

Q Emilie Scholey (researcher)

PA Participants as follows:

D Y2 boy

I Y2 boy

A Y2 boy

H Y2 girl

R Y2 boy

B Y2 boy

N Y2 girl

Q So [Y2 girl N] [?] and [Y2 boy I] [?], because you finished early, we're going to ask some more questions about technology and play and learning. I would like to know, do you play any games at home that are imaginative, so using your imagination, or pretend, that relate to something that you've seen on television or a computer game you've played or YouTube? Anything you do at home that's play, that might relate to something you've seen? [Y2 girl N]?

N I play Gigglebiz.

Q You play what, sorry?

N Gigglebiz.

Q Gigglebits? What's Gigglebits?

N It's a programme on TV. I like the bit where you knock on the door and then they say something like, hoo, hoo, and then you say, I've got an owl in there, and then they start laughing and I [unclear] that.

Q So is it you knock on the door and they open it and they say something?

N Yes.

Q And then you do that yourself afterwards?

N Yes.

Q By yourself or with somebody else?

N With my mum.

Q What do you do? Give me an example.

N Knock, knock, who's there?

Q I assume Mummy opens the door, or you open the door, one of you opens the door?

N Yes. Hoo, hoo.

A Hoo, hoo.

Q It sounds good. Gigglebiz, and what's Gigglebiz on? Is it a TV programme?

N CBBC.

- Q CBBC, wow. So you pretend that thing's behind the door.
- N Yes, but they're not actually there.
- Q And you make funny noises.
- N But they're not actually there.
- Q They're not actually there. I'm just beginning to think this is where your imaginative door idea came from for your pretend toy.
- N No.
- Q No? So you've got a thing about doors? No? Am I wrong?
- N Yes.
- Q Could it have inspired you a little bit, do you think?
- N [Overtalking]. Like play mums and dads so I think about what the doors look like sometimes, when I pretend to move house.
- Q Oh, tell me more about that. You like playing mums and dads?
- N Yes.
- Q With your mummy or by yourself or friends?
- N By myself sometimes.
- Q Yes, and what do you do?
- N I draw how a new house might look like, and then I have to colour stuff, so I look at the door a lot.
- Q You like doors that you're playing with and what colour... Do you have lots of different types of doors that you put on your house?
- N Mmm, a bit, but not that many.
- Q Yes? So you like drawing houses too and playing mums and dads? Okay, lovely, interesting. [Y2 boy I], what do you like doing? Do you have any imaginative games you play or pretend games you play at home that might link to a TV programme, because you talked earlier, which I thought was really interesting, about your toys? You play with your teddies and you do imaginative things with your teddy bears.
- I Yes.
- Q Does any of that link to anything you might watch on TV? Any programmes you watch or any games you play? Like the bear game, do you play with real bears at home?
- I No.
- Q What kind of toys do you play with?
- I The bear game's [overtalking] on my daddy's iPad.

- Q On your daddy's iPad, yes?
- I Yes.
- Q And did you say you play with trains and planes?
- I Yes.
- Q The trains. Do you watch any train programmes on TV that you might get some ideas from?
- I Sometimes. [Unclear] me always.
- Q What train programme do you watch? Is it any children TV programmes?
- I [Overtalking].
- Q Can't hear, sorry. Can you say...?
- I [Overtalking].
- Q Oh, so does that help, if you play with your toy trains?
- I Yes.
- Q Okay. Let's move onto the next question. Can you think of any kinds of toys you would like to be invented that have not been invented yet? Now obviously we've got your imaginative, this one and this one, wow. We want these two toys, don't we, we want the imaginative doll, we want the train, the fastest train in the world, whole wide world? Not just the world, the whole wide world.
- I Well yes, but I want it the same as LEGO.
- Q Exactly the same as this in LEGO. Would you want these made out of anything else?
- I No.
- Q No? Would you want your imaginative door made out of LEGO or something else?
- N I'd like it in LEGO but also a real one invented.
- Q You'd like a real door, that you could put on a house, that basically disappears and moves and does crazy kind of things? I love these two ideas. How about if you had more time today, wouldn't it be lovely to make lots of toys [unclear]? What else would you want to invent?
- N I [overtalking] invent, I'd like to be in that book [?] and invent [overtalking] things.
- Q Like a spaceship?
- N Mmm.

