

## AP Progression Map Examples:

### Semi-Formal: Understanding the World



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<p><b>All:</b> I can explore an object that is 'old'.</p> <p><b>Challenge 1:</b> I can sort objects/pictures into old and new.</p> <p><b>Challenge 2:</b> I know and understand that words and phrases such as; 'before', 'last year' and 'when I was little' is language used to describe the past tense.</p>	<p><b>All:</b> I can respond and engage with photographs of my family members.</p> <p><b>Challenge 1:</b> I can choose a photo of a familiar adult that I live with from a selection of three photos.</p> <p><b>Challenge 2:</b> I know who my family members are and identify how they can help me.</p>	<p><b>All:</b> I can engage and respond with a small-world farm area in provision using a tuff spot or piece of green material.</p> <p><b>Challenge 1:</b> I can match two farm animals when given a choice of four.</p> <p><b>Challenge 2:</b> I can sort farm animals and wild animals into two groups.</p>	<p><b>All:</b> I can take turns with props shared when engaging with the story 'Our House' OR 'Families, Families, Families'.</p> <p><b>Challenge 1:</b> I can identify my family members in photographs OR I can explain who I live with.</p> <p><b>Challenge 2:</b> I can write a thank you note to an important member of my family.</p> <p>*This can be supported in a number of ways according to an individual.</p>	<p><b>All:</b> I can explore the role play area in my provision.</p> <p>*To include a tea party, England flag, maps of the united kingdom etc.</p> <p><b>Challenge 1:</b> I know that we live in England.</p> <p><b>Challenge 2:</b> I know and understand the difference between living in England and my town.</p>	<p><b>All:</b> I can explore a range of fruits and vegetables in a tuff tray.</p> <p><b>Challenge 1:</b> I can identify and name some fruits and vegetables.</p> <p><b>Challenge 2:</b> I can sort fruits and vegetables according to size, texture and colour.</p>
<p><b>All:</b> I can explore photos of my grandparents as they are today.</p> <p><b>Challenge 1:</b> I can match photographs to explore the concept of 'same' and 'different'.</p> <p><b>Challenge 2:</b> I can bring in old photographs of my grandparents and acknowledge the differences.</p>	<p><b>All:</b> I can explore props and objects when engaging with the story 'Our Class is a Family'.</p> <p><b>Challenge 1:</b> I can identify people in my school that can help me.</p> <p><b>Challenge 2:</b> I can describe how somebody can help me in my school.</p> <p>OR</p> <p>I can create a book about people who can help me in my school.</p>	<p><b>All:</b> I can explore my features in a mirror when supported by an adult.</p> <p><b>Challenge 1:</b> I can identify one or more of my body parts.</p> <p><b>Challenge 2:</b> I can consider some of the simple functions of my body parts. For example, I use my eyes to see.</p>	<p><b>All:</b> I can demonstrate my preference when engaging with motivating items.</p> <p><b>Challenge 1:</b> I can organise toys/motivating items into old and new.</p> <p><b>Challenge 2:</b> I can explain the similarities and differences between the toys I played with and the toys my parents played with.</p>	<p><b>All:</b> I can explore and respond to photos of London.</p> <p>OR</p> <p>I can build Buckingham Palace in the construction area.</p> <p><b>Challenge 1:</b> I can respond to illustrations in the story, 'Katie goes to London'.</p> <p><b>Challenge 2:</b> I know that London is the capital city of England.</p>	<p><b>All:</b> I can explore props whilst engaging with the story, 'The Lighthouse Keeper's Lunch' by Ronda and David Armitage.</p> <p><b>Challenge 1:</b> I can explore different containers to carry my lunch in OR I can decide which is the best container to carry different fruits and vegetables.</p> <p><b>Challenge 2:</b> I can use descriptive language to state why I might use a preferred container to carry my lunch.</p>

