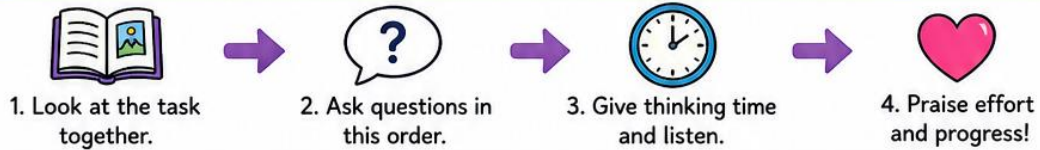


HOW TO USE BLANK'S LEVELS AT HOME

A simple guide for parents

- 
1. Look at the task together.
 2. Ask questions in this order.
 3. Give thinking time and listen.
 4. Praise effort and progress!

1 LEVEL 1

NAME IT

Look • Find • Say



- What is this?
- Show me the ____
- What number is this?
- Who is this?
- Count these.



If your child can answer → move on to Level 2.



If not → stay here and support.

IF YOUR CHILD GETS STUCK...



Go back one level.



Use objects (toys, coins, counters).



Draw it out.



Model your thinking out loud.

Be patient and encouraging – every try helps them grow!

2 LEVEL 2

DESCRIBE IT

Tell me about it



- What is happening?
- What changed?
- Which is bigger?
- What comes next?
- What is the same/different?



If your child can explain → move on to Level 3.



If unsure → go back to Level 1.

3 LEVEL 3

THINK ABOUT IT

Work it out



- How do you know?
- What might happen next?
- What pattern can you see?
- What could the answer be?



If your child can explain → move on to Level 4.



If stuck → go back to Level 2.

4 LEVEL 4

EXPLAIN IT

Tell me why



- Why is that correct?
- Can you prove it?
- What would happen if...?
- Which way is best?



This builds deep understanding and confidence!

TOP TIPS



Start at Level 1 every time.



Move up slowly.



Don't rush to give answers.



Praise effort, not just correct answers.

REMEMBER



We are not just looking for answers.

We are helping children:

- ✓ Understand
- ✓ Explain
- ✓ Think independently



Small conversations every day make a BIG difference!



Year 1 – Autumn Term Art Unit: Portrait of a Teddy



Key vocabulary: teddy, portrait, illustrator, line, shape, texture, soft, fluffy, proportion, pencil, light, dark, compare, style

Level 1

Show me the **teddy**.
Point to the teddy's **head**.
Show me the teddy's **body**.
Point to the **arms or legs**.
What shapes can you see?
Show me a pencil mark.

Level 2

What does the teddy look like?
Is the teddy soft, hard, fluffy or smooth?
Which part is bigger — the head or the body?
What lines could show the fur?
What is the illustrator showing in the picture?
Which drawing do you prefer? Why?

Level 3

Why do we need to look carefully before drawing?
Why might short, feathery pencil marks show fur?
How can we make the teddy look soft?
Why does the size of the head and body matter?
How can darker lines help parts stand out?

Level 4

How can we make our teddy look like the real teddy?
Why is proportion important when drawing?
How can pencil marks show texture without using colour?
Why might an artist use light and dark lines?
How could you improve one of the pictures?

Year 1 – Autumn Term Geography Unit: My School



Key vocabulary: England, Wales, Scotland, Northern Ireland, country, world, Waterloo, school, town, north, east, south, west, woods, field, map, atlas, house, shop, local

Level 1

Show me the **school**.
Point to the **field**.
Show me the **woods**.
Point to a **house** or **shop**.
Show me the **map**.

Level 2

What is our school like?
What places are near our school?
What can you see outside at school?
Is the field near or far from the classroom?
What human features can you see?

Level 3

Why is our school special?
Why do we use maps to find places?
How could we describe a route around school?
How is our school different from another school?
What might you see if you looked at our school from above?

Level 4

How can we explain where our school is in the UK?
Why do maps need symbols and keys?
How can compass directions help us describe places?
What makes our local area different from other places?
How can fieldwork help us learn about our school?

Year 1 – Autumn Term History Unit: Toys

1800s Wooden toy  Toys were often made from wood and by hand.	1900s Victorian doll  Dolls were popular and often made from porcelain or cloth.	1930s Toy train  Tin toys and model trains were very popular.	1930s Cindy doll  Plastic toys became more common.	1960s Meccano  Building sets like Meccano were very popular.	1970s Roller skates  Many children played outside with active toys.	1980s Action figures  Action figures became very popular.	2000s – Today Electronic toys  Modern toys often use technology and electronics.
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Key vocabulary: old, new, then, now, past, present, toy, doll, train, game, model, console, timeline, wooden, metal, plastic, technology

Level 1

Show me an **old** toy.