- Q So maybe in a minute we can ask if you can join their group and help make something. [Y2 girl N], can you give me any other inventions, other than the imaginative door?
- N A new planet.
- Q A new planet?
- I Wow.
- Q As a toy?
- N Yes.
- Q This could be interesting. Would this be a programme that you make on TV or would it be a game that you play or would it be a physical thing you could build?
- N You should try and make it out of LEGO, any type of planet, and then you can watch the real one on TV.
- Q The real one on TV, so it would link to a TV thing then?
- N Yes.
- Q What kind of planet would you want to invent? Something totally different to this planet we're living on?
- N Yes. Planet Long Leg.
- Q Planet Long Leg? What would that look like? Would it have lots of legs everywhere?
- N It would hang down onto Earth, and then [unclear] they can climb up the legs and go onto the planet, but sometimes if they see some bad guy that just wanted to see the planet, they throw him into the universe.
- Q Fantastic. I love this idea. Okay, nearly at the end now. Do you think that there should be any limit on how children play with technology now? We know technology...
- I What does limit mean?
- Q Good question, [Y2 boy I]. Limit means, do you think there should be some rules about how long they can play on things like computers, iPads, television?
- I [Overtalking]. [Overtalking] games like ten.
- Q Times per day or per week or...?
- I Per day and...
- Q Per day and a week. So you would limit ten minutes and 20 minutes, yes? How about you, [Y2 girl N]?
- N Like, on a phone I'd limit it to be about ten minutes as well.
- Q Ten minutes on a phone.

- N On a tablet, 15 minutes.
- Q Is this per day again, or like, every day after school or all week?
- N The tablet's for every week and the phone for every, like, for children and parents it should be, like...
- Q And parents too? Do you think parents sometimes play too much on them?
- N Yes.
- Q Ah, why do you think there should be these time rules for children? Why? [Y2 boy I]?
- I Because if they do too much then they might get [unclear] eyes and then they watch too much, and then they're, like, dizzy and they might have to go to the hospital.
- Q So you're worried about their health? Yes. [Y2 girl N], what about you? Why do you think we should have limits on and restrictions and time rules on things like iPads and iPhones and phones and tablets and TV? Who do we need to?
- N Also health.
- Q Health as well. Yes? Any other reasons other than it could hurt their eyes? Does it affect them in any other ways?
- N It could make them always want to go on the tablet and never want to, like, go outside. They'd always want to play on a tablet.
- Q Yes, okay. Do you have anything that both of you want to say about play and use of technology, anything else?
- I Mmm, for play, if I say, if you are on and you're not allowed to play when you're sit close [?] in school writing [overtalking] and things like that, when they didn't say you're supposed to do choosing, and you've not finished the thing that you're writing on, that you're not supposed to be doing, they might tell off to the head teacher.
- Q So you're telling me that the rules are that in school, that you have to finish all your work first before you can then play?
- I Yes.
- Q That's really interesting. I didn't know that. Is there anything you want to say about play and technology [Y2 girl N], that you thought of? I know you joined us a bit later today, but is there anything you can think of about the technology we talked about? You know, like playing on games and watching TV and working with computers. Is there anything you want to tell me about play and those kind of things that you could think of?
- N When a friend comes over, you should let them play with your toys and not just walk around not being able to do anything.

