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.

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.

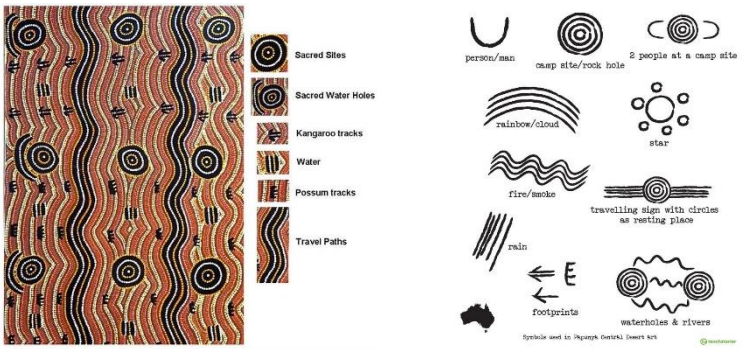
REMEMBER

We are not just looking for answers.
We are helping children:

- Understand
- Explain
- Think independently

Small conversations every day make a BIG difference!

Year 5 – Autumn Term Art Unit: Dot Painting, Symbolism & Cultural Identity



Key vocabulary: **Dot painting, symbolism, narrative, spiritual beliefs, Dreamtime, ochre, pigment, cultural identity, application, layering**

Level 1

Show me the **dots**.
Point to a **line or pathway**.
What colours can you see?
Show me a repeated pattern.
Point to a symbol.

Level 2

How have the dots been applied?
What patterns can you see?
How are earthy colours used?
What do the lines or pathways look like?
How has the artist filled the space?

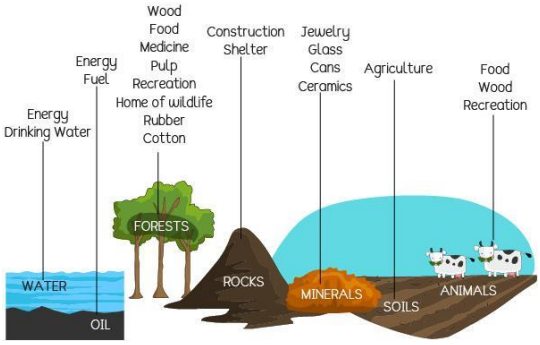
Level 3

Why might artists use dots instead of brushstrokes?
How does repetition make the artwork effective?
Why might earthy colours be important?
How can lines and dots tell a story?
Why might symbols be used instead of realistic pictures?

Level 4

How can art communicate cultural identity?
How might Indigenous art show spiritual beliefs or Dreaming stories?
Why is symbolism important in this style of artwork?
How can an artwork show geographical knowledge, such as journeys or places?
Why is it important to understand the meaning behind the artwork, not just copy the style?
How will your own design use dots, lines and symbols to communicate a narrative?

Year 5 – Autumn Term Geography Unit: Australia



Key vocabulary: **River bed, banks, erosion, transportation, deposition, flow**

Level 1

(Using a world map) Show me **Australia** on the map.

(Using a world map) Point to **Oceania**.

Show me a **natural resource**.

Point to something that gives us **energy**.

Show me **water, food or minerals**.

Level 2

What natural resources can you see?

(Using a world map) Where is Australia located in the world?

What resources might Australia have?

How are resources shown on a map?

What patterns can you see in where resources are found?

Level 3

Why are natural resources important?

Why might some places have more resources than others?

How could climate affect the resources a country has?

Why might countries trade resources with each other?

What might happen if a country does not have enough water, food or energy?

Level 4

Is every country equal in its access to natural resources? Explain.

How can uneven distribution of resources affect people's lives?

Why does trade create interdependence between countries?

How might Australia's location, climate and physical geography affect its resources?

Why are natural resources linked to economic activity?

Year 5 – Autumn Term History Unit: Katherine Johnson

Key vocabulary: **Katherine Johnson, mathematician, NASA, NACA, trajectory, calculation, orbit, astronaut, spacecraft, mission, segregation, discrimination, prejudice, civil rights, legacy, significance**

Level 1

Who was **Katherine Johnson**?

Show me **NASA**.

Point to the **Mathematician**.

Show me the **spacecraft** or rocket.

What job did Katherine Johnson do?

Level 2

What was Katherine Johnson especially good at?

What kind of calculations did she do?