## Primary Formal: Science

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SCIENCE <i>White Rose</i>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Year 1</i>	<i>Year 1</i>	<i>Year 1</i>	<i>Year 1</i>	<i>Year 1</i>	<i>Year 1</i>
Unit of Learning					
Biology: The Human Body	Chemistry: Materials	Biology: Animals	Biology: Animals	Biology: Plants	Biology: Plants
Knowledge and Skills					
<p><b>All:</b> I know that the human body has lots of parts and each part has a name.</p> <p><b>Challenge 1:</b> I can identify and name the basic parts of my body linked to traditional songs and rhymes.</p> <p><b>Challenge 2:</b> I can identify and name all parts of the human body when asked "Where is your?"</p> <p><i>See vocab list.</i></p>	<p><b>All:</b> I know that a material is what an object is made from</p> <p><b>Challenge 1:</b> I can to identify what wood, plastic, glass and metal is</p> <p><b>Challenge 2:</b> I can organise some materials into groups according to their properties.</p>	<p><b>All:</b> I know that a mammal is an animal that has fur or hair on its body.</p> <p><b>Challenge 1:</b> I know that a wild animal is not an animal that is looked after by humans.</p> <p><b>Challenge 2:</b> I can group animals based on whether they can be kept as pets or live in the wild.</p>	<p><b>All:</b> I can identify a range of mammals, birds and fish.</p> <p><b>Challenge 1:</b> I can identify some amphibians and reptiles.</p> <p><b>Challenge 2:</b> I can group animals based on their features.</p>	<p><b>All:</b> I can identify and name the stem, roots, leaves and flowers (including petals) of a flowering plant.</p> <p><b>Challenge 1:</b> I can perform a simple plant dissection, using classroom scissors.</p> <p><b>Challenge 2:</b> I can identify similarities and differences between plants.</p>	<p><b>All:</b> I know that some trees lose their leaves in autumn.</p> <p><b>Challenge 1:</b> I know that these trees are called deciduous trees.</p> <p><b>Challenge 2:</b> I can name some deciduous trees.</p>

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<p><b>All:</b> I can label parts of the body linked to traditional songs and rhymes.</p> <p><b>Challenge 1:</b> I can draw and label parts of the body.</p> <p><b>Challenge 2:</b> I can identify simple patterns in data by ordering footprints.</p>	<p><b>All:</b> I can identify what rock is.</p> <p><b>Challenge 1:</b> I can use a hand lens to observe different rocks closely.</p> <p><b>Challenge 2:</b> I can sort a variety of rocks and match them to labels that describe their properties.</p>	<p><b>All:</b> I know that birds have wings, beaks and feathers.</p> <p><b>Challenge 1:</b> I know that some birds can fly and some cannot.</p> <p><b>Challenge 2:</b> I can name a range of birds such as a robin, chicken and penguin.</p>	<p><b>All:</b> I can name some carnivores such as lions, tigers and crocodiles.</p> <p><b>Challenge 1:</b> I know that in the wild, carnivores hunt and kill other animals for food.</p> <p><b>Challenge 2:</b> I know about specific characteristics commonly associated with carnivores including speed, strength and sharp teeth and claws.</p>	<p><b>All:</b> I can identify and name the roots, trunk, branches, leaves and fruit of a tree.</p> <p><b>Challenge 1:</b> I know that trees are plants.</p> <p><b>Challenge 2:</b> I can identify key similarities and differences between the trees.</p>	<p><b>All:</b> I know that some trees keep their leaves all year round.</p> <p><b>Challenge 1:</b> I know that these trees are called evergreen trees.</p> <p><b>Challenge 2:</b> I know and can name some evergreen trees.</p>
<p><b>All:</b> I know and can identify which part of your body you see with.</p> <p><b>Challenge 1:</b> I know that light is something that allows us to see and that dark is when there is no light.</p> <p><b>Challenge 2:</b> I know that being blind means that a person cannot see.</p>	<p><b>All:</b> I know that objects are made from different materials.</p> <p><b>Challenge 1:</b> I can name common objects and identify the materials that they are made from.</p> <p><b>Challenge 2:</b> I know what is similar about an object/material and what is different.</p>	<p><b>All:</b> I know that fish live in water.</p> <p><b>Challenge 1:</b> I know that fish have fins to help them swim and most have scales on their bodies.</p> <p><b>Challenge 2:</b> I know that most fish breath with gills.</p>	<p><b>All:</b> I know and can name some herbivores such as rabbit, horse or elephant.</p> <p><b>Challenge 1:</b> I know that an herbivore is an animal that eats a plant.</p> <p><b>Challenge 2:</b> I know that herbivores have flat teeth for chewing plants.</p>	<p><b>All:</b> I know and can name some common wildflowers such as a daisy, a sunflower or a dandelion.</p> <p><b>Challenge 1:</b> I know that wildflowers grow naturally and garden plants are plants which humans choose to grow.</p> <p><b>Challenge 2:</b> I can group plants based on whether they are wild or garden plants.</p>	<p><b>All:</b> I can identify trees in their local area by using images of trees from previous steps.</p> <p><b>Challenge 1:</b> I know which type of tree has leaves that change colour.</p> <p><b>Challenge 2:</b> I can group trees on whether they are deciduous or evergreen.</p>
<p><b>All:</b> I know which part of your body you hear with.</p> <p><b>Challenge 1:</b> I know and can identify a loud or quiet sound.</p> <p><b>Challenge 2:</b> I know that when sounds are quiet, they can be harder to hear or when sounds are loud, they are easier to hear.</p>	<p><b>All:</b> I know that when water freezes, it turns to ice and that when ice melts, it turns to water.</p> <p><b>Challenge 1:</b> I know that water is a liquid and ice is a solid.</p> <p><b>Challenge 2:</b> I know how to remove a toy from an ice block.</p>	<p><b>All:</b> I know and can name some amphibians such as frog, newt and toads.</p> <p><b>Challenge 1:</b> I know that an amphibian is an animal that lives both on land and in water.</p> <p><b>Challenge 2:</b> I know the differences between a fish and an amphibian.</p>	<p><b>All:</b> I know and can name some omnivores such as a bear or a mouse.</p> <p><b>Challenge 1:</b> I know that this is an animal that eats other animals and plants.</p> <p><b>Challenge 2:</b> I can group animals practically according to whether they are a carnivore, herbivore or omnivore.</p>	<p><b>All:</b> I know and can name some plants in the local area such as a daisy, a sunflower, a nettle, a buttercup and a dandelion.</p> <p><b>Challenge 1:</b> I can sort plants into different groups</p> <p><b>Challenge 2:</b> I can create a scientific drawing of a wildflower including labelling the parts they identify.</p>	<p><b>Consolidate/Retrieval session</b></p>