- Q So you could let them play with your toys? Are you talking about toys that are, like, different to toys that we've talked about, like the technology toys? Are you talking about, like, the teddy bears and things like that?
- N Maybe sharing. Anything.
- Q Anything? So just let them play with anything? Okay, I'm going to let you both play with the LEGO a bit more, and then I'm going to take you back in 20 minutes. So if you want to build something else, you could build something to go with the [unclear] door.
- N I'm going to make the planet.
- Q Okay, great. And are you going to build anything else, [Y2 boy I]?
- I Yes. Maybe the [unclear] come to the photo.
- Q I'm going to take a photo at the very end when you've all left, because I can't take my phone out until you've all gone. But I'm going to take lots of nice photographs, okay? Do you want to show it to your mommy and daddy? Is that what you want to do?
- N Yes.
- Q I will see if Sheffield [?] University will let me send you one of the photographs, okay?
- N [Unclear].
- Q So what are you doing [unclear]? You've mentioned the word steam locomotive, [Y2 boy A].
- A I'm not here for you to film me, I'm here for you to help me.
- Q Okay. So first of all, so we've now got [Y2 girl H], [Y2 boy R], [Y2 boy D], and [Y2 boy B]. They're still building, but I'm going to ask them some more questions about technology and play. So I want to know, do any of you play games at home which are imaginative? So where you're just playing, other by yourself or with somebody else, or pretend, which relate back to something you might have seen on TV or something you might have played that made you think of playing another game? Or YouTube [unclear] you want to play? Something imaginative you might do at home, after you've done these things?
- R I [overtalking] alone when I play my video games.
- Q But after you've played your video games, do you play anything else with any other toys or do you do anything else in your house?
- R I watch TV.
- Q For example, we have made dens in our house after we've seen things on television. So we have made a den in the dining room, we've done in the lounge. Is there anything you do that you...?
- B Once we made one in the hall, didn't we?

- Q We did.
- B And that broke straight away.
- Q Did any of you watch anything on TV or play any games were you've thought afterwards, ooh, I'm going to go away and do this in my bedroom, or I'm going to make this, I'm going to do this, play this, because you've seen something you've played as a game or you've watched on TV? [Y2 boy D]?
- D Yes?
- Q Have you?
- D Mm.
- Q Played any imaginative game or pretend game [overtalking] based on a TV programme or a game you played?
- D No.
- Q No?
- B [Overtalking] the LEGO [overtalking].
- Q [Y2 girl H], have you?
- H No.
- Q So you know you mentioned the dog game, Buster the...?
- H Don't Take Buster's Bones.
- Q Yes. Do you ever play any games like, where you might play...
- B Power Generators.
- Q Pretend to have a pet at home, pretend you've got a pet in the house or...?
- H I had a pet but now I don't.
- Q Ah, but do you have any pretend pets, or do you play...
- B Did he pass away?
- Q Pretend games?
- B Did your dog pass away, [Y2 girl H]?
- H Yes, sadly, sometimes dogs pass away, yes.
- Q It's very sad.
- H They go [overtalking], my mummy [overtalking] passed away [overtalking] like anyone.
- B [Overtalking] couldn't have a rabbit because in the big holidays we go to [unclear], so my dad [unclear] gave it to somebody else.

- Q Yes, that's hard, isn't it, when you have to go away and you can't look after your pet? Does anyone have pretend pets or anything that they pretend to do at home that they've seen on TV?
- R I used to have pet, the birds [unclear]. Me and my dad let it go.
- Q A real bird, or pretend bird?
- R Yes, I had loads of birds. I have [unclear] because I'm moving to England right now, here, and my grandpa's dead.
- A What?
- Q I'm sorry to hear that.
- R We have another pet.
- Q You have another pet.
- R [Overtalking] I have two birds. They are babies.
- Q Babies? Real birds or pretend birds?
- R Real birds, in [unclear].
- Q Does any of you do any dressing up or pretending, like, you're in your bedrooms or your house and you pretend to do things that aren't real, so you pretend, you use your imagination? [Y2 boy D], do you do anything that's imaginative like that?
- D I don't think I do, but sometimes I know I do.
- Q What do you do when you sometimes do it?
- B Do what?
- Q Pretend or do imaginative, like...
- D [Overtalking].
- Q So, moving on, can you think of any toys that you would like to be invented that have not been invented already, that you'd like to buy in a shop? Yes, [Y2 boy I]?
- I Oat [?].
- Q Pardon?
- I Oat.
- Q Art?
- I Oat.
- A You can't buy art.
- Q Irked [?]?
- A [Unclear] art.

