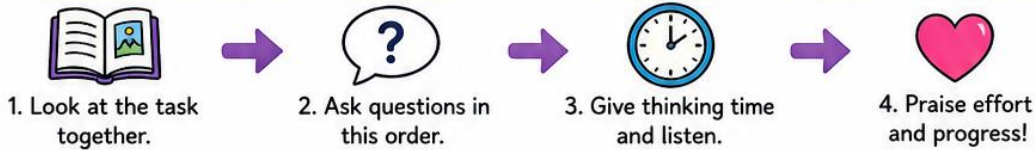


HOW TO USE BLANK'S LEVELS AT HOME

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.

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!

IF YOUR CHILD GETS STUCK...



Go back one level.



Use objects (toys, coins, counters).



Draw it out.



Model your thinking out loud.



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:

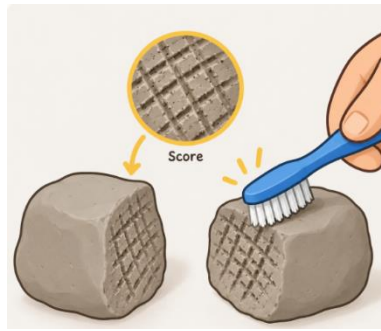
- ✓ Understand
- ✓ Explain
- ✓ Think independently



Small conversations every day make a BIG difference!



Year 2 – Autumn Term Art Unit: Clay Heads (Guy Fawkes)



Key vocabulary: Clay, head, portrait, sculpture, sculptor, bust, expression, observation, texture, detail, smooth, rough, pattern, technique

Level 1

Show me the **clay**.
Point to the **head**.
Show me the **eyes, nose or mouth**.
Point to where the clay has been **joined**.
Show me the **slip**.
What tool is being used?

Level 2

What does the clay head look like?
What expression can you see on the face?
What details have been added to the clay?
What happens when the clay is scored?
What does the slip help us do?

Level 3

Why do we score the clay before joining it?
Why do we add slip between two pieces of clay?
Why do we press and smooth the clay together?
How can eyebrows, eyes and mouths show feelings?
How could you show anger, surprise or worry in a clay face?

Level 4

How can a sculptor show expression in a clay head?
Why is joining clay carefully important?
What might happen if clay is not scored, slipped and smoothed?
How can small changes in the face change the emotion?
How could you improve your clay head to show more detail?

Year 2 – Autumn Term Geography Unit: Brilliant Beaches



Key vocabulary: Beach, coast, sea, ocean, waves, sand, shingle, pebble, rock, boulder, shell, cliff, harbour, port, weather, pattern

Level 1

Show me the **beach**.
Point to the **sea**.
Show me the **sand, pebbles or rocks**.
Point to the **waves**.
Show me a **cliff or coast**.
Point to something made by people

Level 2

What is the beach made from?
Is this beach sandy, shingle, rocky or pebbly?
What is the weather like at the beach?
What human features can you see near the beach?
What physical features can you see?
How is one beach different from another?

Level 3

Why might some beaches have sand and others have pebbles?
Why do people visit beaches?
Why might towns, ports or harbours be near the coast?
How might the weather change what people do at the beach?
How could an aerial photograph help us understand a beach?

Level 4

Why are beaches around the world different?
How do human and physical features make a beach unique?
Why might a beach near the Equator be different from a beach in the UK?
How can maps, photographs and globes help us locate beaches?
Do you agree that all beaches are the same? Explain why or why not

Year 2 – Autumn Term History Unit: Gunpowder Plot



Key vocabulary: Guy Fawkes, Robert Catesby, King James I, Houses of Parliament, gunpowder, barrel, cellar, arrested, Catholic, Protestant, religion, law, failed, bonfire, fireworks, commemorate

Level 1

Show me **Guy Fawkes**.
Point to the **Houses of Parliament**.
Show me the **barrels**.
Who was the king?
Point to the **fireworks** or **bonfire**.

Level 2

What was Guy Fawkes doing in the cellar?
What did the plotters want to do?
Who found out about the plan?
What happened to Guy Fawkes?
Why do people have fireworks on Bonfire Night?

