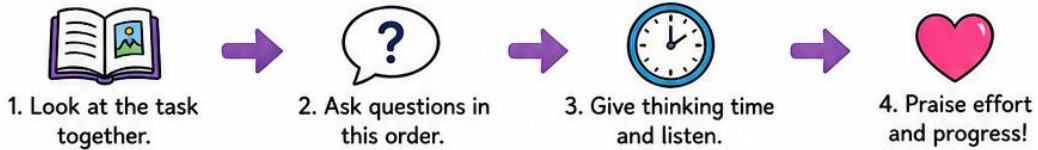


HOW TO USE BLANK'S LEVELS AT HOME

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:

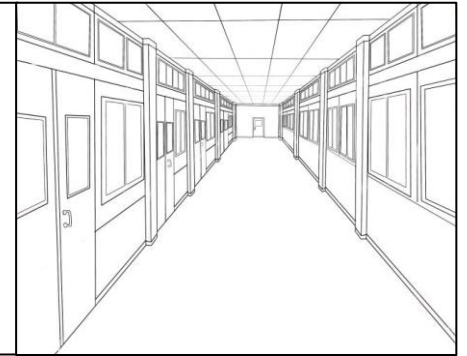
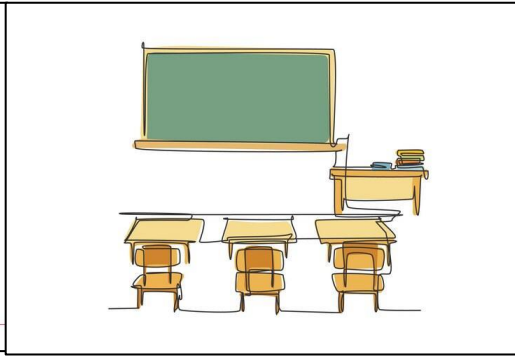
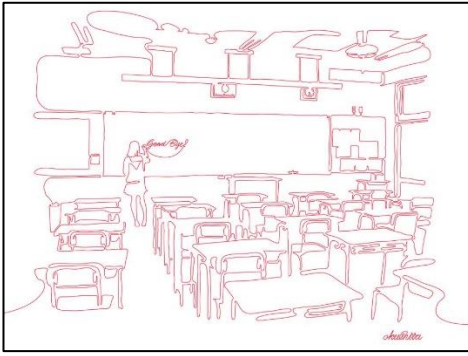
- ✓ Understand
- ✓ Explain
- ✓ Think independently



Small conversations every day make a BIG difference!



Year 4 – Autumn Term Art Unit: Continuous Line Drawing



Key vocabulary: Continuous line, contour, spatial relationship, form, negative space, observation, scale

Level 1

What area of school can you see?
Show me a **line**.
Point to an object in the space.
Show me something close to you.
Show me something further away.

Level 2

What objects would you include in your drawing?
What shapes can you see in the space?
How are the objects arranged?
Which objects look bigger or smaller?
What spaces can you see between objects?

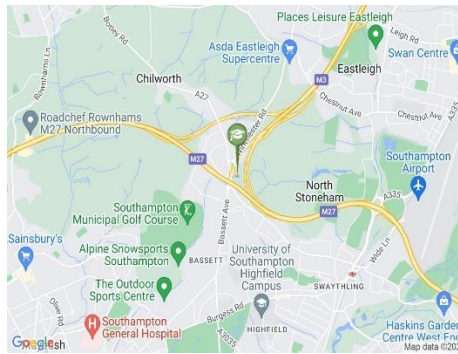
Level 3

Why is careful observation important in continuous line drawing?
Why might an artist keep the pen on the page?
How can line show the form of an object?
How can you show that one object is closer than another?
Why is negative space useful when drawing a room or corridor?

Level 4

How does continuous line drawing change the way you look at a place?
Why might this technique help artists notice more detail?
How can a simple line show form, space and movement?
What makes continuous line drawing difficult but effective?
How could you improve the balance and scale of your drawing?