- I Urt?
- Q What is it?
- I Urt. The planet.
- Q Earth? Oh, wow.
- I Planet Earth.
- Q You'd like to buy that in a shop?
- I Yes.
- Q A miniature. Well, that's a really cool idea. Can you imagine walking into a shop and you could buy a miniature planet Earth?
- R Well, it's going to be really big and it's going to be about, like, size of Earth.
- Q Wow. Do you like that?
- A [Overtalking].
- Q Y2 boy B], if you could buy any kind of toy in a shop that's not been invented yet, think about all the toys you've got at home, what kind of toy would you like to buy?
- B I would probably want to buy a laser beam, a laser [unclear] laser beam.
- Q A laser beam? What would you do with that?
- B It's be a laser gun [overtalking].
- Q Yes. Are we talking about the ones on Star Wars?
- R This is the prisoners.
- Q What would you want to do with that then?
- R Santa's here.
- H Santa's getting into the chimney.
- Q What would you like to do with your laser gun?
- B She put the present [overtalking].
- B These.
- Q Oh, okay.
- B [Unclear] so I can have targets.
- Q Targets? [Y2 boy D]? Can you think of a toy, if you could go to a toy shop today and buy a new toy that would be really cool that's not been invented yet?
- B This.
- Q This toy here. Tell me about that toy that you've made.

- I Oh my goodness [Y2 boy D], that is so boring.
- Q What is it?
- D It's a spaceship that's designed for jetting away from people [unclear].
- Q From people?
- D And it can [overtalking].
- Q And how's it work? What do you do? Tell me.
- D So this is a robotic arm in case any part of the spaceship is broken.
- Q Yes, and what does the robotic arm do?
- D Fixes this.
- Q So you've got an inbuilt robotic arm that fixes a spaceship in case it breaks down? So you haven't got to take it to a garage and get it mended? It does it itself.
- D Yes, we don't have to do it.
- Q Wow, and it moves away from people. Does it go on the road, on normal roads or does it go in space? What does it do, [Y2 boy D]? Does it go on roads, space?
- D It goes in space.
- Q In space? Fantastic. And you know, you talked about virtual reality and things like that today, and the technology? [Y2 boy D], could your spaceship be connected to a computer or an iPad or a TV?
- D No, it can't. All it can be connected to is the solar system.
- Q The solar system, wow, fantastic. [Y2 girl H], big question. If you went to a toy shop right now, and you wanted to see something, the most amazing toy on the shelf that you would want to have and take home, what would it be?
- H LEGO.
- Q LEGO? What type of LEGO would it be?
- H Any LEGO.
- Q Any LEGO at all? If you could invent a new LEGO toy, what would it be?
- H A jail.
- Q A jail? And what would you want to do with your jail?
- B Say it's a bit [unclear].
- H So [unclear]. [Unclear] your system [?] going to jail.
- Q What could go into jail?
- H The sis [?].

- Q Wow, that's fantastic [unclear]. I love it. Tell me what you've done; your house, or is it a jail now, has changed so much over the last...
- H It's only because Santa's up there.
- Q Who's up there?
- H Santa.
- Q Santa?
- B I made that Santa.
- Q You made it, did you, for her? That's fantastic.
- B And I did put in the bag.
- Q Wow, so we've got a Father Christmas in the house.
- B Yes, I know. He's going in.
- Q He's going, is he? He's back to the...
- B This is the chimney.
- Q And he's going to deliver some presents?
- B Yes, this is the bag.
- Q So that's a fantastic idea for a toy, isn't it? And will this link to any other technologies, like iPads or computers?
- R [Overtalking] changes LEGO.
- Q [Y2 girl H], would you link this to anything like a Minecraft game? Could you build your own Father Christmas town on Minecraft? How would you link this to anything? Would you want to link it to link to anything? [Y2 girl H], would you want it to be linked to anything?
- H [Unclear] all this and [unclear].
- Q How could you make it better with technology?
- R I'd put Santa inside it and put the present.
- H I don't [overtalking].
- Q Fantastic, what a lovely idea.
- H More teamwork.
- B There's [overtalking].
- Q Last question. Do you think that there should be any limits on how children play with technology?
- D Yes, carefully.
- Q Carefully? What does carefully mean, [Y2 boy D]?

