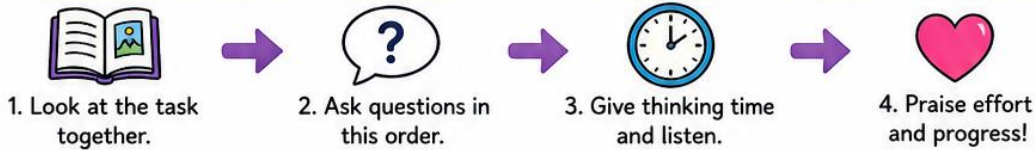


HOW TO USE BLANK'S LEVELS AT HOME

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 6 – Autumn Term Art Unit: Sarcophagus / Canopic Jars



Key vocabulary: Coiled pot, vessel, symmetry, proportion, legacy, ritual, antiquity, form, refinement, finishing, smooth, join, mold, shape

Level 1

Show me the **coils**.
Point to the **vessel**.
Point to a part that looks **smooth**.
Show me the **lid**.
Point to the **animal or human head**.
What colours can you see?
What shapes and patterns can you see?

Level 2

How has the pot been built?
What do you notice about the shape of the vessel?
How are the two sides similar?
What does the surface look like?
How has the jar been decorated?
How is a canopic jar different from an ordinary pot?

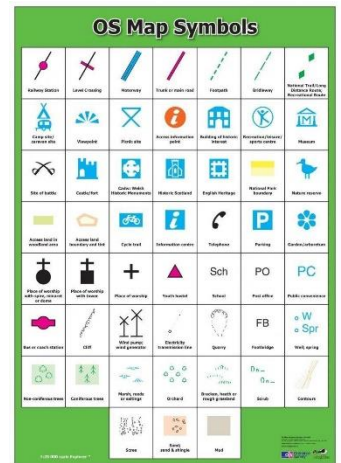
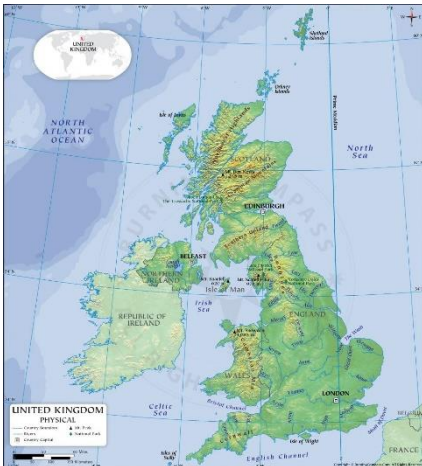
Level 3

Why are coils useful for building a tall vessel?
Why does the clay need to be joined carefully?
Why is it important for the walls to be the same thickness?
How does smoothing improve the finished piece?
Why might the lid show an animal or human head?

Level 4

Why were canopic jars important in Ancient Egypt?
How can art tell us about people from the past?
Why might this artwork be linked to **ritual**?
How can an object become part of someone's **legacy**?
What does the design tell us about what people believed?

Year 6 – Autumn Term Geography Unit: The UK



Key vocabulary: Topography, region, pattern, distance, direction, scenery, human feature, physical feature, compass, symbol, key

Level 1

Show me the **United Kingdom**.

Point to a **river**.

Point to a **mountain or hill**.

Show me a **coast**.

Show me the **compass** or **map key**.

Level 2

(Using pictures of the UK) What physical features can you see?

(Using pictures of the UK) What human features can you see?

How is the north of the UK different from the south?

What do you notice about the coastline?

What do the symbols on the map show?

Level 3

Where are many of the UK's mountains and hills found?

Why might cities be built near rivers or coasts?

What patterns can you spot on the map?

How could you use compass directions to describe where a place is?

How could a map key help you understand the area?

Level 4

How do physical features affect where people live?

Why is topography important when studying the UK?

How can human and physical features change over time?

Why do geographers look for patterns on maps?

How could distance and direction help you describe a journey?

Which UK region has the most interesting scenery? Why?