Year 4 – Autumn Term Geography Unit: Southampton



Key vocabulary: Settlement, land use, quay, centre, outskirts, airport, motorway, shopping centre, university, destination, connections, global, economic activity, trade links, four-figure grid reference

Level 1

Show me **Southampton** on the map.
Point to the **quay** or docks.
Show me a **road, motorway or railway**.
Point to the **city centre**.
Show me a human feature.

Level 2

What human features can you see in Southampton?
What physical features can you see nearby?
How is the land being used?
What happens at the quay or docks?
How might people travel to and from Southampton?

Level 3

Why might Southampton have developed near the coast?
Why are docks and quays important for trade?
Why might shopping centres, universities and transport links be built in a city?
How is Southampton connected to other places in the UK and the world?
How might land use change as you move from the outskirts to the centre?

Level 4

How does Southampton's location affect how the city is used?
Why is Southampton an important settlement?
How does economic activity help Southampton make money?
How have transport and trade links helped Southampton connect globally?
How might Southampton's land use have changed over time?

Year 4 – Autumn Term History Unit: Saxon and Scots settlements



Key vocabulary: Angles, Saxons, Jutes, Scots, Picts, settlement, settlers, kingdom, invasion, tribe, society, hierarchy, trade, archaeology, Sutton Hoo, Wessex, Mercia, Northumbria, Christianity, legacy

Level 1

Who were the **Angles, Saxons and Jutes**?
Show me an **Anglo-Saxon settlement**.
Point to a **kingdom** on the map.
Show me an **artefact**.
Point to something that shows how people lived.

Level 2

What did an Anglo-Saxon settlement look like?
Where did the Anglo-Saxons settle in Britain?
What were the seven Anglo-Saxon kingdoms called?
What can artefacts or burials tell us about daily life?
How were some people more powerful than others?

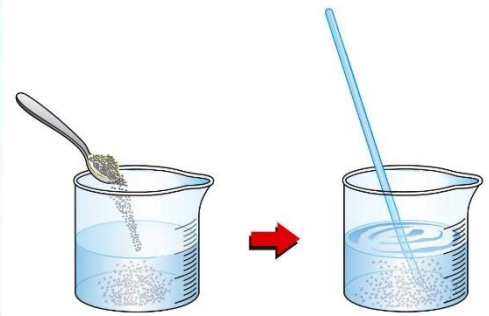
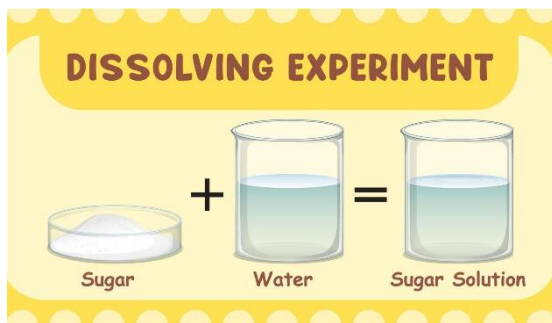
Level 3

Why did Anglo-Saxons and Scots settle in different parts of Britain?
Why might people have moved to Britain after the Romans left?
Why were kingdoms important in Anglo-Saxon England?
How did Anglo-Saxon settlement change language, laws and place names?
Why is Sutton Hoo important evidence?

Level 4

How did Anglo-Saxon settlement help shape early England?
What were the main causes of change after Roman Britain?
How can archaeology help historians understand Anglo-Saxon life?
Why do historians ask questions about the origin and purpose of sources?
How did the move from paganism to Christianity affect Anglo-Saxon culture?

Year 4 – Autumn Term Science Unit: Living Things



Key vocabulary: Substance, mixture, dissolving, solution, separate, properties, liquid, solid, filter, sieve

Level 1

Show me the **mixture**.

Point to the **liquid**.

Show me a **substance** that has been added.

Point to something that is **dissolving**.

Show me something that could be separated.

