KLT LTM for ICT – Two-year cycle (2025 – 2026 and 2026 – 2027)

	Autumn	Spring	Summer
Nursery/Reception Cycle A **(2025 – 2026)**	**Me and My Community** This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them. • Where shall we go? • Our school community • Dress Up **Once Upon a Time** This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales N/A	**Starry Night** This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals. • Space Journeys **Dangerous Dinosaurs** This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today. • Innovate -Step 3 (Design a dinosaur on a tablet)	**Sunshine and Sunflowers** This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun. • Maps **Big Wide World** This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world. • Maps and plans
Nursery/Reception Cycle B **(2026 – 2027)**	**Let's explore** This project teaches children about the environments that they share with others, including their homes, school and places in the local community. • **J**ourneys **Marvellous machines**	**Long Ago** This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today. • Black and white pictures	**Animal Safari** This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments. • Animal Safari **On the Beach**

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	This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines • Keeping Safe online • Share it • Terrific tablets • Digital Art • Floor Robots	**Ready Steady Grow** This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle. N/A	This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun. • Beach art

Year 1 / 2 Cycle B **(2025 – 2026)**	**Y1 Creating Media – Digital Writing** • To use a computer to write • To add and remove text on a computer • To identify that the look of text can be changed on a computer • To make careful choices when changing text	**Y1 Creating Media – Digital Painting** • To describe what different freehand tools do • To use the shape tool and the line tools • To make careful choices when painting a digital picture • To explain why I chose the tools I used	**Y1 Programming B Programming animation (Scratch Jnr)** • To choose a command for a given purpose • To show that a series of commands can be joined together • To identify the effect of changing a value • To explain that each sprite has its own instructions	**Y2 Programming B – Intro to Quizzes (Scratch Jnr)** • To explain that a sequence of commands has a start • To explain that a sequence of commands has an outcome • To create a program using a given design • To change a given design	**Y2 Creating Media – Making Music** • To say how music can make us feel • To identify that there are patterns in music • To experiment with sound using a computer • To use a computer to create a musical pattern • To create music for a purpose	**Y2 Creating Media – Digital Photography** • To use a digital device to take a photograph • To make choices when taking a photograph • To describe what makes a good photograph • To decide how photographs can be improved • To use tools to change an image

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	• To explain why I used the tools that I chose • To compare typing on a computer to writing on paper	• To use a computer on my own to paint a picture • To compare painting a picture on a computer and on paper	• To design the parts of a project • To use my algorithm to create a program	• To create a program using my own design • To decide how my project can be improved	• To review and refine our computer work	• To recognise that photos can be changed
Year 1 / 2 Cycle A **(2026 – 2027)**	**Y1 Data and Information – Grouping Data** • To label objects • To identify that objects can be counted • To describe objects in different ways • To count objects with the same properties • To compare groups of objects • To answer questions about groups of objects	**Y2 Data and Information – Pictograms** • To recognise that we can count and compare objects using tally charts • To recognise that objects can be represented as pictures • To create a pictogram • To select objects by attribute and make comparisons • To recognise that people can be described by attributes • To explain that we can present information using a computer	**Y1 Computer Systems and Networks – Technology around us** • To identify technology • To identify a computer and its main parts • To use a mouse in different ways • To use a keyboard to type on a computer • To use the keyboard to edit text • To create rules for using technology responsibly	**Y2 Computer Systems and Networks – Information Technology around us** • To recognise the uses and features of information technology • To identify the uses of information technology in the school • To identify information technology beyond school • To explain how information technology helps us • To explain how to use information technology safely • To recognise that choices are made when using information technology	**Y1 Programming A – Moving a robot (Beebots)** • To explain what a given command will do • To act out a given word • To combine forwards and backwards commands to make a sequence • To combine four direction commands to make sequences • To plan a simple program • To find more than one solution to a problem	**Y1 Programming B – Robot Algorithms (Beebots)** • To describe a series of instructions as a sequence • To explain what happens when we change the order of instructions • To use logical reasoning to predict the outcome of a program • To explain that programming projects can have code and artwork • To design an algorithm • To create and debug a program that I have written

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Year 3/4 Cycle B **(2025 – 2026)**	**Y3 Programming A – Sequencing Sounds** • To explore a new programming environment • To identify that commands have an outcome • To explain that a program has a start • To recognise that a sequence of commands can have an order • To change the appearance of my project • To create a project from a task description	**Y4 Programming A – Repetition in shapes** • To identify that accuracy in programming is important • To create a program in a text-based language • To explain what 'repeat' means • To modify a count-controlled loop to produce a given outcome • To decompose a task into small steps • To create a program that uses count-controlled loaops to produce a given outcome	**Y3 Data and Information – Branching Databases** • To create questions with yes/no answers • To identify the attributes needed to collect data about an object • To create a branching database • To explain why it is helpful for a database to be well structured • To plan the structure of a branching database • To independently create an identification tool	**Y4 Data and information – Data logging** • To explain that data gathered over time can be used to answer questions • To use a digital device to collect data automatically • To explain that a data logger collects 'data points' from sensors over time • To recognise how a computer can help us analyse data • To identify the data needed to answer questions • To use data from sensors to answer questions	**Y3 Programming B – Events and actions in programs** • To explain how a sprite moves in an existing project • To create a program to move a sprite in four directions • To adapt a program to a new context • To develop my program by adding features • To identify and fix bugs in a program • To design and create a maze-based challenge	**Y4 Programming B – Repetition in games** • To develop the use of count-controlled loops in a different programming environment • To explain that in programming there are infinite loops and count controlled loops • To develop a design that includes two or more loops which run at the same time • To modify an infinite loop in a given program • To design a project that includes repetition • To create a project that includes repetition
Year 3/4 Cycle A **(2026 – 2027)**	**Y3 Computer Systems and Networks – Connecting Computers** • To explain how digital devices function • To identify input and output devices • To recognise how digital devices can	**Y4 Computer Systems and Networks – The Internet** • To describe how networks physically connect to other networks • To recognise how networked devices make up the internet	**Y3 Creating Media – Desktop Publishing** • To recognise how text and images convey information • To recognise that text and layout can be edited • To choose appropriate page settings	**Y4 Creating Media – Audio Production** • To identify that sound can be recorded • To explain that audio recordings can be edited • To recognise the different parts of creating a podcast project	**Y3 Creating Media – Stop Frame Animation** • To explain that animation is a sequence of drawings or photographs • To relate animated movement with a sequence of images • To plan an animation	**Y4 Creating Media – Photo Editing** • To explain that the composition of digital images can be changed • To explain that colours can be changed in digital images • To explain how cloning can be used in photo editing

