



SET PHOTOGRAPH
TO FOLLOW

Emergency Vehicles Set

Four sturdy free-wheeling vehicles that put a whole rescue story into a child's hands. No batteries, no sounds — the siren comes from the child.

AGE
6 months +

CONTENTS
4 vehicles

MARKET
Dual — Home & Education

ARTICLE NUMBERS
76022 · 76023 · 76021 ·
88190

WHAT IS IN THE SET



76022
Baby Fire Engine
9 × 8 × 6 cm



76023
Baby Ambulance
9 × 7 × 6 cm



76021
Baby Police Car
9 × 6 × 8 cm

PRODUCT IMAGE
REQUIRED

88190
Transporter
Specification to confirm

WHAT CHILDREN LEARN



Fine motor
Grasp, push, steer, load. Twisting the driver's head refines the pincer grip.



Cause & effect
A push always makes it move — the clearest early lesson in prediction.



Language
Vehicles, jobs, sirens, fast and slow. Rich vocabulary with no worksheet.



Early maths
Counting on and off the transporter; more, fewer, full, empty.



Social skills
Turn taking, negotiating roles, rescuing together.



Imagination
No script. The child decides who needs help and how it ends.

TOPIC LINKS

People who help us

Keeping safe

Transport

Our community

Journeys

Emergencies

Colours

Information not verified — 88190 Transporter: photograph, dimensions and packaging data still required from the TOLO catalogue. Treat all transporter content as provisional.



Learning through play

ONE SET, FIVE YEARS OF PLAY



FOUR WAYS TO USE THE SET

 Solo discovery — 6-18 months One vehicle, a clear floor, an adult narrating. Nothing else needed.	 Adult-led pair — 12 months+ Push it back and forth. Name it, make the sound, wait for the response.
 Small group — 2-5 years One vehicle each, a shared road or ramp. Turn taking is built into the task.	 Continuous provision Leave it out with blocks, a road mat or the sand tray across the week.

IN THE SETTING

 No small parts, no batteries, nothing to replace	 Wipe clean — fine for sand and water play	 Stores flat in one shallow tray; children tidy it themselves	 Works as a set of four or split across four children
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WHAT TO LOOK FOR

☐ Does the child follow the vehicle after it leaves the hand?	☐ Does the count match the number of vehicles loaded?
☐ Are two hands used together — one holding, one loading?	☐ Are the vehicles being given voices, jobs or problems?
☐ Can the child match a vehicle to its job?	☐ Does the child ask for a turn without prompting?

AREAS OF LEARNING

Physical development	Communication & language	Personal, social & emotional	Understanding the world	Mathematics	Expressive arts
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EXTEND THE SET

The same free-wheeling family. Add these to build a full transport and rescue collection — or pair with the First Friends fire engine and health clinic for older children.

 76015 Baby Aeroplane	 76016 Baby Helicopter	 76017 Baby Jeep	 76014 Baby Racer
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1 Push, Watch, Fetch

6–18 months
1 child + adult

YOU WILL NEED

One vehicle. A clear floor space.

WHAT TO DO

1. Sit facing the child about a metre apart, floor clear between you.
2. Push one vehicle slowly towards the child. Say "here it comes".
3. Praise any move to follow, reach for or retrieve it.
4. Encourage the child to push it back. Repeat while interest lasts.

LEARNING FOCUS

Cause & effect

Tracking

Gross motor

Language

Easier — Sit closer so the vehicle stays inside the child's reach.

Harder — Roll it past the child so they must crawl or walk to fetch it.

WATCH FOR

Does the gaze stay with the vehicle after it leaves your hand? Sustained tracking is the real skill here.

2 Who Comes to Help?

2–4 years
2–4 children

YOU WILL NEED

All four vehicles. Three simple situation props — a small fire, a hurt teddy, a lost bag.

WHAT TO DO

1. Put the vehicles in the middle and name each one together.
2. Show a situation and ask "who should we call?" Allow thinking time. Accept pointing.
3. The child who chooses drives that vehicle across and says what happens next.
4. Ask whether another vehicle might help too — most emergencies need more than one.

LEARNING FOCUS

Matching

Vocabulary

Turn taking

The world

Easier — Two vehicles, two very clear situations.

Harder — Ask why, and in what order the vehicles should arrive.

WATCH FOR

A child who always picks the same vehicle may be showing a preference, not a judgement — ask them to justify it.

3 Load the Transporter

2–4 years
1–3 children

YOU WILL NEED

The transporter and the three emergency vehicles. Optional: number cards.

WHAT TO DO

1. Line the three vehicles up beside the transporter.
2. Count them together, touching each one — correspondence, not reciting.
3. Load one at a time, counting again. Ask "how many are left?"
4. Drive across the room and unload, talking about full, empty, more and fewer.

LEARNING FOCUS

Counting

One-to-one

Fine motor

Position words

Easier — Just two vehicles, with the adult counting aloud alongside.

Harder — Turn a number card and load exactly that many; or load in colour order.

WATCH FOR

Listen for the last number said being used as the total — that is the cardinal principle, a real milestone.



4 Ramp Race

2–5 years
2–4 children

YOU WILL NEED

Two or more vehicles. A plank or tray propped on blocks.

WHAT TO DO

1. Set a gentle slope. Release vehicles from the top without pushing.
2. Ask which will go furthest before they let go.
3. Mark where each stops with a block and compare.
4. Raise the ramp, run it again, and ask what changed and why.

LEARNING FOCUS

Early science Prediction Comparing Measuring

Easier — One vehicle, one low ramp. Focus only on far and near.

Harder — Record results with cubes and ask children to explain the pattern.

WATCH FOR

The learning is in the prediction, not the race. Guess, test, revise is exactly right.

5 Colour Garage

18 months–3 years
1–4 children

YOU WILL NEED

All four vehicles. Four coloured sheets, hoops or trays matching the vehicles.

WHAT TO DO

1. Lay the coloured sheets out as parking bays.
2. Park one vehicle yourself, naming the colour as you do it.
3. Invite each child to park one. Give time — do not correct straight away.
4. Once matching is secure, ask by name only: "park the red one".

LEARNING FOCUS

Colour Matching Sorting Listening

Easier — Two bays, two strongly contrasting colours.

Harder — Add a second rule — park by colour, then line them up by size.

WATCH FOR

Matching a colour comes well before naming it. A child who parks correctly but cannot say 'red' is succeeding.

6 Emergency! Tell the Story

3–5 years
3–6 children

YOU WILL NEED

All four vehicles. Blocks, a road mat or the small-world tray.

WHAT TO DO

1. Build a street together; agree where the fire station and hospital are.
2. Give the group a problem: "there is smoke coming from the roof".
3. One vehicle and one role each. Agree the order they will arrive in.
4. Play it through, then retell it — first, next, then, finally.

LEARNING FOCUS

Sequencing Narrative Co-operation Empathy

Easier — A two-step story with two vehicles; model the retelling first.

Harder — Children invent the emergency and decide which vehicle is not needed, and why.

WATCH FOR

Note who leads and who follows. Rotate roles across the week so quieter children get the narrating turn.

