



NIS

North Zealand
International School



International
Early Years
Curriculum



International
Primary
Curriculum

'NIS learners actively engage in shaping their own learning, continually aiming to be respectful, responsible, globally-minded lifelong learners'

Early Years and Primary Screen Time Guidelines

North Zealand International School

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Contents Page

Purpose	2
School Policy	2
Types of Screens in a Primary Classroom	2
Types of Screen Uses for Primary Learners at NIS.....	3
Educational Uses.....	3
Recreational Uses (at school, supervised and limited).....	3
Social/Communication Uses (<i>Year 6 only</i>).....	3
Wellbeing & Support Uses.....	3
Screen Use Across Early Years and Primary Year Levels (Early Years- Year 3)	4
Daily/Regular Use.....	4
Snack & Lunchtime Routine	4
Occasional Use	4
Movement & Brain Breaks	4
General Guidelines.....	4
Screen Use Across Upper Primary Levels (Year 4- Year 6)	5
Daily/Regular Use.....	5
Whole Class	5
Individual/Small Group	5
Occasional Use	5
Movement & Brain Breaks	5
Frequency & Duration.....	5
Home Learning	6
General Guidelines.....	6

Screen Time Guidelines for North Zealand Early Years and Primary School

Purpose

Screens are powerful tools for learning, and at NIS we balance screens with a variety of learning, play and social interactions. At NIS, we use screens intentionally to **enhance learning**, not to replace real-world experiences.

School Policy

Our Goal: Screens should enhance learning, not replace play, relationships, or creativity.

Types of Screens in a Primary Classroom

1. Interactive Screens

- Examples: Tablets (iPads, Android), laptops, interactive whiteboards
- Learners engage actively (clicking, typing, problem-solving)

2. Shared/Collaborative Screens

- Examples: Smartboards, classroom displays
- Whole-class or group use, usually teacher-led

3. Passive Screens

- Learners primarily engage passively with the content without interaction at school or home.
- Examples: Learners at school or home with passive screen use. For example, at school, an earned learning reward of a movie at the end of a Unit of Learning to support the learning journey. (approximately once every 6 weeks)

4. Personal/Take-Home Devices

- Examples: Laptops, tablets, phones, televisions at home
- Independent work or homework; requires home-school alignment

Types of Screen Uses for Primary Learners at NIS

Educational Uses

- Language Arts & Mathematics– phonics apps, math practice games
- Danish- Danish language learning activities, short educational clips, and shows to support Danish Language learning with interactive questioning. Often used to model spoken Danish language.
- Research & Inquiry – safe browsing, project work, digital libraries
- Creativity – digital drawing, story-making, coding basics
- Simulations & Exploration – science experiments, geography maps
- Assessment – quizzes, adaptive learning platforms

Recreational Uses (at school, supervised and limited)

- Educational games
- Digital storytelling, simple animation
- Music and art apps (creative exploration)
- Brain breaks (short movement/dance videos)

Social/Communication Uses

- Collaborative writing tools (Word) (Year 6 only)
- Class blogs or shared portfolios (Year 6 only)
- Video calls (e.g., connecting with other classrooms around the globe)

Wellbeing & Support Uses

- Mindfulness/relaxation apps
- Speech-to-text for accessibility
- Assistive technology (for learners with learning needs)

Screen Use Across Early Years and Primary Year Levels

(Early Years-Year 3)

Early Years and Lower Primary Screen Use (45 minutes- 1 hour total in 10-15-minute blocks)

Daily/Regular Use

- *Monster Phonics* – slides only (no sound or video) with text/images; occasional short video introducing words related to the day's learning
- *White Rose Mathematics* – slides only (no sound or video)
- Feelings Diary – daily slide with the day of the week + photos of different emotions for children to copy/draw/write

Snack & Lunchtime Routine

- “Lights off, voices off” – calm nature music video played for part of snack/lunch
- Then video is switched off, lights back on → children have quiet chat time

Occasional Use

- Story Videos – book shown on screen with sound off; teacher reads text aloud (used when IEYC/IPC recommends books not available in school)
- Curriculum-linked Educational Videos – short videos for *IEYC/IPC* concepts (e.g., science explanations)
- Phonics or Mathematics fun and engaging Videos to support the learning – short, interactive (e.g., counting in 10s, moving along)

Movement & Brain Breaks

- *Second Step* – short interactive videos, children move along to
- Still images displayed for teacher-led class discussion

General Guidelines

- All screen use is short, purposeful, and linked to the learning and curriculum
- Limited cartoon/TV-style content unless it links directly to the teaching and learning, eg, DR- Ramasjang, used to support Danish language exposure.
- No screens during eating times except calm background videos (snack/lunch routine)
- Sessions are brief (5–15 minutes)

Screen Use Across Upper Primary (Year 4- Year 6)

Screen Use Across Upper Primary (1 hour-2 hours in 15 -20-minute blocks over the school day)

Daily/Regular Use

Whole Class

- *Superhero Spelling* – slides only (no sound or video) with text/images; occasional short video introducing words related to the day's learning
- *White Rose Mathematics* – slides only (occasionally teaching videos)
- Videos connected to IPC units (e.g., explaining deforestation)
- BBC *Newsround*
- *Second Step*-Story read-aloud (often with a social-emotional focus)

Individual/Small Group

- **iPads:** Reading practice on *RAZ Kids*, curriculum research (especially IPC), times tables practice, accessing digital maps and sources
- **Laptops:** Typing practice, research, ICT skill-building (Word, Excel, Office 365, logging in, mouse/keyboard skills), Coding in ICT and Computing
- **Digital Libraries:** Accessing resources such as *Epic!* when physical library books are unavailable

Occasional Use

- Mathematics practice platforms such as 1 -1-minute Maths
- Short research tasks linked to IPC home learning
- Digital sharing tools (e.g., Padlet)
- *RAZ Kids* reading during competitions or assessment preparation

Movement & Brain Breaks

- Breaks are screen-free, focused on physical movement and offline activities

Frequency & Duration

- **Research:** Not daily, but during intensive project weeks, may involve 30–60 minutes per day for several days
- **ICT and Computing:** Regular lessons across the week, typically 1–2 periods, focused on digital skills and research
- **RAZ Kids:** Used weekly as part of reading practice, sometimes increased during competitions or assessments
- **Other Uses:** Screen sessions are usually one period at a time, and irregular outside of ICT and reading

Home Learning

- **RAZ Kids:** Regular online reading practice, ranging from 10–20 minutes per session to daily use during specific periods.
- **Research:** Occasional IPC-related research or recording challenges
- **Math:** Optional online practice, such as 1- Minute Math with the *White Rose* app to practice times tables
- **Digital Sharing:** Some projects may include optional online submission or collaboration (with teacher support)

General Guidelines

- Screen use is purposeful, curriculum-linked, and balanced with offline activities
- Recreational or entertainment screen time is limited.
- Sessions are age-appropriate in length, with clear limits to prevent overuse
- Focus remains on enhancing learning while protecting time for reading, play, and social interaction