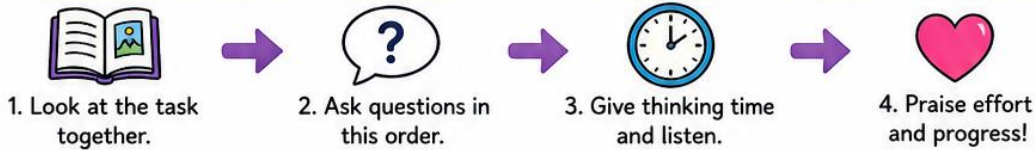


HOW TO USE BLANK'S LEVELS AT HOME

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.

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!

Be patient and encouraging – every try helps them grow!

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 3 – Autumn Term Art Unit: Stone Age Jewellery



Key vocabulary: Knotting, binding, wrapping, natural material, dye, fibre, textile, artefact, Stone Age, function, purpose, pattern

Level 1

Show me the **jewellery**.
Point to a **bead, stone or shell**.
Show me the **string or fibre**.
Point to a **knot**.
Show me something that has been **wrapped or bound**.
What natural colours can you see?

Level 2

What materials have been used to make the jewellery?
How have the pieces been joined together?
What patterns can you see in the knots or wrapping?
What colours might come from natural dyes?
How is this jewellery different from jewellery today?

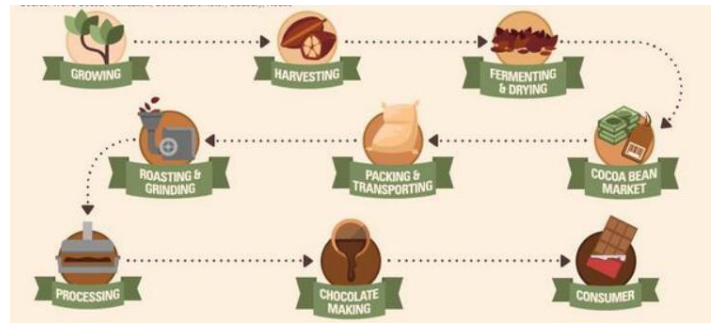
Level 3

Why might Stone Age people use natural materials?
Why are knots and binding useful when making jewellery?
How could repeating lines or knots create a pattern?
Why might people use plants, berries or soil to dye materials?
How can drawing help plan the order of knots, wrapping and beads?

Level 4

How can craft help us understand life in the Stone Age?
Why is it important to choose materials carefully?
How can knotting, wrapping and binding change the look of the jewellery?
What does the jewellery tell us about function, purpose or identity?
How could your design show a repeated pattern using line?

Year 3 – Autumn Term Geography Unit: Ivory Coast Economic Activity



Key vocabulary: Ivory Coast, Africa, cocoa pod, chocolate, producer, exporter, manufacturer, raw product, supply, demand, economy, economic activity, trade, fair trade

Level 1

Show me **Ivory Coast** on the map.

(Using maps) Point to **Africa**.

Show me a **cocoa pod**.

Point to the **chocolate**.

(Using maps) Show me the **UK**.

(Using maps) What country is next to Ivory Coast?

Level 2

What does a cocoa pod look like?

Where is Ivory Coast located?

What happens to cocoa before it becomes chocolate?

What is being traded between Ivory Coast and other countries?

What jobs might people do in the chocolate trade?

Level 3

Why might cocoa grow well in Ivory Coast?

Why does the UK need to trade with countries like Ivory Coast?

Why is cocoa called a raw product?

How does chocolate create different types of jobs?

Why might supply and demand affect chocolate?

Level 4

How does cocoa link Ivory Coast to the UK?

Why is chocolate an example of global trade?

How do climate, location and natural resources affect economic activity?

What is the difference between a producer, exporter and manufacturer?

Why might chocolate be unique compared with other foods?

Year 3 – Autumn Term History Unit: Stone, Bronze, Iron age



Key vocabulary: Stone Age, Bronze Age, Iron Age, prehistory, artefact, hunter-gatherer, nomad, settlement, Skara Brae, flint, tool, weapon, bronze, iron, Stonehenge, hill fort, roundhouse, archaeology

Level 1

Show me a **Stone Age tool**.
Point to a **settlement** or shelter.
Show me something made from **bronze** or metal.
Point to a **hill fort** or roundhouse.
Show me a **weapon** or tool.
Which period came first: Stone Age, Bronze Age or Iron Age?