Point to a **new** toy.

Show me the **doll**.

Point to the **train**.

Show me a toy made from **wood** or **metal**.

Point to a toy that uses **technology**

Level 2

What does this toy look like?

What is the toy made from?

How do you think children played with it?

Which toy is older?

Which toy is newer?

Level 3

Why might children in the past have had fewer toys?

Why were older toys often made from wood, cloth or metal?

Why do many modern toys use batteries or screens?

How have toys changed since your grandparents were children?

What toys might children still play with today?

Level 4

How have toys changed over time?

What has stayed the same about toys?

Why is a timeline useful when learning about old and new toys?

How can toys tell us about life in the past?

Why might parents and grandparents have played outside more?

Which toy do you think has changed the most? Why?

Year 1 – Autumn Term Science Unit: Describing Materials

Metal	Rock	Fabric	Wood	Plastic	Ceramic (including glass)
					
Metal is hard, strong and shiny. It can be bent and is often cold.	Rock is hard and rough. It comes from the ground.	Fabric is soft and flexible. It can be smooth or rough.	Wood is hard and strong. It can be smooth or rough.	Plastic is light, waterproof and flexible. It can be many different colours.	Ceramic is hard and often smooth. It can be fragile (break easily).

Key vocabulary: material, property, metal, rock, fabric, wood, plastic, ceramic, glass, suitable, purpose, hard, soft, smooth, rough, shiny, dull, bendy, stiff

Level 1

Show me something made from **metal**.
 Point to something made from **wood**.
 Show me something made from **plastic**.
 Point to the **fabric**.
 Show me the **rock**.
 Point to something made from **ceramic or glass**.

Level 2

What does the material look like?
 Does it feel hard, soft, smooth or rough?
 Is it shiny or dull?
 Is it bendy or stiff?
 Is it heavy or light?

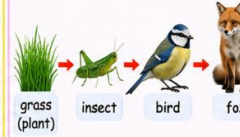
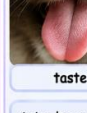
Level 3

Why might a spoon be made from metal?
 Why might clothes be made from fabric?
 Why might a toy be made from plastic?
 Why do we group materials together?
 How do you know two objects are made from the same material?

Level 4

Why are different objects made from different materials?
 How can a material's properties make it useful?
 Why would wood be suitable for a chair or table?
 Why would plastic be useful for a water bottle?
 Why would fabric not be suitable for a window?
 How could you choose the best material for an object?

Year 1 – Autumn Term Science Unit: Describing Materials

Different groups of animals			What do animals eat?			A food chain		Animals use their senses		
 Fish	 Amphibian	 Reptile	 Herbivore (plant-eaters)	 Carnivore (meat-eaters)	 Omnivore (eats plants and meat)			 see	 smell	 hear
 Bird	 Mammal		 Eats plants (e.g. grass, leaves)	 Eats other animals (e.g. meat)	 Eats plants and other animals (e.g. fruit and meat)	Animals move to get their food. The bird is a predator. The insect is prey.		 taste	 feel (skin)	
						Animals use their senses to find food, find other animals and avoid danger.				

Key vocabulary: animal, organism, survive, food, energy, growth, fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, predator, prey, food chain, senses

Level 1

Show me a **fish**.
Point to a **bird**.
Show me a **mammal**.
Point to an animal that eats **plants**.
Show me a **predator**.
Point to an animal using its **eyes, ears or nose**.

Level 2

What does this animal look like?
How does this animal move?
What does this animal eat?
Is it a carnivore, herbivore or omnivore?
How does this animal use its senses?

Level 3

Why do animals need food?
Why do animals need to move?
Why do animals have different body parts?
Why might a predator need sharp teeth, claws or good eyesight?
Why might prey need to run, hide or listen carefully?

Level 4

How do animals survive in different ways?
Why do different animals eat different foods?
How can we group animals by their features?
How can we group animals by what they eat?
How does a food chain show feeding relationships?
What would happen if an animal could not find food or sense danger?

Year 1 – Autumn Term Writing Unit: Room on the Broom



Key vocabulary: witch, broom, cat, dog, bird, frog, dragon, hat, bow, wand, lost, found, magic, brave, kind, label, caption, sentence

Level 1

Show me the **witch**.
Point to the **broom**.
Show me the **cat**.
What animal can you see?
Point to something the witch has lost.
Show me something magical.

Level 2

What is the witch doing?
Who is sitting on the broom?
What has the witch lost?
How does the animal help?
What happens when the broom gets full?

