



**Chance and Data** - Distinguish certain from uncertain things and describe familiar, easily understood events as having equal chances of happening or being more or less likely. Clarify what data would help answer particular questions and take care in collecting, classifying, sequencing and tabulating data in order to answer those questions. Displays and summarizes data using frequencies, measurements and many-to-one correspondences between data and representation. Reads and makes sensible statements about the information provided in tallies and in simple tables, diagrams, pictographs and bar graphs.

## What do I need to collect?

### Skill up

Count these (1)

|||| |

Now try these (2)

|||| |



Which was easiest to count? (1) or (2)

When we group things together like this we can count at a glance how many there are.

Use this method when you record your results.

### Maths Cooperation Activity.

Here is a question that has been bugging me for ages.  
*"I wonder how many kids ride their bikes to school."*



Discuss the answers to these questions with you partner then answer them.

What info would you collect?

What questions would you ask to collect it?

How will you record it?

Go ahead and survey just your class to find out the results.



## Questions

Answer the questions below with the information that you collected.

*How many people came by bike?*

*How many students came by car?*

*How many boys walked?*

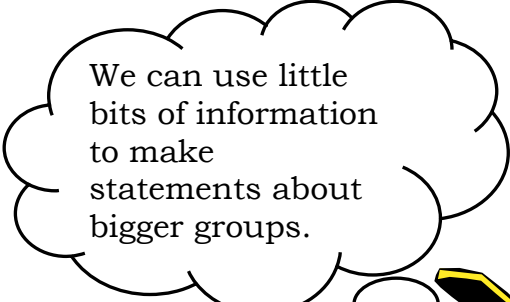
If you can't answer the questions you need to change your survey and collect your information again so you can answer the questions.



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**Maths Fact**

In my family there are four people. **Two** of us have read Harry Potter. In our town there are 40 000 people. How many have read Harry potter?



We can use little bits of information to make statements about bigger groups.

The town is 10 000 times bigger than my family so there must be  $10\ 000 \times 2 = 20\ 000$  people in the town who have read Harry Potter.



**Challenge**



How many students are in your class?

How many students in the whole school?

How many times larger is the school than your classroom?  
(Don't worry I'll help.)

WHOLE SCHOOL (number)  $\div$  CLASS (number) =

The number of times larger the school is than your class

**Questions**

Using this idea above you should be able to use your class info to answer the questions below.

How many students in the **whole school** would you expect came by bike?

How many students in the **whole school** would you expect came by car?

How many boys in the **whole school** would you expect walked?