Level 2

What was life like in the Stone Age?
What tools or weapons can you see?
How did homes or settlements change over time?
What was different about Bronze Age tools?
What did Iron Age people use hill forts for?

Level 3

Why were stone tools important in the Stone Age?
Why did farming change how people lived?
Why was bronze useful for tools, weapons and jewellery?
Why did people begin to trade goods over longer distances?
Why were hill forts built in the Iron Age?

Level 4

How did Britain change from the Stone Age to the Iron Age?
Which change was most important: farming, metal tools, settlements or hill forts? Why?
How do archaeologists use artefacts to understand prehistoric life?
How can we tell what changed and what stayed the same over time?
Why is it useful to split the Stone Age into Palaeolithic, Mesolithic and Neolithic?

Year 3– Autumn Term Science Unit: Magnets

Magnets attract some metals Magnets exert attractive forces on some metals. iron, steel, nickel, cobalt wood, plastic, glass, rubber, copper, aluminium	Magnets do not require touch Magnetic forces work through other materials including air, so magnets don't need to be touching. It is called a non-contact force. The magnet is not touching the paperclips, but it still attracts them.	Magnets attract and repel Each end of a magnet is called a pole. Opposite poles attract. The same poles repel. Attract Repel	Magnet strength can be affected by The strength of a magnet can be affected by: <table border="1"> <tr> <th>Magnet strength</th> <th>Distance</th> <th>Object materials</th> </tr> <tr> <td>Stronger magnet</td> <td></td> <td></td> </tr> <tr> <td>Weaker magnet</td> <td>The further away, the weaker the force.</td> <td>Some materials can reduce the magnetic force.</td> </tr> </table>	Magnet strength	Distance	Object materials	Stronger magnet			Weaker magnet	The further away, the weaker the force.	Some materials can reduce the magnetic force.
Magnet strength	Distance	Object materials										
Stronger magnet												
Weaker magnet	The further away, the weaker the force.	Some materials can reduce the magnetic force.										
Examples of magnets horseshoe magnet, disc magnet, bar magnet, ring magnet	Uses of magnets compass (finds direction), fridge door (holds notes), magnetic screwdriver (holds metal screws), magnetic door catch (keeps doors closed)	Key Vocabulary magnet - an object that produces a magnetic force force - a push or pull attraction - a pulling force repulsion - a pushing force metal - a material that can be attracted by a magnet (e.g. iron, steel) non-contact force - a force that works without touching pole - the ends of a magnet (north and south)										

Key vocabulary: magnet, force, attraction, repulsion, metal, non-contact force, pole, north pole, south pole, distance, strength

Level 1

Show me the **magnet**.
 Point to the **metal** object.
 Show me something the magnet **attracts**.
 Point to the **north pole**.
 Point to the **south pole**.

Level 2

What happens when the magnet is near the paperclips?
 What materials does the magnet attract?
 What materials does the magnet not attract?
 What happens when opposite poles face each other?
 What happens when the same poles face each other?
 How does the force change when the magnet is further away?

Level 3

Why does a magnet attract some metals?
 Why does a magnet not need to touch an object to move it?
 Why do opposite poles attract?
 Why do the same poles repel?
 Why might distance affect the strength of the magnetic force?
 How could you test which magnet is strongest?

Level 4

How would you explain magnetic force?
 Why is magnetism called a non-contact force?
 How can magnets both attract and repel?
 How can object material affect whether a magnet works?
 How could you make a fair test about magnet strength?

Year 3– Autumn Term Science Unit: Animals, Skeletons and Movement



Key vocabulary: vertebrates, invertebrates, skeleton, exoskeleton, vital organs, support, mass, muscles, connect, contract, joints

Level 1

Show me the **skeleton**.
Point to a **vertebrate**.
Show me an **invertebrate**.
Point to the **ribcage**.
Show me a **joint**.
Point to a **muscle**.

Level 2

What does the skeleton look like?
What vital organs does the skeleton protect?
How does the skeleton support the animal?
What happens at a joint?
What happens when a muscle contracts?
How is an exoskeleton different from an internal skeleton?

Level 3

Why do vertebrates need skeletons?
Why do some invertebrates have exoskeletons?
Why do land animals need skeletons to support their weight?
Why do stronger bones support greater mass?
Why do bones need to be connected at joints?
How do muscles help bones move?