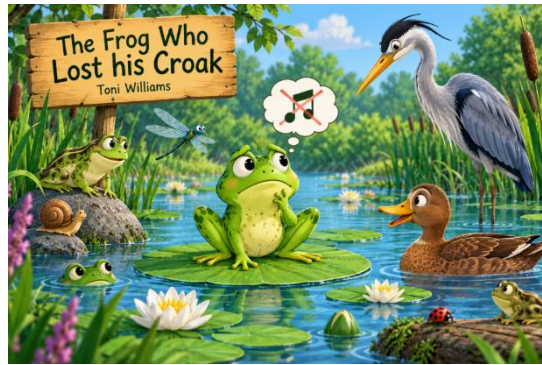
Level 3

Why does the witch need help?
Why do the animals want to join her?
Why might the broom break?
How do the animals show courage?
What might happen if the dragon catches the witch?

Level 4

How can we write a label for each character?
How can we turn a label into a sentence?
What makes a good caption for this picture?
Why do we need finger spaces and full stops?
How can we describe the witch using more than one word?
What sentence could explain how the animals helped?

Year 1 – Autumn Term Writing Unit: The Frog that Lost his Croak



Key vocabulary: frog, croak, pond, lily pad, water, animal, lost, worried, sad, happy, help, label, caption, sentence

Level 1

Show me the **frog**.
Point to the **pond**.
Show me the frog's **mouth**.
Point to a **lily pad**.
What animal can you see?
Show me something the frog might eat.

Level 2

What has the frog lost?
How does the frog feel?
What is the frog doing?
Where does the frog live?
Who might help the frog?

Level 3

Why might the frog feel worried?
Why does the frog need his croak?
How could another animal help him?
What might happen if the frog cannot croak?
Why is it kind to help someone?

Level 4

How can we write a label for the frog?
How can we turn a label into a caption?
What makes a good caption for this picture?
Why do we need finger spaces?
Why do we need a full stop?
How can we describe the frog using more than one word?

Year 1 – Autumn Term Writing Unit: Flashlight by Lizi Boyd



Key vocabulary: flashlight, dark, light, shadow, child, cat, night, see, look, find, imagine, caption, sentence

Level 1

Show me the **flashlight**.
Point to the **child**.
Show me the **cat**.
Point to something in the **dark**.
Show me something the light finds.
What animal can you see?

Level 2

What is the child doing?
Where is the child going?
What does the flashlight show?
What is happening in this part of the story?
How might the child feel?

Level 3

Why does the child need the flashlight?
Why might the dark feel exciting or scary?
What might happen next?
How can the picture tell a story without words?
What clues show this is imaginary?

Level 4

How can a caption help explain the picture?
Why do wordless books need careful looking?
How can we choose the best words for the picture?
How can we turn a simple label into a sentence?
Why do we need finger spaces and full stops?
How could your caption make the reader want to turn the page?

Year 1 – Autumn Term Writing Unit: The Night Box – Louise Grieg



Key vocabulary: night, dark, box, moon, stars, sky, animal, forest, nature, scared, calm, curious, ending, change

Level 1

Show me the **box**.
Point to the **child**.
Show me the **night sky**.
Point to the **moon**.
Show me an **animal**.
What can you see in the dark?

Level 2

What is coming out of the box?
What does the night look like?
What animals might come out at night?
How does the child feel?
What happens next in the story?

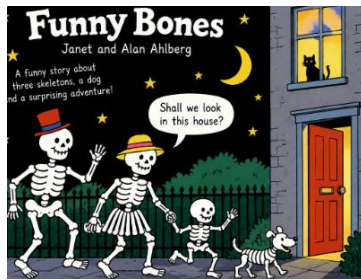
Level 3

Why might the child open the box?
Why can the dark feel exciting or scary?
What might the child discover in the night?
What could the child do differently at the end?
How could an animal help the child?

Level 4

How can we change the ending but keep the story about night?
Why is the natural world important in this story?
How could your ending show that darkness is not always scary?
How can we make the reader feel calm, curious or surprised?
Why should the ending still make sense with the rest of the story?
What lesson could the child learn about the dark?

Year 1 – Autumn Term Writing Unit: The Night Box – Funnybones



Key vocabulary: night, dark, box, moon, stars, sky, animal, forest, nature, scared, calm, curious, ending, change

Level 1

Show me the **skeletons**.

Point to the **house**.

Show me the **door**.

Point to the **dog**.

What is in the sky?

Level 2

What are the skeletons doing?

Where did they go?

What might they have found inside the house?

How might the owner feel?

How might the skeletons feel?

Level 3

Why might the skeletons go into the house?

Why might the owner be surprised?

Why might the skeletons need to say sorry?

How could they make the owner feel better?

What could they promise to do next time?

Level 4

How do we start a letter?

What should the skeletons explain to the owner?

How can they show they are sorry or thankful?

Why should the letter be polite?

What would make the owner happy?