Level 2

What substances have been mixed together?

What happens when the substance is added to the liquid?

Does the substance disappear or stay visible?

What is different about the mixture now?

Which substance might dissolve in water?

Level 3

Why do some substances dissolve in water?

Why do some substances not dissolve?

Why is a dissolved substance still part of the mixture?

Why can some mixtures be separated?

How do different properties help us choose a separating method?

Level 4

How would you explain the difference between a substance and a mixture?

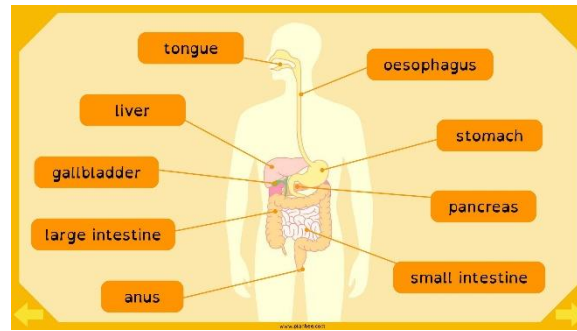
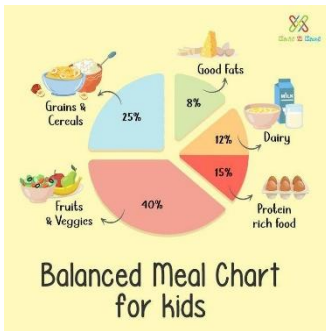
How do you know when a solution has been made?

Why are the substances in a mixture usually unchanged?

How could you prove that a dissolved substance is still there?

Why might sieving, filtering or evaporation work for different mixtures?

Year 4 – Autumn Term Science Unit: Digestion



Key vocabulary: Meat, dairy, protein, grains, root vegetable, carbohydrates, fat, insulation, fruits, minerals, vitamins, fibre, healthy, digestion, teeth, oesophagus, stomach, intestines, anus

Level 1

Show me a **food group**.
 Point to something that gives us **energy**.
 Show me the **teeth**.
 Point to the **stomach**.
 Show me the **intestines**.

Level 2

What food groups can you see?
 What does this food help the body do?
 What do teeth do to food?
 What happens to food after it is swallowed?
 How does food move through the digestive system?

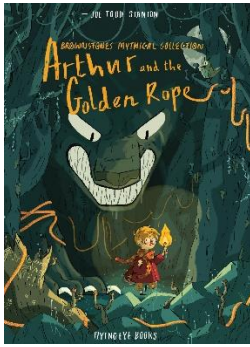
Level 3

Why do humans need different types of food?
 Why might different animals eat different foods?
 Why do we have different types of teeth?
 Why do nutrients need to get into the blood?
 Why does food need to be broken down during digestion?

Level 4

How would you explain the journey of food through the human body?
 Why is digestion important for survival?
 How do teeth, the stomach and intestines work together?
 Why might a healthy diet be different for people who do different activities?
 How does the blood help nutrients reach the whole body?

Year 4 – Autumn Term Writing Unit: Arthur and the Golden Rope



Key vocabulary: Fenrir, Arthur, mythical, beast, wolf, enormous, terrifying, powerful, threatening, majestic, mysterious, savage, shadowy, fearless, tension, atmosphere, viewpoint, description

Level 1

Who can you see in the picture?

Show me **Fenrir the wolf**.

Point to his **teeth, claws or eyes**.

Show me something that makes him look dangerous.

Where is Arthur?

Level 2

What does Fenrir look like?

How big does he seem compared with Arthur?

What words could describe his eyes, teeth or fur?

How might Fenrir move or sound?

What does the setting make you feel?

Level 3

Why might Arthur feel afraid of Fenrir?

Why might Fenrir seem powerful or threatening?

How could Arthur's feelings affect the way he describes Fenrir?

What details would make the reader imagine Fenrir clearly?

How could you show fear without just saying "Arthur was scared"?

Level 4

How can you describe Fenrir through Arthur's eyes?

