



WILLS PRIMARY SCHOOL
CLASS 2 – Ages 8-9 years

MATHEMATICS

Problem Solving Strategies and Skills

The students should be able to:

- solve a problem as it relates to everyday situations
- look for patterns
- write a number sentence or equation
- restate the problem with simpler numbers
- relate the problem to a similar problem
- use steps to solve problems
- use various strategies to solve a problem
- interpret charts, tables and graphs
- use a variety of mental computations and estimation techniques
- work cooperatively in groups to solve problems
- show all working as it relates to the problem

Number Concepts

The students should be able to:

- read and write numbers up to 9 999
- compare and order number up to 9 999

- **determine place value and value up to 9 999**
- **add and subtract whole number up to 9 999**
- **multiply and divide whole numbers up to 9 999 by one digit numbers**
- **use the four basic operations to solve problems with whole numbers**
- **odd and even numbers**
- **identify and use prime numbers**
- **identify and use composite numbers**
- **identify and use factors and prime factors**
- **identify and use multiples**

Properties of Numbers

The student should be able to:

- **Determine the commutative properties of a number**
- **Determine the associative properties of a number**
- **Identify the properties under addition**
- **Identify the properties under multiplication**
- **Multiplication by Zero**

Fraction

The students should be able to:

- **determine the HCF**
- **identify and use multiples**
- **determine the LCM**
- **compare and order fractions with the same denominators**
- **determine and recognize equivalent fractions**
- **express fraction in their lowest terms**
- **compare and order fractions with the different denominators**

- **add fractions with different denominators**

Measurement

The students should be able to:

- **use non standard units to measure quantities**
- **use standard units of measurements**
- **convert between units of measure**

Linear

- **determining length**
- **instruments for measuring length**
- **units for measuring length**
- **calculate the perimeter of shape**

Area

- **determine the area of a regular and irregular shape by**
- **counting squares**
- **determine the area of the square, rectangle and triangle**
- **by formulae**

Mass

- **units for measuring mass**
- **mass of an object**

Capacity

- **units for measuring capacity**
- **capacity of various containers**

Time

- identify varying times in a day
- identify periods of time – year, month, day
- identify instruments used for measuring time
- telling time in 5 minute intervals
- state the relationship between sub-units of time

Money

- identify local currency

GRAMMAR

The students should be able to:

- use nouns to name people, places and things
- replace proper nouns with appropriate pronoun
- use capital letters correctly
- use verbs correctly
- use correct punctuation at the end of a sentence
- use commas to separate items in a list
- use commas appropriately in greetings and closure of letters
- use commas appropriately in dates
- use questions marks appropriately
- use complete sentences
- use correct spelling to complete a written task
- use simple adjectives and adverbs appropriately
- extend sentences using adjectives and adverbs
- use simple link words to join sentences
- use at least three types of sentence structures
- use the negative form in simple or compound sentences

- use the three simple tenses
- use present continuous tense
- correctly spell basic sight words and other words commonly used
- use antonyms to represent opposite of words given
- correct usage of simple homonyms
- use synonyms to replace words given
- correct form of the plurals

COMPREHENSION

Reading Comprehension

The student should be able to:

- recall details
- relate what is read to prior knowledge and experience
- identify salient and specific details
- restate ideas in his/her own words
- identify and state the main ideas
- distinguish between significant and minor details
- explain how and why something is done
- use cue words and context clues to understand text
- make, confirm and revise predictions
- summarize the text adequately and accurately
- use vocabulary to assist in making inferences and drawing conclusions
- organize information in order to understand the sequence of events
- draw conclusions from information given

- **apply information read to another context**

Reading: Skills and Strategies

The student should be able to:

- **use appropriate sight vocabulary to recognize words in**
- **isolation as well as in context**
- **use a range of decoding systems to determine pronunciation**
- **of words**
- **determine the meaning of unknown words using context,**
- **glossaries and dictionaries**
- **read aloud (at independent level)**
- **self correct when subsequent reading indicates an earlier**
- **miscue**

Speaking and Listening Skills

The student should be able to:

- **speak clearly and audibly**
- **present information clearly**
- **speak fluently in recounting experiences**
- **discuss and orally present plans for solving problems**
- **contribute to group discussion**
- **follow oral directions with three or four steps**
- **listen to build memory**
- **follow written instructions**

Penmanship

- **The student should be able to**
- **accurately form and consistently size letters**

- **use a style of writing that is fluent and legible**
- **observe appropriate spacing between words**
- **head all work in prescribed manner**
- **leave margins as require**

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- **leave margins as required**