How did her work help astronauts?

What was NASA trying to achieve?

What challenges might Katherine Johnson have faced?

Level 3

Why were Katherine Johnson's calculations important?

Why did astronauts and NASA need accurate trajectories?

Why might John Glenn have trusted her calculations?

Why was Katherine Johnson overlooked for many years?

How did race and gender affect how her work was recognised?

Level 4

Why should Katherine Johnson be remembered as a significant historical person?

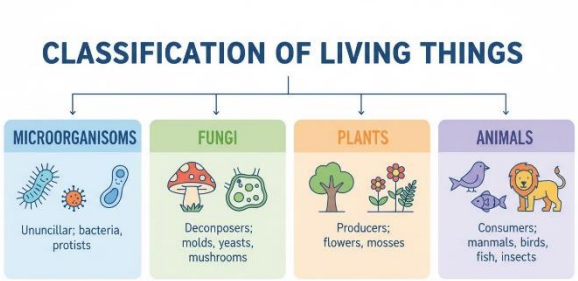
Which part of her work was most significant: Mercury, Gemini, Apollo, or checking computer calculations?

How did her achievements challenge prejudice and discrimination?

Why might some historical sources have ignored or undervalued her contribution?

How can historians decide whether someone is historically significant?

Year 5 – Science Autumn Unit: Fossils, geological time and classification



Key vocabulary: **Million, billion, evolution, extinct, fossil, palaeontologist, organism, microorganism, bacteria, microscope**

Level 1

Show me the **fossil**.
Point to the **rock**.
Show me the **palaeontologist**.
Point to an **organism**.
Show me something that is **extinct**.

Level 2

What does the fossil look like?
What might this fossil tell us about the past?
How has life changed over time?
How are living things grouped?
What can a microscope help us see?

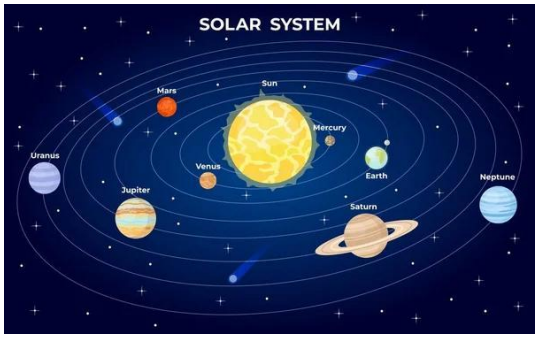
Level 3

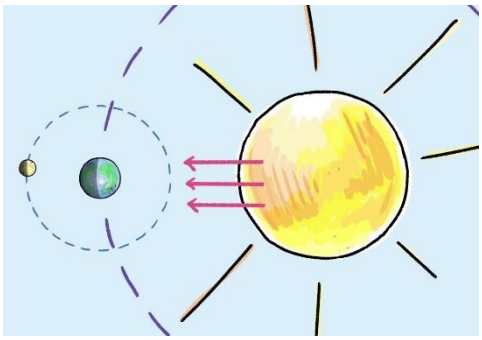
Why are fossils important evidence for evolution?
Why is the fossil record incomplete?
Why do scientists study rocks to learn about Earth's age?
How can physical features help us classify organisms?
Why do scientists use more than one type of evidence?

Level 4

How do fossils help scientists understand evolution?
Why did life become more complex over millions of years?
How do scientists use evidence to support ideas about evolution?
Why is classification useful when studying living and extinct organisms?
How can fossils, DNA and anatomy work together as evidence?

Year 5 –Science Autumn Unit: Space and Gravity





Key vocabulary: **Solar system, planet, orbit, star, Moon, rotating, day, year, galaxy, Universe, asteroid, comet, gravity, mass**

Level 1

Show me the **Sun**.
Point to a **planet**.
Show me the **Moon**.
Point to something that is **orbiting**.
Show me an **asteroid** or **comet**.

Level 2

What is at the centre of our solar system?
What do planets do around the Sun?
How is the Moon different from a star?
What happens when the Earth rotates?
What is the difference between an asteroid and a comet?

Level 3

Why do planets orbit the Sun?
Why does the Moon orbit Earth?
Why does the Moon shine if it does not make its own light?
Why do objects with more mass have stronger gravity?
Why does gravity get weaker when objects are further apart?

