

J2

Year Overview



Mathematics

Problem Solving Strategies and Skills

By the end of the school year, the student should be able to:

1. solve a problem as it relates to everyday situations.
2. use steps to solve problems.
3. use various strategies to solve a problem.
4. show all working as it relates to the problem.

Number Concepts

By the end of the school year, the student should be able to:

1. complete number patterns (sequencing)
2. recognize ordinal numbers
3. read or write numbers in words or figures from 0- 9,999
4. read and write Roman Numerals up to 1, 000
5. compare and order numbers up to 9,999
6. write the value of any digit up to 9,999
7. write the place value of any digit up to 9,999
8. round off numbers to the nearest 10, 100, or 1000
9. write numbers up to 9,999 in expanded form and vice versa
10. identify:
 - an even number and
 - an odd number
11. identify and use composite numbers
12. identify and use prime numbers
13. write multiples
14. find the factors of a given number
15. identify the prime factors of a number
16. calculate the Highest Common Factor of given numbers
17. identify, know and use the different properties of addition
18. add and subtract numbers up to 9,999 with and without regrouping
19. identify, know and use the different properties of subtraction
20. subtract numbers up to 9,999 with and without regrouping
21. identify, know and use the different properties of multiplication
22. say and use multiplication tables up to 12
23. multiply numbers up to 999 by numbers up to 100
24. identify, know and use the different properties of division
25. divide numbers up to 9,999 by one digit and two digit numbers with and without regrouping and with and without a remainder.

Measurement

By the end of the school year, the student should be able to:

Money

1. identify local currency
2. make change
3. add money
4. subtract money
5. multiply money
6. divide money
7. use coins and notes in money transactions
8. develop and appreciation for saving money

Linear

1. measure lengths correctly using the appropriate instruments
2. rename millimeters, centimeters, meters, kilometers.
3. estimate the length of an object to the nearest centimeter.
4. draw an estimated length.
5. measure to the nearest millimeter, centimeter, and meter.
6. measure to the nearest milliliter and liter.
7. find the perimeter of regular and irregular shapes
8. find the area of regular shapes by using a formula or by counting squares.

Time

1. Differentiate between times of the day
2. Name the days of the week/ months of the year in sequence
3. Identify the appropriate instrument for measuring periods of time
4. Tell time by the hour, half hour and quarter hour

Geometry

By the end of the school year, the student should be able to:

1. identify two dimensional shapes and state the properties of two dimensional shapes
2. classify two dimensional shapes according to their properties
3. draw two dimensional shapes (square, rectangle, triangle and circle)
4. identify three dimensional shapes and state the properties of three dimensional shapes
 - cuboid
 - cube
 - cylinder
 - cone
 - sphere
5. classify three dimensional shapes according to their properties
6. identify lines of symmetry of a given shape
7. identify and name points.
8. identify and name line segments.
9. identify and name lines.
10. distinguish between parallel lines and intersecting lines.
11. recognize a triangle, quadrilateral, pentagon, hexagon, septagon, and octagon.
12. recognize a square and a rectangle as special quadrilaterals.

Data Handling

By the end of the school year, the student should be able to:

1. collect data using the appropriate methods
2. represent the data collected in a diagram: table, pictograph, bar graph, line graph, co-ordinate graph
3. read and interpret the information in a diagram or chart

Fractions

By the end of the school year, the student should be able to:

1. identify the denominator and the numerator of a fraction.
2. reduce a fraction to its lowest terms
3. understand a mixed number
4. add fractions for whole numbers
5. multiply fractions
6. multiply fractions by whole numbers
7. find the fractional part of a set using multiplication.
8. compare like and unlike fractions using $>$ and $<$ signs.
9. order fractions.
10. identify equivalent fractions for part of a whole and part of a set of objects.
11. identify higher and lower terms of equivalent fractions.
12. find equivalent fractions by using multiplication.
13. identify equivalent fractions by cross-multiplying

SET THEORY

By the end of the school year, the student should be able to:

1. Identify and construct lines of symmetry for various shapes.
2. Define a set.
3. Describe a set and identify the elements in a given set.
4. Identify sets that are equal?
5. Identify sets that contain the same number of elements.
6. Identify the subsets of a given set