Level 4

How do skeletons protect, support and help animals move?
Why are vital organs protected inside the body?
How do muscles and bones work together to create movement?
Why might larger animals need stronger skeletons?
How could you compare the skeleton of a human with another animal?

Year 3 – Autumn Term Writing Unit: Can I build another me? Shinsuke Yoshitake



Key vocabulary: autobiography, fact file, identity, personality, unique, different, courage, proud, memory, family, interests, feelings

Level 1

Who is the fact file about?
What is your name?
How old are you?
Show something you like.
What are you good at?

Level 2

What do you look like?
What things do you enjoy doing?
What words describe your personality?
What makes you different from your friends?
What are you proud of?

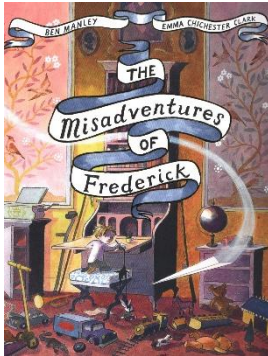
Level 3

Why are your likes and dislikes part of who you are?
Why is it good that people are different?
What would be the same if there was another you?
What would be different if there was another you?
Why might it take courage to be yourself?

Level 4

How could you explain who you are to someone who has never met you?
Why can't another person be exactly the same as you?
How do your memories, family and interests make you unique?
Why is it important to be proud of who you are?
How could your fact file show your personality, not just facts?

Year 3 – Autumn Term Writing Unit: The Misadventures of Frederick – Ben Manley



Key vocabulary: letter, adventure, recount, thank you, grateful, nervous, excited, brave, friendship, memory, experience, voice

Level 1

Who is Frederick?

Who is Emily?

Show me something from their adventure.

Where did they go?

What did Frederick do?

Level 2

What happened on Frederick and Emily's adventure?

What did Emily help Frederick do?

How did Frederick feel at first?

How did Frederick feel after the adventure?

What could Frederick thank Emily for?

Level 3

Why might Frederick want to write to Emily?

Why was the adventure important to him?

How did Emily help Frederick change?

What words would sound like Frederick's voice?

How can we show Frederick is grateful?

Level 4

How can Frederick's letter show his personality?

Why is it important to recount events in the right order?

How can the letter show both what happened and how Frederick felt?

What has Frederick learned from Emily?

How could Frederick make the letter warm, funny or thoughtful?

Year 3 – Autumn Term Writing Unit: The Dreamgiver (Video)

Watch the video and pause at different points or at the end.

<https://www.youtube.com/watch?v=8k1gUaJvK-4>

Key vocabulary: dream, magic, silent, glow, float, sparkle, shadow, whisper, peaceful, surprised, imagination, atmosphere, description, narrative

Level 1

Who can you see?
Show me the **Dreamgiver**.
Point to the **child** or sleeping character.
What object is the Dreamgiver holding?
Show me something magical.

Level 2

What is the Dreamgiver doing?
What happens when the dream appears?
What does the room or setting look like?
What colours, sounds or movements can you describe?
How might the sleeping character feel in the dream?

Level 3

Why does the Dreamgiver visit children at night?
Why might the dream change when magic is added?
How could you show the dream is magical without saying “it was magic”?
What might the character be thinking or feeling?
How could you make the reader feel calm, excited or surprised?

Level 4

How can you turn a silent film scene into a written narrative?
Why is description important when there is no dialogue?
How can you use sentence openers to move the story on?
How could you build atmosphere as the dream begins?
Why might the writer reveal the magic slowly?

Year 3 – Autumn Term Writing Unit: The BFG by Roald Dahl



Key vocabulary: BFG, Sophie, dream, jar, cave, giant, magical, shimmer, glow, whisper, wonder, curious, mysterious, gentle, enormous

Level 1

Who can you see?
Show me the **BFG**.
Point to the **dreams**.
Show me the **jars**.
Where is this part of the story set?

Level 2

What is the BFG doing with the dreams?
What does his home look like?
What colours might the dreams be?
How might the dreams move?
How does Sophie react to what she sees?

Level 3

Why does the BFG keep dreams in jars?
Why might Sophie feel amazed or nervous?
How could you show that the dreams are magical?
What might a good dream look, sound or feel like?
What might a bad dream look, sound or feel like?

Level 4

How can you make the BFG's home feel mysterious and magical?
Why is description important in this scene?
How could you use senses to describe the dreams being poured?
How can you show Sophie's feelings without just saying them?
Why might Roald Dahl make the BFG's home strange but welcoming?