- D It means play really gentle and stuff. Yes?
- Q Do you think there should be any time limits, any rules with technology for children?
- D No. Not for six hours.
- H [Overtalking] hours a day.
- Q Not for six hours?
- H No, you can play on it for 24 hours a day.
- R Well, my mum told me a kid played video games, then just died.
- Q Your mum told you? Wow.
- R Well, played for six hours.
- Q Six hours? So do you think then that there should be any limits on how children play with technology?
- H Yes, 24 hours a day.
- Q [Y2 boy D], what do you think?
- D Carefully and not so much.
- Q Not so much.
- D Yes, but [overtalking].
- Q [Y2 girl H], what do you think? Do you think there should be limits on how children play with technology?
- R Did you hear me, and do you believe it?
- Q What do you think?
- H I do believe you.
- Q So are there rules that children should have with technology?
- H Yes.
- Q What do you think?
- H To not have the phone for ages.
- Q And how would you do that?
- B I'm not on the phone when I'm 11 [?], [Y2 girl H].
- H If you had somebody [unclear], [overtalking] your aunty or your grandmamma or your grandad there, and then you played there, and then you played so much and you played with it from the morning to night, you're [unclear] like that. You might be dead.
- Q That looks fantastic, [unclear].

- B So when I first started it, it kept breaking.
- Q Did it?
- B Because it was an unstable structure, because this is really delicate and this cockpit you can see here, it kept breaking because I needed to find an easier way, and so I connected, so what I did is I made something like that. I made that and that and that, and then it went over there, and then put that on this, and then I put that on that [unclear].
- Q Okay, what is it? Tell me what it is?
- B A moon [unclear].
- Q A moon book [?]?
- B And it's connected to solar panels and it sends information to jets about it.
- Q So yours links with [Y2 boy D]'s then?
- B Yes.
- Q So yours is a moon book and it's up there in space already.
- B Yes, and it sends facts about the moon into jets, and as you can see...
- Q Where will it send the facts into [Y2 boy D]'s jet? Whereabouts?
- B In the computer.
- Q So it's going to have an inbuilt computer thing in the jet?
- B Yes, so whichever fact is found out, it goes to computer straight away.
- Q Because we talked about it and [Y2 boy D] didn't want any kind of technology on his, but maybe you could build a computer then, is that what you're saying?
- B Yes.
- D No. You can't boss other people what to do.
- Q No? Okay.
- B I'm not saying [overtalking].
- Q How about then, could it go to a different computer? Is it an iPad?
- B No, it's not going to [Y2 boy D]'s computer. I'm just saying...
- Q It could if it worked [?].
- B It sends a signal to [Y2 boy D]'s head about which facts they've got.
- Q Oh, wow, so [Y2 boy D] could actually be wearing one of those virtual reality things on his head and you could send it to that. That'd be cool, wouldn't it?
- B Yes, [overtalking].

- Q What do you think of that idea? Can you talk to me a bit more, what's that bit in the middle there? What's that glass thing?
- B That glass thing is the thing that traps all the information in and then it sends it to [Y2 boy D].
- Q In the reality, so if it was a toy in a toy shop, how could you use technology to make it even better? So we talked about robotics, robot, we talked about lights, noises.
- B And I could make that better, making it more stable, because I wouldn't be able to make another one of these, because it was [overtalking].
- Q But would you want noises and lights? Would you want to connect to iPads or [overtalking]?
- B No, only connected to [Y2 boy D]'s head.
- Q To [Y2 boy D]'s head? Okay.
- B Yes.
- Q And would [unclear] lighter for...?
- D Are you making that for the jet?
- Q What's this bit here, Y2 boy B)?
- B No. Oh, that's a special generator.
- B It's [overtalking] the powerhouse.
- B [Overtalking] all of it.
- Q Oh, it's got its own generator on the bottom. Oops, sorry. It's got its own generator on the bottom, that's amazing.
- B I'm glad you broke that.
- Q I'm glad it was just the bottom that we can put back together again.
- B I'm glad you didn't break that bit. I'm glad you broke that bit instead of that.
- Q So it's got a generator...
- B That top bit took me ages to build.
- Q Yes, it's amazing. So you've got a generator and we've got the information collector there.
- B And then it extracts all the information and then sends it to [Y2 boy D]'s head.
- Q I am so impressed with what you've all done today. And [Y2 boy R], where's yours?
- R I've been helping [Y2 boy D] and [Y2 girl H].