Level 4

How would you explain what a solar system is?
Why is our solar system only a tiny part of the Universe?
How does gravity affect stars, planets and moons?
Why do smaller-mass objects often orbit larger-mass objects?
How are asteroids, comets, planets and moons different?

Year 5 – Autumn Term Writing Unit: The Arrival (Shaun Tan)

Key vocabulary: **arrival, refugee, migrant, journey, home, belonging, unfamiliar, strange, fear, hope, loss, family, separation, courage, kindness, empathy**

Level 1

Who can you see in the image?
Show me the **traveller** or **refugee**.
Point to the **suitcase** or belongings.
Show me the place they have arrived at.
What emotion can you see?

Level 2

What is happening in this image?
Where might the character be going?
What has the character brought with them?
How does the setting look different from home?
How might the character be feeling?

Level 3

Why might the character have left home?
Why might the journey feel frightening or uncertain?
How could arriving somewhere new feel exciting and difficult?
What might the character miss about home?
What might happen next in the story?

Level 4

How does Shaun Tan show the experience of refugees without using words?
Why might the strange city help us understand how unfamiliar a new country can feel?
How can pictures help us infer a character's thoughts and emotions?
What message does the story give about migration, kindness and belonging?
How could you write a narrative that matches the mood of the images?

Year 5 – Autumn Term Writing Unit: Oranges in no man's land

Key vocabulary: war, conflict, danger, courage, fear, hope, dilemma, choice, determined, anxious, responsibility, family, survival, relief, tension, bravery

Level 1

Who is the main character?

Show me the **girl**.

Point to the **oranges**.

Where is the story set?

What signs of danger can you see?

Level 2

What is happening at this moment in the story?

What does the girl need to do?

What might she be worried about?

What can you see that shows the place is dangerous?

How might her body show fear or bravery?

Level 3

Why might the girl feel scared but determined?

Why are the oranges important?

What choice or dilemma is she facing?

What might happen if she turns back?

What might happen if she carries on?

Level 4

How can we show the girl's internal conflict in a diary, letter or monologue?

Why might her feelings change during the scene?

How can the setting help create tension?

Why is this moment important for understanding her character?

How could you balance fear, hope and bravery in her voice?

Year 5 – Autumn Term Writing Unit: Pandora Discovered

Watch the video together. Pause at key moments and use the questions below to help your child talk about the planet.

https://www.youtube.com/watch?v=GBGDmin_38E&t=65sd

Key vocabulary: **planet, atmosphere, landscape, terrain, species, alien, habitat, survival, adapt, resources, climate, gravity, oxygen, danger, expedition, discovery**

Level 1

What can you see on the planet?
Show me something that looks **alien**.
Point to the **landscape**.
Show me something living.
What colours can you see?

Level 2

What does the planet look like?
What is the weather or atmosphere like?
What plants, creatures or landforms can you see?
How is this planet different from Earth?
What might be safe or unsafe there?

Level 3

Why might this planet be difficult to survive on?
How might the creatures have adapted to live there?
What resources would humans need on this planet?
Why might the atmosphere, temperature or landscape be dangerous?
What rules would visitors need to follow?

Level 4

How can you organise your planet report into clear sections?
What features would help the reader understand the planet?
How could your voiceover make the planet sound mysterious or dangerous?
Why is precise vocabulary important in a non-chronological report?
How can you balance imagination with scientific detail?

Year 5 – Autumn Term Writing Unit: Terra Ultima – Raoul Deleo

Key vocabulary: **creature, species, habitat, adaptation, predator, prey, camouflage, diet, behaviour, survival, environment, classification, features, territory, defence**

Level 1

What creature can you see?
Show me its **head, body, legs, wings or tail**.
Point to where it might live.
What colours or patterns can you see?
Show me a feature that helps it survive.

Level 2

What does the creature look like?
What is its habitat like?
How does it move?
What might it eat?
How could it protect itself?

Level 3

Why does this creature need those body features?
How is it adapted to its habitat?
Why might its colour, shape or pattern help it survive?
What dangers might it face on the planet?
How might it find food, water or shelter?

Level 4

How could you organise an information text about your creature?
What sections would help the reader understand the species?
Why is precise vocabulary important in a non-fiction text?
How can you make an invented creature sound scientifically possible?
How will your creature's appearance link to its habitat and behaviour?