As outcomes, Year 5 pupils should, for example:

Use, read and write, spelling correctly:
fair, unfair...
likely, unlikely, likelihood...
certain, uncertain...
probable, possible, impossible...
chance, good chance, poor chance, no chance...
risk, doubt...

Use cross-curricular opportunities to discuss events which have a good chance of happening and those which have a poor chance. For example:

- Discuss statements like:
  I doubt whether I will catch the 4 o'clock bus.
  Snakes and Ladders is not a fair game – the first player has the best chance of winning.
  There is little risk of catching measles these days.

- Match one of these words to each of the statements below:

  CERTAIN LIKELY UNLIKELY IMPOSSIBLE

  a. I will watch television tonight.
  b. It will snow next Christmas.
  c. I will grow taller than my mother.
  d. It will get dark tonight.
  e. I will see Queen Victoria on my way home.

  Place the statements on this scale:

As outcomes, Year 6 pupils should, for example:

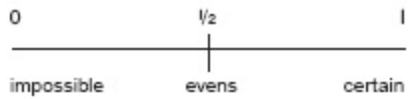
Use, read and write, spelling correctly, the vocabulary from the previous year, and extend to:
equally likely...
equal chance, even chance, fifty-fifty chance...
biased, random...

Discuss events which might have two equally likely outcomes. For example:
- a new baby is equally likely to be a boy or a girl;
- if I drop a picture postcard there is an even chance it will land picture side up;
- if I roll a dice I am just as likely to roll an even number as an odd number...

Discuss events with two or more equally likely outcomes. For example:

- Consider a 1 to 6 dice.
  What is the probability of:
  a. rolling a 4;
  b. rolling an even number;
  c. rolling a number greater than 2;
  d. rolling zero;
  e. rolling a number lying between 0 and 7?

  Place each probability on this scale.



Discuss the difference between the theory of outcomes and the actual, experimental results. For example:

- Discuss outcomes when a coin is tossed.

  How many heads and how many tails might turn up if a coin is tossed 10 times, 20 times, 30 times...?

  Work in pairs and record results on squared paper. In 20 tosses, did heads and tails each come up 10 times? What happens when you combine your results with another pair?

  Discuss whether the results would be the same if the experiment were repeated.