Year 6 – Autumn Term History Unit: Ancient Egypt



Key vocabulary: Ancient Egypt, civilisation, River Nile, pyramid, pharaoh, tomb, mummification, canopic jars, hieroglyphs, papyrus, archaeologist, artefact, afterlife, evidence, legacy

Level 1

Show me the **River Nile**.
Point to a **pyramid**.
Show me the **Sphinx**.
Point to the **hieroglyphs**.
Show me the **canopic jars**.

Level 2

What is happening near the River Nile?
What were pyramids used for?
What do the hieroglyphs look like?
What do the canopic jars tell us about Egyptian beliefs?
What clues show that pharaohs were powerful?

Level 3

Why was the River Nile essential to Ancient Egypt?
Why did Egyptians build pyramids?
Why did Egyptians preserve bodies through mummification?
Why were hieroglyphs useful?
Why might tomb objects help us understand Egyptian life?

Level 4

Why is Ancient Egypt remembered today?
Which achievement was most significant: pyramids, writing, farming or mummification? Why?
How does evidence from tombs help historians understand the past?
Why might different people think different Egyptian achievements are important?
How did beliefs about the afterlife affect how Egyptians lived?
How does Ancient Egypt compare with another ancient civilisation you have studied?

Year 6 – Autumn Term RE Unit: Humanism: River of Life



Key vocabulary: River, journey, life, change, choice, event, future, past, Humanist, metaphor, influence, legacy

Level 1

Show me the **Qur'an**.
Point to someone who is **praying**.
Show me the **prayer mat**.
Point to the people sharing food.
What religion are we learning about?

Level 2

What is happening in each picture?
How might prayer help someone feel peaceful?
What do Muslims do during Ramadan?
What happens when Muslims break their fast?
What do you notice about people being together?
How might these actions show belief?

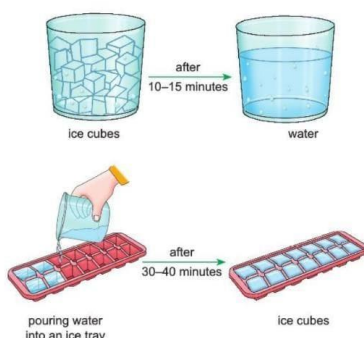
Level 3

Why is the Qur'an important to Muslims?
Why might Muslims fast during Ramadan?
How might Sawm help Muslims feel closer to Allah?
Why might prayer help someone feel peaceful?
How can small deeds bring peace to others?

Level 4

Why is peace important in Muslim traditions?
How might Ramadan affect the daily life of a Muslim?
Why might the revelation of the Qur'an be important to Muslims?
Can people find peace in different ways? Explain.
Is being peaceful always easy? Why?
Why might peace be important for communities?

Year 6 – Autumn Term Science Unit: Making New Substances



Key vocabulary: Matter, mass, react, reversible, irreversible, substance, material, gas, properties, change

Level 1

What material can you see?
Is it a solid, liquid or gas?
Show me something that is changing.
Point to the bubbles / smoke / melted material.
Which picture shows heating?

Level 2

What is happening to the material?
What has changed — colour, state, smell, texture or temperature?
Is the change reversible or irreversible?
What happens when the substances are mixed?
What happens when the material is heated?
Can we get the original material back easily?

Level 3

Why might bubbles show that a new substance has been made?
Why is melting usually reversible?
Why is burning usually irreversible?
How do you know a material has changed permanently?
Why might heating cause a new substance to form?
What evidence would you look for to decide if a change is irreversible?

Level 4

Why are some changes reversible and others irreversible?
How can the properties of a material show that a new substance has been made?
Why does a change in smell, colour or temperature suggest a reaction?
Why can't some materials be changed back after reacting?
How would you explain the difference between mixing and reacting?

Year 6 – Autumn Term Writing Unit: The Island by Armin Greder



Key vocabulary: outsider, belonging, fear, prejudice, viewpoint, persuade, evidence, empathy, community.

Level 1

Who can you see in the picture?
Show me the **outsider**.
Point to the **islanders**.
What emotions can you see?
Who looks powerful or powerless?

