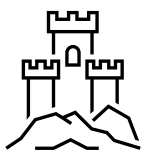




Kings and Queens



Ash Class Summer Term 1 Overview 2026 (Reception)

Music

Charanga Unit – Music and Wellbeing

Forest School

Spring and Summer changes.
Mud play. Den building. Animal habitats.

Phonics

Little Wandle Sounds to learn – Review sounds learnt so far. Working on Phase 4- reading short vowel words (CVCC, CCVC, CCVCC), reading longer words and compound words, root words ending in -ing, -ed, /t/, -ed/id /ed/- est.

Tricky words – said, so have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.

Literacy

‘Drawing Club’ focus – Kings and Queens (adventure tales, animations and traditional tales): Zog, The Big Knights: The Troll Bridge, The Little Mermaid, King Rollo and The New Shoes, The Princess and the Pea, The Runaway Crown, The King’s Pants.

Fiction & Non-fiction texts about the monarchy. Descriptive sentences; Create fact books about kings and queens and notice the difference between writing stories and writing information.

Letter writing including simple sentences and phrases. Recognise common exception words within Little Wandle. Write simple phrases and sentences. Focus on letter formation in line with handwriting policy.

Maths

- Counting to 20
- Number patterns - consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Religious Education

CWAS F2: Who are the people in sacred and special stories and why might they be important today?

Expressive Arts and Design

Animals in art. A study of Rousseau’s “Tiger in a Tropical Storm”. Painting fish with ink and wax resist. Animal papier-mache head – link to WWF founded by Prince Philip (the King’s father). Cook scones.

Personal, Social and Emotional Development

Being my best (SCARF): Seeing themselves as a valuable individual. Express their feelings. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Manage their own needs.

Communication and Language

Describe a pretend object in play-based situations, e.g. when role playing a coronation they might use props for their orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because...

Understanding the World

Seasonal changes – design a garden for the King. The Monarchy. Countries around the world that have King Charles III as their monarch. The Union Flag of the UK and flags from countries that the children have links to. The story of King John and the Magna Carta. King Charles III’s coronation in Westminster Abbey.

Physical Development

Fine Motor

Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control.

Gross Motor (PE = Games)

Team games including relay races, using racquets and balls, throwing and catching. Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope.