

## Can I use the vocabulary of probability to predict outcomes and discuss and explain events?

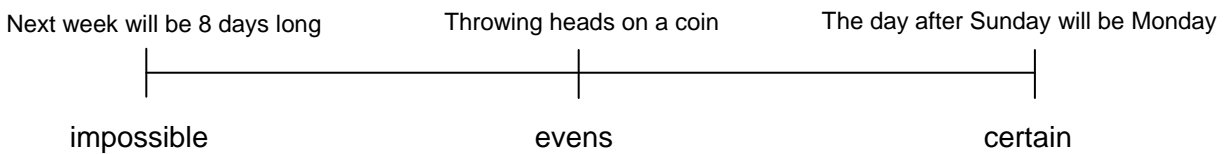
### Teaching guidance

#### Key vocabulary

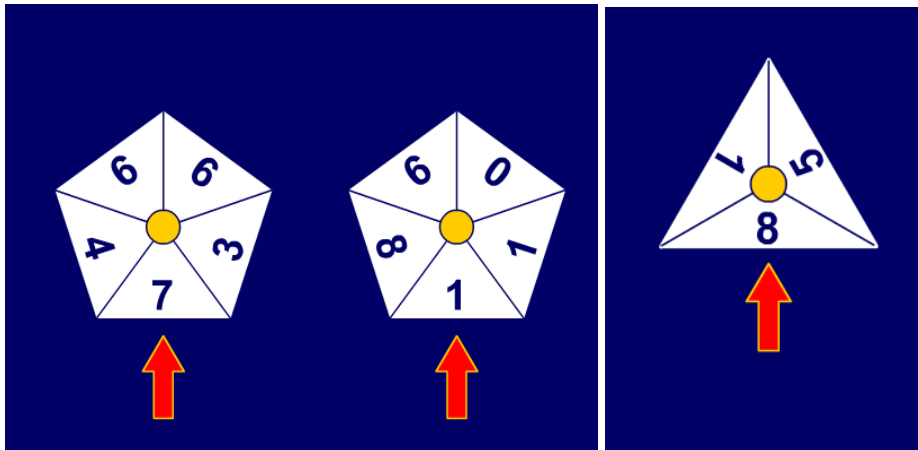
fair, unfair, likely, unlikely, likelihood, equally likely, certain, uncertain, probable, possible, impossible, chance, good chance, poor chance, no chance, equal chance, even chance, fifty-fifty chance, risk, doubt, biased, random

#### Models and images

Represent probability on a scale, for example:



Use a variety of spinners.



*Number spinners ITP*

## Teaching tips

- Use cross-curricular opportunities to discuss outcomes that have a good chance of happening and those that have a poor chance. Give children the opportunity to use the language of probability.
- Model how to predict the probability of an outcome by talking through the number of different possible outcomes and how likely each outcome is. Include outcomes that are impossible.
- Discuss events that might have two equally likely outcomes, for example, if I roll a dice I am just as likely to roll an even number as an odd number.
- Ensure children have opportunities to predict and investigate probabilities, using a variety of resources that generate random outcomes.
- Encourage children to annotate the charts and spinners, where appropriate, to compare different sections.
- Through a range of practical experiences and discussion, help children recognise the difference between the theory of outcomes and the actual experimental results. For example, 'Do you actually score each number once when you throw a six-sided dice six times? Would the results be the same if the experiment were repeated?'