

Early learning goal	Exemption/modification requested	Secretary of State's Decision
<p><b>Communication and language.</b></p> <p>b) Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>b) Understanding: Children follow instructions involving several ideas or actions. They demonstrate understanding in response to stories or events or when recounting their experiences.</p>	<p><b>Granted as modified</b></p>
<p><b>Physical development</b></p> <p>a) Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>a) Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including crayons for mark making.</p>	<p><b>Granted as modified</b></p>
<p><b>Mathematics</b></p> <p>a) Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>a) Numbers: Children orally count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects in everyday activities and play, they add and subtract two single-digit numbers and count on or back to find the answer. In everyday activities and play they solve problems, including doubling, halving and sharing.</p>	<p><b>Granted as modified</b></p>
<p><b>Understanding the world</b></p> <p>c) Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>c) Technology: Children recognise that a range of simple or mechanical everyday technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p><b>Granted s modified</b></p>
<p><b>Expressive arts and design</b></p> <p>b) <b>Being imaginative:</b> Children use what they have learnt about media and materials</p>	<p>b) Being imaginative: Children use what they have learnt about media and materials</p>	<p><b>Granted as modified</b></p>

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<p>in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and non-electronic technology, art, music, dance, role play and stories.</p>	
Educational programme	Exemption/modification requested	Secretary of State's Decision
<p><b>Literacy – the two goals are:</b></p> <p><b>a) Reading:</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>b) Writing:</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Complete exemption from the whole literacy educational programme.</p>	<p>Full exemption granted</p>
Assessment	Exemption/modification requested	Secretary of State's Decision
<p><b>Assessment at the end of the EYFS: The Early Years Foundation Stage ( 2.6-2.11 of the Statutory Framework)</b></p> <p>In the final term when children reach 5 schools must complete the EYFS profile and report the results to the local authority.</p>	<p>Complete exemption from assessment at the end of the EYFS and completion of the profile</p>	<p>Full exemption granted</p>