to a numbered gradation line

4.4 **Capacity/ Volume**			**Informal measuring** • Estimate, measure, compare, order and record the capacity of containers (i.e. the amount the container can hold if filled) by using non-standard measures e.g. spoons and cups • Describe the capacity of the container by counting and stating how many of the informal units it takes to fill the container e.g. the bottle has the capacity of four cups **Introducing formal measuring** • Estimate, measure, compare, order and record the capacity of objects by measuring in litres using - bottles with a capacity of 1 litre - a measuring jug which has numbered calibration lines in litres • Compare, order and record the capacity of commercially packaged objects whose capacity is stated in litres e.g. 2 litres of milk, 1 litre of cool drink, 5 litres of paint	**Introducing formal measuring** Written tasks to consolidate the following, including reading pictures of • products with their capacity written on them in order to sequence in order • pictures of jugs where the volume is near to a 1-litre or 2-litre gradation line • read to the nearest numbered gradation line, describe their volume as almost/nearly/close to/a bit more than/more or less or exactly the number (of litres)

GRADE 2 OVERVIEW 5. DATA HANDLING				
TOPICS	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
5.4 **Collect and organise data** **5.5** **Represent data** **5.6** **Analyse and interpret data**	**Recommended:** Whole data cycle to make class pictograph with one-to-one correspondence • Collect data about the class or school to answer questions posed by the teacher. • Represent data in pictograph with one-to-one correspondence. • Answer questions about data in pictograph with one-to-one correspondence.	Analyse data from representations provided. **Recommended:** At least one pictograph with one-to-one correspondence	**Recommended:** Make individual pictograph with one-to-one correspondence from data provided in either picture form or table. • Collect data about the class or school to answer questions posed by the teacher. • Represent data in pictograph with 1-1 correspondence. Answer questions about data in pictograph with one-to-one correspondence.	Analyse data from representations provided. **Recommended:** At least one pictograph with one-to-one correspondence