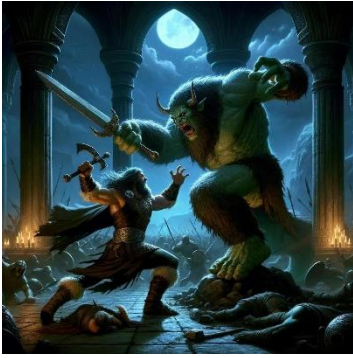
Why might Arthur notice some details more than others?

How could your description make Fenrir seem terrifying, mysterious or majestic?

How can powerful vocabulary change the reader's opinion of Fenrir?

Why is contrast useful when describing a mythical beast?

Year 4 – Autumn Term Writing Unit: Beowulf (Monster Slayer) - Chris Riddell



Key vocabulary: Beowulf, Grendel, monster, warrior, great hall, battle, recount, dialogue, viewpoint, perspective, threat, fearless, savage, powerful, terrifying, protective, misunderstood

Level 1

Who can you see in the scene?

Show me **Beowulf**.

Point to **Grendel**.

Where is the battle happening?

Show me someone who looks frightened.

Level 2

What is happening in the great hall?

What does Grendel look like?

How does Beowulf react to Grendel?

What might the King see during the battle?

What could Grendel say or roar?

Level 3

Why is Grendel attacking the great hall?

Why does Beowulf choose to fight him?

How might Beowulf describe Grendel differently from the King?

How might the Sea Hag describe Grendel?

What dialogue would make the battle sound tense and dramatic?

Level 4

How can the same character be described differently by Beowulf, the King and the Sea Hag?

Why might Beowulf see Grendel as an enemy or challenge?

Why might the King see Grendel as a threat to his people?

Why might the Sea Hag see Grendel in a more protective or sympathetic way?

How can a graphic recount show action, sound and emotion at the same time?

Year 4 – Autumn Term Writing Unit: Leon and the Place between



Key vocabulary: Leon, magician, box, mystery, magic, wonder, darkness, glittering, silence, whisper, nervous, excited, atmosphere, suspense, description

Level 1

Who can you see in the picture?
Show me **Leon**.
Point to the **box**.
What magical objects can you see?
Show me something bright, dark or mysterious.

Level 2

What happens when Leon goes inside the box?
What does the place between look like?
What might Leon see, hear or feel?
How is this place different from the real world?
What words could describe the atmosphere?

Level 3

Why might Leon feel excited and nervous at the same time?
Why does the place between feel magical?
How could the writer show Leon's feelings without saying them directly?
What sensory details would help the reader imagine the scene?
How could short sentences build suspense?

Level 4

How can you make the reader feel as if they are inside the box with Leon?
Why is atmosphere important in this scene?
How could vocabulary choice make the setting feel mysterious or magical?
How can you balance description, action and emotion?
Why might the writer reveal the place between slowly?

Year 4 – Autumn Term Writing Unit: Harry Potter and the Chamber of Secrets



Key vocabulary: Howler, enchanted, letter, viewpoint, voice, warning, consequence, embarrassed, furious, disappointed, dramatic, magical, trouble, apology, command

Level 1

Who is receiving the letter?

Show me the **Howler**.

Point to someone who looks embarrassed.

Who might have sent the letter?

Where is this scene happening?

Level 2

What does a Howler do?

Why might the character be in trouble?

How might the character feel when the letter arrives?

What might the letter sound like?

How would the people nearby react?

Level 3

Why would someone send a Howler instead of a normal letter?

How would the letter change depending on who wrote it?

What would a parent, teacher or friend be most angry about?

How could you show anger without just saying "I am angry"?

Why might the character feel guilty, shocked or defensive?

Level 4

How can you create a strong voice for the person sending the Howler?

Why is viewpoint important when writing from different characters?

How could punctuation show shouting, shock or drama?

How can the Howler be funny and serious at the same time?

How could you build up to the final warning or consequence?