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	change the way we work • To explain how a computer network can be used to share information • To explore how digital devices can be connected • To recognise the physical components of a network	• To outline how websites can be shared via the World Wide Web (WWW) • To describe how content can be added and accessed on the World Wide Web (WWW) • To recognise how the content of the WWW is created by people • To evaluate the consequences of unreliable content	• To add content to a desktop publishing publication • To consider how different layouts can suit different purposes • To consider the benefits of desktop publishing	• To apply audio editing skills independently • To combine audio to enhance my podcast project • To evaluate the effective use of audio	• To identify the need to work consistently and carefully • To review and improve an animation • To evaluate the impact of adding other media to an animation	• To explain that images can be combined • To combine images for a purpose • To evaluate how changes can improve an image

Year 5/6 Cycle B **(2025 – 2026)**	**Y5 Creating Media – Introduction to Vector Graphics** • To identify that drawing tools can be used to produce different outcomes • To create a vector drawing by combining shapes • To use tools to achieve a desired effect • To recognise that vector drawings consist of layers • To group objects to make them easier to work with	**Y6 Creating Media – 3D Modelling** • To recognise that you can work in three dimensions on a computer • To identify that digital 3D objects can be modified • To recognise that objects can be combined in a 3D model • To create a 3D model for a given purpose • To plan my own 3D model • To create my own digital 3D model	**Y5 Programming B – Selection in Quizzes (Scratch)** • To explain how selection is used in computer programs • To relate that a conditional statement connects a condition to an outcome • To explain how selection directs the flow of a program • To design a program which uses selection • To create a program which uses selection • To evaluate my program	**Y6 Creating Media – Web page creation** • To review an existing website and consider its structure • To plan the features of a web page • To consider the ownership and use of images (copyright) • To recognise the need to preview pages • To outline the need for a navigation path • To recognise the implications of linking to content owned by other people	**Y5 Data and Information – Flat-file Databases** • To use a form to record information • To compare paper and computer-based databases • To outline how you can answer questions by grouping and then sorting data • To explain that tools can be used to select specific data • To explain that computer programs can be used to compare data visually	**Y6 Data and Information – Introduction to spreadsheets** • To create a data set in a spreadsheet • To build a data set in a spreadsheet • To explain that formulas can be used to produce calculated data • To apply formulas to data • To create a spreadsheet to plan an event • To choose suitable ways to present data

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	• To apply what I have learned about vector drawings				• To use a real-world database to answer questions	
Year 5/6 Cycle A **(2026 – 2027)**	**Y5 Computer Systems and Networks – Systems & Searching** • To explain that computers can be connected together to form systems • To recognise the role of computer systems in our lives • To experiment with search engines • To describe how search engines select results • To explain how search results are ranked • To recognise why the order of results is important, and to whom	**Y6 Computer Systems and Networks – Communication and Collaboration** • To explain the importance of internet addresses • To recognise how data is transferred across the internet • To explain how sharing information online can help people to work together • To evaluate different ways of working together online • To recognise how we communicate using technology • To evaluate different methods of online communication	**Y5 Programming A – Selection in Physical Computing** • To control a simple circuit connected to a computer • To write a program that includes count-controlled loops • To explain that a loop can stop when a condition is met • To explain that a loop can be used to repeatedly check whether a condition has been met • To design a physical project that includes selection • To create a program that controls a physical computing project	**Y6 Programming A – Variables in games (Scratch)** • To define a 'variable' as something that is changeable • To explain why a variable is used in a program • To choose how to improve a game by using variables • To design a project that builds on a given example • To use my design to create a project • To evaluate my project	**Y5 Creating Media – Video Production** • To explain what makes a video effective • To identify digital devices that can record video • To capture video using a range of techniques • To create a storyboard • To identify that video can be improved through reshooting and editing • To consider the impact of the choices made when making and sharing a video	**Y6 Programming B – Sensing Movement** • To create a program to run on a controllable device • To explain that selection can control the flow of a program • To update a variable with a user input • To use a conditional statement to compare a variable to a value • To design a project that uses inputs and outputs on a controllable device • To develop a program to use inputs and outputs on a controllable device