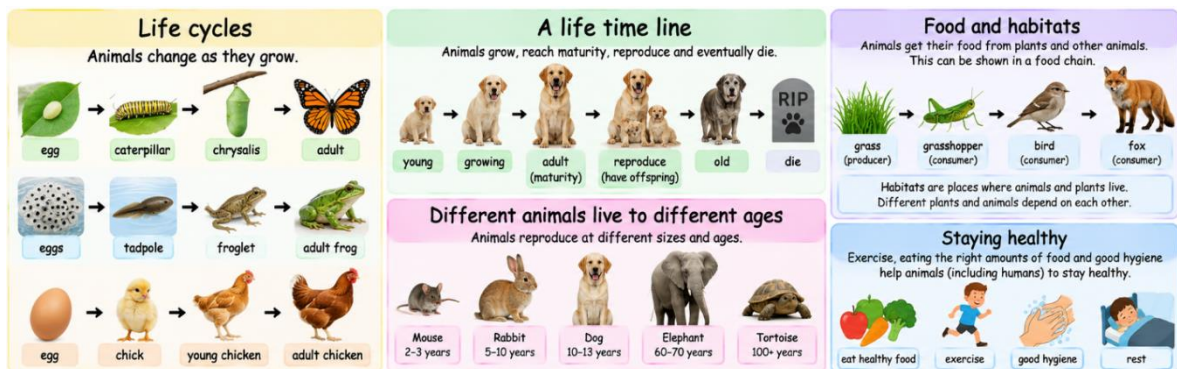
Level 3

Why were the plotters unhappy with King James I?
Why did they hide gunpowder under Parliament?
Why was the plot stopped?
Why was it important that the explosion never happened?
Why do people still remember the Gunpowder Plot today?

Level 4

Why is the Gunpowder Plot a significant event in British history?
How did religion and laws help cause the plot?
How is Bonfire Night a consequence of the plot failing?
Why do historians need to know who was involved in the plot?
Why is it important to remember that Bonfire Night is linked to real events?

Year 2 – Autumn Term Science Unit: Animal life cycles



Key vocabulary: maturity, reproduce, die, offspring, life cycle, food chain, producer, consumer, habitat, healthy

Level 1

Show me the **egg**.
Point to the **young animal**.
Show me the **adult**.
Point to the animal that has **offspring**.
Show me the **food chain**.
Point to the **producer**.

Level 2

What happens as this animal grows?
What comes first in the life cycle?
What comes next?
How does the young animal change?
What does the adult animal do?

Level 3

Why do animals need food to grow?
Why do animals reproduce when they are adults?
Why do different animals live for different lengths of time?
Why do some animals change more than others as they grow?
How do animals get food from plants or other animals?

Level 4

How would you explain an animal life cycle?
Why do all animals eventually die?
How are animal life cycles similar and different?
How does a food chain show how animals depend on each other?
Why are habitats important for animals and plants?
How do exercise, food and hygiene help animals, including humans, stay healthy?

Year 2 – Autumn Term Science Unit: Materials and their properties

Different materials	Properties of materials	Changing materials	Choosing materials for jobs
 wood  metal  glass  rock  fabric  plastic Materials have different properties. We choose materials for different jobs because of their properties.	 hard  soft  smooth  rough  strong  flexible  waterproof  absorbent  transparent  opaque  light  heavy	Materials can be changed by a physical force.  bending  twisting  squashing  stretching When we bend, twist, squash or stretch a material, it changes shape.	We choose materials because their properties make them suitable for a purpose.  metal is strong and can withstand high heat.  plastic is waterproof and keeps us dry.  wood is strong and rigid for furniture.  fabric is soft and warm for clothing.  glass is transparent so we can see inside.  rock (brick) is hard and strong for buildings.

Key vocabulary: changed, physical force, absorb, crumbly, property, drag, suitable, strongest, flexible, bend, twist, squash, stretch

Level 1

Show me something made from **wood**.
 Point to something made from **metal**.
 Show me something made from **plastic**.
 Point to a material that is **soft**.
 Show me a material that is **strong**.
 Point to something that can be **bent or stretched**.

Level 2

What is this object made from?
 What property does this material have?
 Is it hard, soft, smooth or rough?
 Can it bend, twist, squash or stretch?
 Is it absorbent or waterproof?

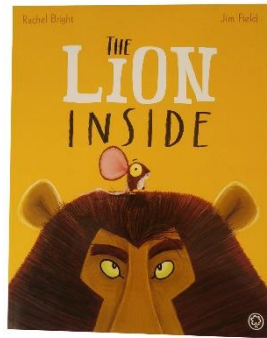
Level 3

Why is metal suitable for a pan?
 Why is plastic suitable for a raincoat or bottle?
 Why is fabric suitable for clothes?
 Why would glass be useful for a window or jar?
 Why do we test materials before choosing them?

Level 4

How do properties help us choose materials for jobs?
 Why would some materials be unsuitable for certain objects?
 What would happen if a chair was made from paper?
 How could you find out which material is the strongest?
 How could you test whether a material is flexible or absorbent?

Year 2 – Autumn Term Writing Unit: The Lion Inside – Rachel Bright



Key vocabulary: mouse, lion, small, big, brave, scared, loud, quiet, fierce, gentle, powerful, shy, confident, character, describe

Level 1

Show me the **mouse**.
Point to the **lion**.
Who is small?
Who is big?
Show me the lion's **mane**.
What emotion can you see?

Level 2

What does the mouse look like?
What does the lion look like?
How is the mouse feeling?
How is the lion feeling?
What words could describe the mouse?