- Q So you've been helping everybody, haven't you? You've made a Father Christmas that's now got into the house.
- R Yes, we put him [unclear] on the chimney.
- Q On the chimney, about to go down into the house. This is fabulous.
- B [Overtalking] in the house.
- 00:23:57
- R This is the bag, and this is in the bag. And this is the old [overtalking].
- Q Is this Father Christmas here?
- Several Yes.
- Q Wow, and what's this bit here? It's like a bridge has been [overtalking].
- Several [Overtalking].
- Q Bears, okay. You know, you did say you were going to make some bears.
- Several [Overtalking].
- Q What's this?
- D It's a Christmas rocket ship.
- Q A Christmas...?
- D Rocket ship.
- Q That's a fantastic thing. What's it do?
- B If you can find one of those reality things in the [overtalking], and if you put that on your head [overtalking].
- Q Does it do anything?
- R When you put [overtalking] glass, these two rocket ships blast.
- B And when I get information it goes to your head and tells you [overtalking].
- Q It's a blast, and what [overtalking]?
- R [Overtalking] there's some red [overtalking].
- Q Wow.
- R A blast to fireworks.
- Q Amazing.
- B That would just slow my [overtalking] down.
- R Why you are, like, that's [overtalking].
- Q Are you making a Christmas tree now?

- D Yes.
- B What is this red [unclear]?
- I Enjoying [?] my baby. There should be a spy camera.
- Q But over on our [Y2 boy A]'s invention of a toy, tell us what yours is, [Y2 boy A].
- A So I made a steam train in the olden days, and it's called the Steam Train 101.
- Q Steam Train 101, yes, good name.
- A And it goes as fast as middle, middle. So fast and not fast.
- Q It can move different speeds, yes. And talk me through what you've got here. Quite long, isn't it?
- A No, it's only got about 20, 30 passengers on it.
- Q Okay, so it holds 30. And in the toy shop, if you were going to buy this as a toy, would you have the people with it, characters to go on it?
- A Yes.
- Q And what would you have to go with it?
- A I'd have to go with it these characters, the driver and the 30 people.
- Q And you know we've talked all morning about technology, like iPads, iPhones, computers, computer games, robotics, things that move?
- A Yes, yes.
- Q Could you improve this by adding something to this that would do something with any of those types of technologies?
- A Yes, I could improve doing a little funnel. That's my funnel, but I needed...
- Q A funnel? What a nice idea.
- A Yes. And I needed to put, like, some, and then it will be like some steam flowing out of it.
- Q So that should have some real steam coming out?
- A Yes. Look, it's a remote control one, and you have to press something on the button and then steam will fly out.
- Q And where would the button be? Would this be on a computer, would it be on an iPhone or an app?
- A It would be on, like, a remote control. Not a TV remote, another remote, like a games remote.
- Q So an actual remote control?
- A Yes.

- Q So you wouldn't want it to be like the Brio [?] train you mentioned earlier at home, where you control it by your phone?
- A No, it will be...
- Q Do you want that as well maybe?
- A Yes, I would have that as well.
- Q Anything else about your train that's different to a train you'd buy in a shop?
- A Yes.
- Q So I love the idea of the funnel and the steam coming out. Anything else?
- A Well, yes, I don't know. So this is a part you can see inside. So you know this bit?
- Q Yes.
- A And that's, you know they've carriages?
- Q Yes.
- A That's a door leading to the other carriage.
- Q Oh, connected, like?
- A Yes, door, connector door.
- Q So you can actually go in and pull it up. And what's that you just [unclear]? You took the thing off.
- A There?
- Q Yes.
- A I decided that looks, to be look good.
- Q Okay, but what's this bit at the front here? Is that the front of the train there?
- A I just need to add... No. Yes, it's the steam locomotives that have that thing coming down to not hurt seat [?].
- Q Oh, okay, but what's it called? Yes, I know what you mean, the cattle...
- A [Unclear].
- Q Yes.
- A I'm just going to add another one.
- Q Another piece?
- A That.
- Q Okay, this is the cattle grid at the front, yes. So we've got, [Y2 girl H]'s just brought me over the Christmas tree, amazing. And what does this Christmas tree do? Where's this going to go, in the house, outside the house?