Language Arts

By the end of the school year, the student should be able to:

1. use nouns to name people, places and things
2. replace proper nouns with appropriate subject and object pronouns
3. capitalize all proper nouns and words at beginning of sentences
4. use verbs correctly
5. use correct punctuation at the end of sentences
6. use commas to separate items in a list
7. use commas appropriately in greetings and closures of letters
8. use commas appropriately in dates
9. use question marks appropriately
10. use complete sentences
11. use correct spelling to complete written tasks
12. use simple adjectives and adverbs appropriately
13. extend sentences by using adjectives and adverbs
14. use simple link words to join sentences
15. use at least three types of sentence structures
16. use the negative form in simple and compound sentence structures
17. use the three simple tenses
18. use continuous tense
19. correctly spell basic sight words and other commonly used words

20. use phonics and word structures to spell more difficult words
21. use appropriate vocabulary
22. use synonyms to replace words given
23. use antonyms to represent opposite of words given
24. use simple homonyms in context
25. form plurals

Reading: Skills and Strategies

By the end of the school year, the student should be able to:

1. use appropriate sight vocabulary to recognise words in isolation as well as in context
2. use a range of decoding systems, e.g. phonetic, syntactic and semantic, to determine pronunciation of words
3. determine the meaning of unknown words using context, glossaries, and dictionaries
4. read aloud at independent level
5. self-correct when subsequent reading indicates an earlier miscue
6. use rhythm, pace and intonation associated with Standard English
7. use reading for functional purposes

Reading: Literature

By the end of the school year, the student should be able to:

1. discuss the qualities of characters

2. identify with characters
3. develop simple characterization sketches
4. discuss situations which occur within the literature
5. summarize stories
6. transform stories read to connect to personal experiences
7. identify lessons learnt
8. select favourite authors and genres
9. give simple explanations of differences in genres
10. produce simple pieces of writing based on the literature read

Speaking and Listening Skills

By the end of the school year, the student should be able to:

1. use language appropriate to context
2. present information clearly, concisely and adequately
3. speak fluently in recounting experiences
4. initiate discussion using sensory data
5. ask appropriate questions
6. paraphrase and summarize information shared orally by others
7. participate in choral speaking and recite poems, rhymes, songs and stories
8. discuss and orally present plans for solving problems
9. use increasingly complex sentence structures
10. observe and use common courtesies with appropriate register and tone

11. develop and practise the use of eye contact between speaker and listener
12. use a variety of tones and stresses in expressing ideas orally
13. communicate situations in full sentences
14. simulate conversations/dialogue using Standard English
15. contribute to group discussion
16. listen responsively and respectfully
17. respond appropriately to information given
18. follow oral directions with three or four steps
19. respond appropriately to the questions of others
20. pay attention to the speaker and respond appropriately
21. perform actions based on information given
22. respond using sensory data
23. respond to cues which signal when to begin a response
24. listen to build memory
25. use appropriate body language when addressing others

Penmanship

By the end of the school year, the student should be able to:

1. use a style of writing that is fluent and legible
2. observe appropriate spacing between words
3. head all work in a prescribed manner
4. leave margins as required accurately form and consistently size letters.

Comprehension

By the end of the school year, the student should be able to:

1. recall details
2. relate what is read to prior knowledge and experience
3. identify salient and specific details
4. restate ideas in his own words
5. identify and state the main idea
6. distinguish between significant and minor details
7. explain how something is done
8. say why something happens
9. use cue words and context clues to understand text
10. make, confirm and revise predictions
11. summarize the text adequately and accurately
12. relate what is read to experiences in other media e.g. films, plays etc.
13. define and sequence information needed to carry out a procedure
14. use vocabulary to assist in making inferences and drawing conclusions
15. organise information in order to understand the sequence of events
16. draw conclusions from information given
17. apply information read to another context

Composition

By the end of the school year, the student should be able to:

1. sequence a story
2. plan for a narrative
3. plan a narrative plot
4. write descriptive essays
5. write a friendly letter
6. write a letter of invitation
7. write a letter of apology
8. write a simple business letter
9. write a composition based on a picture
10. write an expository story
11. alter stories