

Q Emilie Scholey (researcher)
X Undefined speaker
D Y2 boy
I Y2 boy
A Y2 boy
H Y2 girl
R Y2 boy
B Y2 boy

Q We're going to go around and I want you to tell me who you are.

D I'm [Y2 boy D].

I I'm [Y2 boy I].

A I'm [Y2 boy A].

H I'm [Y2 girl H].

R [Y2 boy R]

B [Y2 boy B].

Q [Y2 boy I] and [Y2 girl H], okay. Welcome to the garden classroom. We're going to be talking today about technology and play, and learning. Does anybody know what technology is? If you think about technology and think about when you play, and things that might be technology or technological toys. What do you think of? [Y2 boy A], was hand up first.

A It's like, imagine if I had a toy and it was a robot toy, that is technology.

Q Yes, a robot is technological. Because a robot walks, it's robotic and it might link to the internet. We might be able to control it via the internet. [Y2 boy I], what do you think when you think of technology?

I If there was an electric thing like digital.

Q Exactly, something electrical. Yes. [Y2 boy D], what do you think of?

D I have a LEGO International space station and it has an electrical light, so you press a button and then some lights go all around it and I even know that's diesel trains and bullet trains, and they shouldn't count some bullet trains as technology.

Q That's fantastic. So we've got some really good examples there. Some train sets and we've got some LEGO, that's got lights and things. What else have we got over here?

I Alexa.

Q Alexa, is yes, technological. Who has Alexa at home? Well, we do, on our TV, don't we? Do you have Alexa?

R My dad said, iPad is Alexa.

Q Your dad's what, sorry?

- R My dad's iPad is an Alexa.
- Q Is it really, and what do you do on it? Can you think?
- I If you say something to it, it talks back.
- B And if you say you want a Jessica Lynn song on, then it will just come up with Jessica Lynn songs.
- Q Okay, so I'm going to tell you a little bit about... [Y2 boy A], did you want to tell me about technology? What do you think of in technology?
- A Technology is where something electric and you press buttons, and it does it for you. You don't do it. It does it for you.
- Q So it might be a bit easier than playing with other toys?
- A Yes.
- Q So let me give you some examples of technology. When I think about technology, I think about digital, is what [Y2 boy I] was saying. Think about linking things to electricity. Digital devices, such as mobile phones, tablets, cameras, game consoles, computers. Things like apps, which you play with in class and at home. You might play with apps at home.
- B We've got computers.
- Q Websites, digital games. You might also have things like coding. You know when you were in bee boxes? That's kind of technological. You might think about virtual reality where you wear things over your head and you see things. The outside world gets blocked out. You might think about augmented reality, where you know the Little Red Riding Hood? Where you're playing on a game, it's in your house or in your room, or outside, like Pokémon Go and you get the characters into your world as well. So all those things are digital, technological. Yes, [Y2 boy D].
- D So you know that boats are technological and scientists are technological, and do you know that I once went on the x-ray goggles to do a little a video game with my two friends once. And when we wanted to change places, where we were going, we had to turn the goggles, I think.
- Q That sounds exciting. Where did you play with that?
- D In a place where my mum works and it's doing loads of great things.
- Q Okay, [Y2 boy I], what do you want to say?
- I I think our body is technological because inside of our body, our bones move and they help us. They send a message to all the body and tell them what part of the body they need to move. Just like this.
- Q How fantastic [Y2 boy I]. So robotics, that's so interesting. Moving the body as well as technological.
- B I know because if I move my arm and my brain sends a very quick message, so I can move my arm up or down.

- Q So it's like programming.
- B It's at the speed of light does, actually.
- Q Can I ask you all now, before we go any further, hands down, we're going to do something. You all need a pen and you are going to do a concept map.
- B What is a concept map?
- Q What is a concept map?
- B I don't know.
- Q A concept map is, I'll show you in a second, where we think in our heads and then we put down our thoughts on paper and I'm going to show you some examples. [Y2 girl H], [Y2 boy I].
- B Are we making our own LEGO boxes?
- Q Later today we'll be doing that but first we need to think a little bit. [Y2 girl H], very polite, thank you very much. We've got some examples here. These are concept maps. Somebody started off with a word in the middle and then they've written down some ideas around those words. I'm going to show you my example. We're going to write these words down. Can we move the water bottles onto the floor, just for now? We're going to write the words, play. This is a big word, technology. Which is what we're talking about and learning.
- Now listen carefully, you can write anything that comes to mind when you think of play. Anything that comes to mind when you think about technology. Anything that comes to mind when you think about learning and you might think about things when you think about two things or three things together. So for example, let me show you what I did. I thought about play and the first thing when I thought about play was, outside, because I like playing outside. Then I thought about things I like doing, trampoline, and I drew a little picture. You might not want to write. You might just want to draw pictures, that's fine.
- When I think about technology, I think about TV and watching, and playing games on TV. When I think about learning, I think about the app that I've played on, which is Mind Maths and Purple Mash, where I learn about music.
- D You don't learn in Purple Mash. You just go on video games and there's lots of different...
- A I learn on Purple Mash. There's a fish game that you have to make targets and there's a current and then you have to make a target number.
- Q So you've learnt something about maths though? Is it maths you've learnt?
- A Yes, and you had to choose a number.
- Q Wow, okay, I'm not going to talk anymore. I want to see what you can think of. Play, technology, learning. Draw, write, whatever springs to mind. We had lots of really good ideas yesterday from your friends in your class. Off we go.

What's an RC car? Is that one that you've got? Is it a remote-control car? That's interesting, has it got a remote with it? So you press the remote? Well that sounds interesting. I'd draw that. Is that what you play with at home?

I I don't have one.

Q But you'd like one. That's fine, draw that.

I What about the Tesla?