Level 2

What has happened to the man?
How do the islanders react to him?
How does the outsider seem to feel?
What does the setting look like?
What do the pictures suggest about the mood?

Level 3

Why might the islanders be afraid of the outsider?
Why might the outsider need help?
What reasons could the islanders give for making him leave?
What reasons could someone give for letting him stay?
How might the outsider describe the islanders?

Level 4

Should the outsider be allowed to stay? Why?
Is the islanders' behaviour understandable, fair, or wrong? Explain.
How does Armin Greder use the story to make us think about prejudice?
Why is it powerful to tell the story through pictures as well as words?
How could you persuade the islanders to change their minds?

Year 6 – Autumn Term Writing Unit: King Kong by Anthony Browne



Key vocabulary: Kong, Anne, Carl, Jack, perspective, viewpoint, contrast, description, powerful, vulnerable, fear, pity, love, protection, loneliness, tragic, misunderstood

Level 1

Who can you see in the picture?
Show me **Kong**.
Point to **Anne, Carl or Jack**.
Where is this part of the story set?
What emotion can you see?

Level 2

What does Kong look like?
How does Anne seem to feel about Kong?
How might Carl describe Kong?
How might Jack describe Kong?
What clues show Kong's size and strength?

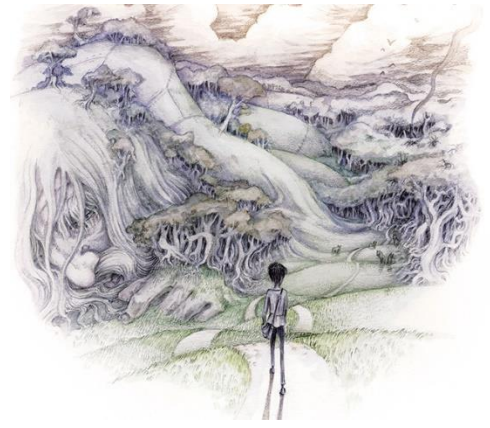
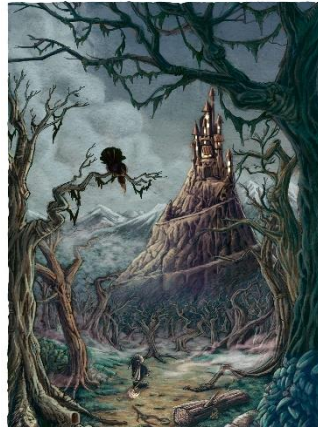
Level 3

Why might Anne's view of Kong change during the story?
Why might Carl see Kong differently from Anne?
Why might Jack feel threatened by Kong?
How could Kong be both frightening and gentle?
What words would each character use to describe him?

Level 4

How can you show a character's viewpoint through description?
Why might Kong be seen as a monster by some characters but not by Anne?
How could a description of Kong change from the beginning to the end of the story?
What makes Kong a tragic character?
How could Kong express love, loneliness or protection in a letter?

Year 6 – Autumn Term Writing Unit: The Errand by Leo LaFleur



Key vocabulary: errand, journey, instruction, warning, command, path, hill, Warlock, mysterious, dangerous, careful, suspense, tone, atmosphere, sequence

Level 1

What object, message or task might the character be carrying?
Who has been sent on the errand?
Show me the **route** or **path**.
Point to the **hill**.
Show me something that could create danger or tension.

Level 2

What journey does the character need to make?
How would you describe the setting?
What might the character see, hear or feel on the journey?
What instructions might the traveller need to follow?
How does the mood change as the character gets closer to the hill?

Level 3

Why might the errand feel urgent, dangerous or important?
Why does the traveller need precise instructions?
What could happen if the instructions are ignored?
How could warnings create suspense for the reader?
How can commands be woven into a narrative without sounding like a list?

Level 4

How could you emulate Leo LaFleur's tone without copying his exact wording?
Why might an instructional narrative use direct address, commands and warnings?
How can setting description control the reader's emotions?
How could sentence length and punctuation affect the pace of the journey?
Why is the order of instructions important in building tension?