## Secondary Formal: Science



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### SCIENCE White Rose

Year 3 Skeletons	Year 3 Nutrition & Diet	Year 3 Rocks	Year 3 Soil	Year 3 Light	Year 3 Plants A
Year 3 Biology – Movement	Year 3 Sustainability – Food Waste	Year 3 Fossils		*Start Plant Experiment	Year 3 Plants B
<p><b>All:</b> I can name some parts of the human body (e.g. head, leg, arm etc) OR I can find and point to the skull, spine &amp; ribcage on a diagram or model. <b>Challenge 1:</b> I can name and identify the skull, spine, ribcage, pelvis and femur. <b>Challenge 2:</b> I can explain how a skeleton helps animals move or stay safe.</p>	<p><b>All:</b> I can sort food into different groups using pictures or labels. <b>OR</b> I know that some foods are for eating often, and some only sometimes. <b>Challenge 1:</b> I can name all five food groups: fruit and vegetables, carbohydrates, proteins, dairy, and fats and sugars. <b>Challenge 2:</b> I can explain what a balanced diet might look like.</p>	<p><b>All:</b> I can use a hand lense to look at rocks closely. <b>Challenge 1:</b> I can name different types of rocks like granite &amp; pumice. <b>Challenge 2:</b> I can describe what a rock feels like and group rocks based on their properties.</p>	<p><b>All:</b> I can describe what I see when I look at soil closely using a hand lens. <b>Challenge 1:</b> I know that there are different types of soil, like sandy, clay, and small rocks and can name some of them. <b>Challenge 2:</b> I can explain what each type of soil is made up of and how it feels (e.g., sandy soil feels dry and gritty, while clay soil feels smooth and sticky).</p>	<p><b>All:</b> I know that the sun and the stars are natural light sources. <b>Challenge 1:</b> I can name some artificial light sources, such as a torch or streetlight. <b>Challenge 2:</b> I can explain how to group light sources into natural and artificial categories. OR I can compare the advantages and disadvantages of natural and artificial light.</p>	<p><b>All:</b> I can name parts of a plant (root, stem, leaf and flower). <b>Challenge 1:</b> I can match part plants to its job (e.g., roots take in water). I know that if a part of the plant is damaged, it may not grow properly. <b>Challenge 2:</b> I know how the plant parts work together to help the plant survive and grow.</p>
<p><b>All:</b> I know that a skeleton helps us stand up and move. <b>Challenge 1:</b> I can describe the function of the ribcage, skull, spine, pelvis &amp; femur. <b>Challenge 2:</b> I can predict what might happen if we didn't have a skeleton.</p>	<p><b>All:</b> I know that food helps my body stay strong and healthy OR I know that eating too much sugar or fat is not healthy. <b>Challenge 1:</b> I know what fruit, vegetables, proteins, dairy, fats and carbohydrates do for the body. <b>Challenge 2:</b> I know and understand that there are healthy fats (unsaturated) and unhealthy fats (saturated).</p>	<p><b>All:</b> I can sort rocks into groups by looking at their appearance. <b>Challenge 1:</b> I know some rocks have crystals, grains or layers. <b>Challenge 2:</b> I can describe why I have grouped rocks in certain ways (e.g., by layers, crystals or texture).</p>	<p><b>All:</b> I know that soil helps plants grow strong and healthy. <b>Challenge 1:</b> I can explain that animals use soil for shelter and food OR I can describe what soil provides for plants, like water and nutrients. <b>Challenge 2:</b> I can describe how human activities like farming or construction can change the land and affect soils quality, which can make it harder for plants to grow and for animals to live.</p>	<p><b>All:</b> I know that the Sun gives us heat and light. I know that the Sun can be harmful to our eyes. <b>Challenge 1:</b> I can talk about why I need to protect my skin and eyes from the Sun and name some of the materials I would use (e.g., sunglasses or sunscreen). <b>Challenge 2:</b> I can explain how the sun helps plants, animals, and humans grow and stay healthy.</p>	<p><b>All:</b> I can find and name the parts of a plant. I know that different plants can look different. <b>Challenge 1:</b> I can label and describe the parts of the plant I see and explain what each part does (e.g., the roots take in water). <b>Challenge 2:</b> I can compare parts of different plants and say how they are similar or different.</p>