00:28:31

H In the house.

Q In the house. Have you ever seen any LEGO toys that are Christmas-related?

H No.

Q No? Do you think that would be a good invention, some Christmas toys that are in LEGO?

H Yes, maybe.

I Where's your phone? I want to take a picture.

H Rectangular planet.

Q A rectangle planet? How cool's that? I like that idea. So not a round planet, but a rectangular planet. Fantastic. Okay, bring all your LEGO toy inventions over and put them on the table here. So we're going to go around the room, and we're going to start with [Y2 girl N] first, and we're going to just quickly hear what you've invented as a toy that you would like to play with. So, [Y2 girl N].

N I've made the intelligent door.

Q The intelligent door, and what would you do with that if you could make it even better, if you had more time?

N So I'd try and add some kind of LEGO that would make it be able to move.

Q Move, okay. [Y2 boy I], what have you made there?

I I've made a fast train, one of the fastest ones, because it's faster than the fastest type of train in the world. So mine is one of the fastest trains ever. It's because it has this thing, and it makes it go faster and it has this one that blows air so it goes fast, and it has magnetic, so it can go even more faster. And it has another one of these over there, so it goes more fast than this. So it can go even more.

Q There's lots of amazing parts of this.

I And this one.

Q There's lots of extras, isn't there, on the train? And what would you do if you could add any technology to that? What could you do to improve it or make it even more interesting? Is there anything you could do? Would you want it to be an app or a game or anything?

I Well, so I would help this bit go a bit more powerful, so it can go a bit more faster, this red bit.

Q Okay. [Y2 girl H], what have you made there?

H A house.

00:30:48

- Q A house, and talking about technology, iPads, computers, robots, things like that, digital games, is there anything you could add to that to add technology to it?
Well, would you take that and put that on something to make it a bit different?
- H Maybe.
- Q Could it be a game or anything like that?
- H Well, it can be a game.
- Q What would you do to make it a game, maybe?
- H Put Santa and the people and then it's going to be a game.
- Q Oh, that could be interesting, once you've put people in the house, maybe, is that what you mean?
- H Yes.
- Q Okay. [Y2 boy B], what's yours?
- B So mine is, like, a moon body that transports lots of facts on [Y2 boy D]'s and when it transports those facts, [Y2 boy D] wears something and then [Y2 boy D] hears all the facts.
- Q And nobody else, just [Y2 boy D], his secret.
- B And it even has a computer that has secret [unclear].
- Q What's yours, [Y2 boy D]?
- D It's a blackbird.
- Q A blackbird...
- D And then guess what are the blackbirds [unclear].
- Q So you give it a name, it's called the Blackbird, a spaceship, is it?
- D Yes.
- Q Wow.
- D And it can even go faster than the blackbirds on the land.
- Q Wow, [unclear]. [Y2 boy R], what's yours?
- R A fire rocket.
- Q A fire rocket, wow. Christmas fire rocket, is it?
- R Yes.
- Q Amazing. And what does yours do?
- R Just goes [unclear] blasting fireworks.

- Q Fantastic, and yours was part of the house, wasn't it, that [Y2 girl H] built, yes? Okay. [Y2 boy A], we can see what you're doing here. You've put yours back together again but what have you built? Tell everybody.
- A A train.
- Q A train. And what's your train like?
- R [Unclear] built a rocket ship.
- Q It's amazing, a rocket ship.
- A It's a locomotive train.
- Q A locomotive train, okay. Right, we're going to have to stop there, because it's just gone 1 o'clock, so what I'd like to say to all of you is, well done, amazing work today. What great imagination you've all got, and you've really said some amazing things about play, technology and learning. I've learned so much from you all this morning, okay? So what I'd like you to do now is get your coats and everything that's yours, your drinks, and we're going to go back to the classroom, okay?
- N Just [overtalking] this?
- Q No, don't [unclear] photographing now, okay.