Q A Tesla car? So you like cars? Maybe draw a car. If you think that's good play. Automatic.

B What is a Tesla car?

I A Tesla is a car which can go automatic.

Q Without you having to think about driving it.

D So you tell it where to go and then it just takes you?

Q Yes, that's what we were talking about.

A I want one of those when I'm older.

B When you get older, dad said there's a car that can fly and you just have to say, go to my nanna's house and then it will just fly you to your nanna's house.

Q Yes, and is a DC car on of those as well? Did you say DC, [Y2 boy I]? What did you say, a something car?

I A Tesla.

Q Before that, did you say something else?

I No. RC car?

Q What's one of those.

I It's a controlled robot car.

Q It's like a robot car? Like a Tesla? Interesting.

I I'm just going to do a phone.

D Great, you've done a lot, [Y2 boy A]. Haven't you?

A I know.

I I'm going to do another one where it says, hey Siri.

Q That's a good phone. I can see all your apps on it.

A I'm going to do a phone.

I I'm going to do another phone that says, hey Siri.

D What's hey Siri?

I You ask Siri something, it's like inside your phone. iPhone.

- Q Who has that in your house?
- I My mum and my dad.
- Q Do you like playing with that?
- X My mum's got two phones.
- Q It's very popular, isn't it?
- I My dad's Siri doesn't work, so I use my mum's one.
- Q Very good. We'll talk about that in a minute.
- B Sixteen hundred and sixteen hundred, thirty-two hundred.
- Q Wow, lots of digits there. Okay, what we're going to do now, I'm going to ask you about some technological devices. We talked earlier about some of those things like computers, mobile phones and tablets. Now, when I say one of them, I want you to think about what I've just said and I want you to think about what you played on it and where the idea came from to do that, on that device. If you've got something you want to say, put your hand up. If anyone's got something they play on a tablet, put your hand up? So that's an iPad, or V-Tech tablet and I want you to think about what you play on it and where you got the idea from, to play it. Okay, one at a time, so we'll start with, [Y2 boy A], first.
- A I play on Flying your own plane because I absolutely love, love, love, love planes.
- Q One at a time please, [Y2 boy B], [Y2 boy A]'s talking. So you play on a plane?
- A A game where you drive a plane.
- Q Okay, and where did the idea come from, to play that? Did you see anybody else playing that?
- A I saw it on my friend's iPad and I just love it. And there's one more, a train game. I saw on my friend's and I really love the trains.
- Q Fantastic.
- A I didn't get the train game. I only got the planes.
- Q [Y2 boy I], what have you got on a tablet that you play with and where did you get the idea from to play that?
- I I got the idea because I love robots.
- Q Robots, so you've got a robot. Have you got an iPad or a tablet? What have you got?
- I I play it in my dad's robot.
- Q He's got a robot, an actual robot or is it an iPad?
- I No, no. It's a game.
- Q Okay, and what do you do? Where did the idea come from?

- I You can fight other robots. It's like Capture the Flag.
- Q Sounds amazing. Where did you get the idea to do this game? Did you see somebody else playing it or have you seen it on TV? Where did you get the idea from? Where did you get the idea from to play that robot game?
- I Because other people play it.
- Q Oh, like who? Friends of yours?
- I Random people.
- Q Okay, and have you seen them playing it?
- A Random? Do you play online?
- Q Tell me about the robot game?
- I One robot you press to battle. You just see random players, already. Some people are in your team, some people you meet to shoot.
- Q Okay, so you play games with other people? Okay, that sounds amazing. [Y2 girl H], have you got a tablet? What have you got? What do you play?
- H It's a robot.
- Q A robot game.
- H Yes.
- Q Is it the same robot game, do you think, as what [Y2 boy I] plays or is it a different one?
- H A different one.
- Q Tell me about your robot game? It sounds very good.
- A It sounds like it's a horse carrier.
- H When you get more money, the robot grows up and gets bigger, and bigger.
- Q And what happens? What's the aim of the game? To get it really big or to change it? What do you do?
- H To get it really big.
- Q Really big and what happens when you get it really big?
- H How do you get it really big?
- Q She just explained, do you have to get tokens, coins?
- H Yes.
- Q And how do you get the tokens and coins.
- H You have to find them, probably?
- Q Let [Y2 girl H], speak.

- H You have to find them anywhere.
- Q Are you walking through somewhere?
- H Walking somewhere.
- Q Is it a space or is it a town?
- H It's a place.
- Q Interesting, okay, and where did you get the idea from, to play that?
- H My cousin.
- Q Your cousin? Okay, fantastic. Anybody else? [Y2 boy I]?
- I I forgot to mention that, when you destroy other people, you get more silver and more gold.
- Q Fantastic, sounds like a very exciting game to play. Who else has got a table and what do you play on it? Has anybody else got a table here? [Y2 boy D], [Y2 boy I], have you got? One at a time? You've got a tablet?
- D No I don't but I have a computer.
- Q Okay, well tell me about your computer? What computer is it?
- D Top secret but I could tell you what I play. So in that game, there is a place that you could make up your own game and I made it, and I had to put some gold coins and some fences to make a maze.
- X Is that My Game, My Simple Game on Purple Mash?
- D Yes.
- Q So you have made your own game on Purple Mash?
- X Yes, I can tell you about it.
- D Maybe I want to tell my way.
- Q Okay, [Y2 boy A], first. Can I have the pen please, [Y2 boy A]?
- A So Purple Mash is a very fun app.
- Q Yes.
- A And we have it on our new computer, called Chromebook, which are touch screen computers.
- Q In school?
- A Yes, touch screen computers and there's all sorts of stuff. You can make your own game. You can catch some fish.
- Q So you all like Purple Mash, do you?
- A Or you can make your own game, music. You can make your own video.

00:24:42