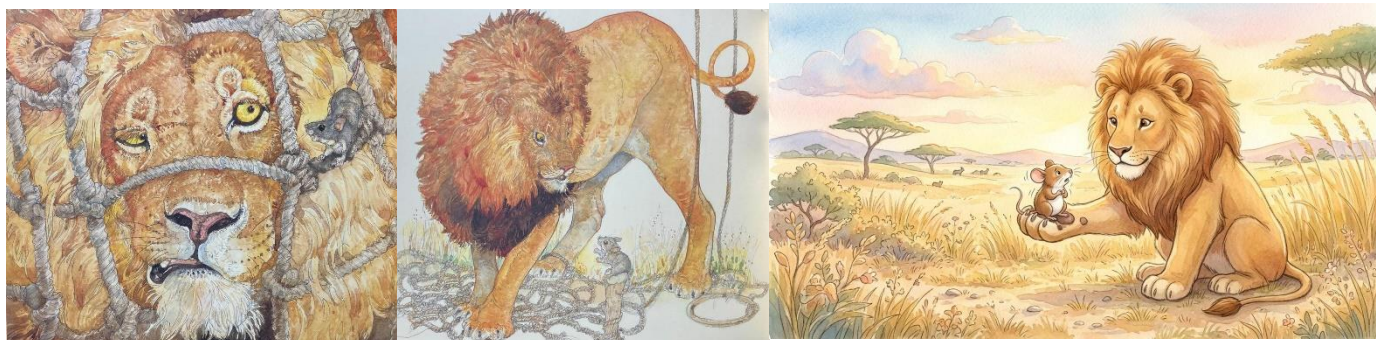
Level 3

Why might the mouse want to be brave?
Why might the lion seem scary at first?
How can someone small still be brave?
Why might the lion need help too?
How are the mouse and lion different?

Level 4

How can we describe the mouse so the reader understands his feelings?
How can we describe the lion so he seems powerful?
Why is it important to describe what a character is like inside and outside?
How does the mouse change in the story?
How does the lion surprise us?
What does the story teach us about bravery?

Year 2 – Autumn Term Writing Unit: The Lion and the Mouse



Key vocabulary: lion, mouse, fable, moral, trapped, net, help, kind, brave, small, mighty, gentle, grateful, promise, rescue

Level 1

Show me the **lion**.
Point to the **mouse**.
Show me the **net**.
Who is big?
Who is small?
What animal needs help?

Level 2

What is the lion doing?
What is the mouse doing?
How does the lion get trapped?
How does the mouse help?
How might the lion feel in the net?

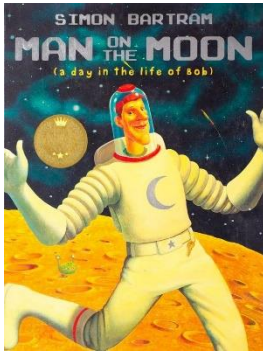
Level 3

Why does the lion let the mouse go?
Why does the mouse come back to help?
How can a small mouse help a big lion?
Why might the lion feel surprised?
What could the lion learn from the mouse?

Level 4

Why is this story called a fable?
How does the story teach us that everyone can help?
Why should the lion not judge the mouse by his size?
How could you write the story clearly from beginning to end?
How can you show the characters' feelings in your writing?
What moral could you write at the end?

Year 2 – Autumn Term Writing Unit: Man on the Moon – Simon Bartram



Key vocabulary: Bob, moon, rocket, astronaut, job, aliens, visitors, morning, afternoon, evening, first, next, after that, finally, recount

Level 1

Who is Bob?
Show me the **moon**.
Point to Bob's **rocket**.
What job does Bob do?
Show me something Bob uses at work.
Can you spot anything unusual?

Level 2

What does Bob do at the start of the day?
How does Bob travel to work?
What does Bob do on the moon?
What visitors might Bob see?
What happens when Bob goes home?

Level 3

Why does Bob need to travel by rocket?
Why is Bob's job unusual?
How might Bob feel during his day?
What clues show this story is funny or surprising?
What time words could help recount Bob's day?

Level 4

How can we write Bob's day in the correct order?
Why are time words important in a recount?
How can we make Bob's day sound interesting for the reader?
How could we show Bob's feelings at different parts of the day?
Why is the ending funny?
How could you include the things Bob does not notice?

Year 2 – Autumn Term Writing Unit: Journey – Aaron Becker



Key vocabulary: journey, door, setting, magical, mysterious, adventure, forest, castle, river, light, colour, describe, wonder, imagination

Level 1

Who can you see?
Show me the **door**.
Point to the **setting**.
What colours can you see?
Show me something magical.
What place has the character arrived in?

Level 2

What can you see in the setting?
What is happening in the picture?
What might the character see, hear or feel?
What makes this place different from home?
What words could describe the setting?

Level 3

Why might the character go through the door?
Why does the place feel magical or mysterious?
What might happen next?
How can we show the character is amazed without saying “amazed”?
What details would help the reader picture the setting?

Level 4

How can we make the reader feel as if they are inside the setting?
Why is description important in a wordless picture book?
How can we use senses to describe the magical world?
How could the setting change the mood of the story?
Why might the red crayon be important?
How can we balance action and description in our writing?