

HANDLING DATA

Pupils should be taught to:

Use the vocabulary of probability

As outcomes, Year 7 pupils should, for example:

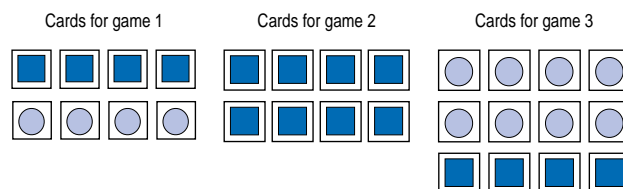
Use, read and write, spelling correctly:
fair, unfair, likely, unlikely, equally likely, certain, uncertain, probable, possible, impossible, chance, good chance, poor chance, no chance, fifty-fifty chance, even chance, likelihood, probability, risk, doubt, random, outcome...

Use vocabulary and ideas of probability, drawing on experience. For example:

- Match one of these words to each statement below:

CERTAIN LIKELY UNLIKELY IMPOSSIBLE

- I will eat a packet of crisps today.
 - Next year, there will be 54 Fridays.
 - I will leave the classroom through the door.
 - The sun will rise tomorrow in the east.
 - I will see David Beckham on my way home.
- Discuss the risk or chance of:
 - injury in different sports;
 - road accidents at different times of the day and year;
 - dying before the age of 70 in different countries;
 - a cyclone happening in England.
 - A class is going to play three games.
In each game some cards are put into a bag.
Each card has a square or a circle on it.
One card will be taken out, then put back.
If it is a circle, the girls will get a point.
If it is a square, the boys will get a point.



- Which game are the girls most likely to win? Why?
 - Which game are the boys least likely to win? Why?
 - Which game is impossible for the girls to win?
 - Which game are the boys certain to win?
 - Which game is it equally likely that the boys or girls win?
 - Are any of the games unfair? Why?
- Use a line of large digit cards (1 to 10), face down and in random order.
Turn cards over, one at a time.
Indicate whether the next card turned is likely to be higher or lower than the card just turned.
Give reasons for each response.

See Y456 examples (pages 112–13).