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<p><b>All:</b> I can match animal skeletons with pictures of animals.  <b>Challenge 1:</b> I can help sort animals into groups based on their bones.  <b>Challenge 2:</b> I can describe similarities and differences between human &amp; animal skeletons.</p>	<p><b>All:</b> I can use pictures or plates to help me sort healthy and unhealthy food.  <b>Challenge 1:</b> I can explain why it is important to eat a variety of food groups.  <b>Challenge 2:</b> I can use the Eatwell guide to help me make healthy food choices.</p>	<p><b>All:</b> I can perform a simple floating and sinking test with different pieces of rock.  <b>Challenge 1:</b> I can notice and explain if something changes when vinegar is dropped on a rock.  <b>Challenge 2:</b> I can explain why some rocks react with vinegar and others don't.</p>	<p><b>All:</b> I can name the equipment we will use to measure soil (e.g., a measuring spoon or balance).  I can plan a simple test to explore the absorbency of different soils.  <b>Challenge 1:</b> I know we will use a measuring cylinder to measure how much water is used in each test.  <b>Challenge 2:</b> I can explain that we will change the soil type in each test to see how different soils absorb water.</p>	<p><b>All:</b> I know that light reflects off objects and enters our eyes.  <b>Challenge 1:</b> I can explain that light travels in straight lines using a torch beam as an example  OR  I can describe how shiny surfaces reflect light better than other surfaces.  <b>Challenge 2:</b> I can compare different objects and decide which reflects light best.</p>	<p><b>All:</b> I can help write or draw a plan of what we will do when testing whether the number of seeds in one plant pot affects the growth of the plants.  <b>Challenge 1:</b> I can explain what we are changing, measuring, and keeping the same.  <b>Challenge 2:</b> I can make a sensible prediction about which plant pot will grow best.</p>
<p><b>All:</b> I can sort animals into "with a spine" and "without a spine".  <b>Challenge 1:</b> I know and can explain what the term "exoskeleton" means and give examples.  <b>Challenge 2:</b> I can ask my own questions about how animals are grouped.</p>	<p><b>All:</b> I know that people eat different foods for different reasons.  OR  I can match food to different types of diets using pictures or symbols.  <b>Challenge 1:</b> I can explain that vegetarians don't eat meat, and vegans don't eat animal products at all.  OR  I know how vegan, vegetarian, pescatarian and omnivorous diets are similar and different.  <b>Challenge 2:</b> I can explain why people might choose to follow vegan, vegetarian or a pescatarian diet.</p>	<p><b>All:</b> I know if a building is old or new and can explain why I think that.  <b>Challenge 1:</b> I can look at different buildings and name what kind of rock has been used.  <b>Challenge 2:</b> I can identify the rocks in a building and say if they have crystals, grains or layers.</p>	<p><b>All:</b> I can follow the plan we made to test the soils.  <b>Challenge 1:</b> I can make careful observations as the water passes through the soil.  <b>Challenge 2:</b> I can record the amount of water that has passed through each soil.</p>	<p><b>All:</b> I know that the shape of a shadow is similar to the shape of the object.  I can experiment with a moving light source to see how the shadow changes.  <b>Challenge 1:</b> I know that a shadow is formed when light is blocked by an object, especially opaque objects.  <b>Challenge 2:</b> I can describe what happens when I move the light source closer or farther away from the object.</p>	<p><b>All:</b> I can follow the plan to plant the seeds using the correct amounts of soil and water.  <b>Challenge 1:</b> I can help set up the experiment carefully so the results will be reliable.  <b>Challenge 2:</b> I know that the number of seeds in the pot might affect how tall or healthy the plants grow.</p>

