

SET PHOTOGRAPH TO FOLLOW
PHOTO SHOOT · 28 SEPTEMBER 2026

Farm Set

The working vehicles of the countryside. Loading, hauling, tipping and counting — the play pattern children return to more than any other.

AGE
6 months +

CONTENTS
3 items

MARKET
Dual — Home & Education

ARTICLE NUMBERS
88150 · 88220 · 88290

WHAT IS IN THE SET

PRODUCT IMAGE
REQUIRED

88150

Baby Tractor

Specification to confirm

PRODUCT IMAGE
REQUIRED

88220

Baby Land Jeep

Specification to confirm

PRODUCT IMAGE
REQUIRED

88290

Tractor Trailer Set

Specification to confirm

WHAT CHILDREN LEARN



Load and unload

The most repeated play pattern in early years — and the most mathematical.



Counting

In, out, how many left. One-to-one correspondence with a purpose.



Where food comes from

A tractor is the shortest route to a conversation about farms and food.



Fine motor

Hitching, filling, tipping and steering — controlled, two-handed work.



Jobs and helping

Someone drives it. Someone loads it. Roles children can take and swap.



Seasons & cycles

Planting, growing, harvesting — a sequence that comes round again.

TOPIC LINKS

The farm

People who help us

Where food comes from

Seasons

Counting

Machines

Growing

Information not verified — 88150 Baby Tractor and 88220 Baby Land Jeep appear in the 2020 TOLO Classic catalogue (pp. 20–21) but not in the 2026 catalogue. 88290 Tractor Trailer Set could not be found in any internal or external source checked. Contents, dimensions, current colourway and photography are all required. All content below is 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. Push it, chase it, turn the wheels by hand.


Adult-led pair — 12 months+
 You load, the child drives. Then swap. Narrate every trip.


Small group — 2-5 years
 One driver, one loader, one counter. Rotate the roles every few trips.


Continuous provision
 Park it beside the small-world farm, the sand tray or the block area and leave it out.

IN THE SETTING


 No small parts, no batteries, nothing to replace


 Wipe clean — designed for the sand tray and outdoors


 Stores flat; the trailer holds the loose parts


 Three vehicles supports three distinct roles in a guided group

WHAT TO LOOK FOR

☐ Does the child count as they load, touching each item once?

☐ Is there a reason for the trip, or is it just movement?

☐ Is the last number said used as the total?

☐ Does the child give the driver a job and a name?

☐ Can the child hitch and unhitch the trailer unaided?

☐ Can the child put the farming year in the right order?

AREAS OF LEARNING

Physical development

Communication & language

Personal, social & emotional

Understanding the world

Mathematics

Expressive arts

EXTEND THE SET

Pair with the First Friends farm animals and figures for role play, or with the Tool Box for a maintenance yard. Adding vehicles from the other sets lets children sort farm from non-farm — a real reasoning task.


76017
 Baby Jeep


76022
 Baby Fire Engine


76014
 Baby Racer


76012
 Tool Box



1 Load the Trailer

18 months–3 years
1–3 children

YOU WILL NEED

Tractor and trailer. A basket of loose parts — conkers, blocks, pom-poms.

WHAT TO DO

1. Park the trailer beside the basket and count three items into it, out loud.
2. Drive it across the room and tip it out. Count again.
3. Hand over and let the child repeat the whole trip themselves.
4. Ask "how many are left in the basket?" before each new load.

LEARNING FOCUS

Counting One-to-one Fine motor Language

Easier — Two items per load, adult counting aloud alongside.

Harder — Load five, tip out two, and ask how many are still on the trailer.

WATCH FOR

Touching each item once as they count is the skill. Reciting numbers while grabbing handfuls is not yet counting.

2 Exactly Five

3–5 years
2–4 children

YOU WILL NEED

Tractor and trailer. Number cards 1–6. A pile of loose parts.

WHAT TO DO

1. A child turns over a number card and shows it to the group.
2. They load exactly that many onto the trailer while the others check.
3. Drive and unload. The group counts the pile to confirm.
4. Next child, next card. Keep going round.

LEARNING FOCUS

Number recognition Counting Checking Turn taking

Easier — Cards 1–3, with dots as well as numerals.

Harder — Two cards — load the total. Or load one fewer than the card shows.

WATCH FOR

The children checking are working as hard as the one loading. Make that role explicit.

3 Who Does What?

2–4 years
2–3 children

YOU WILL NEED

All three vehicles.

WHAT TO DO

1. Look at each vehicle together. What job does this one do?
2. Give each child a vehicle and a job to carry out — fetch, haul, check the fields.
3. Send them off, then bring everyone back and report what they did.
4. Swap vehicles and go again so nobody keeps the favourite.

LEARNING FOCUS

Role play Vocabulary Turn taking The world

Easier — Two vehicles with clearly different jobs.

Harder — Give a job that needs two vehicles working together.

WATCH FOR

Swapping vehicles is where the social learning is. Expect some negotiation and let it happen.



4 Round the Year

3–5 years
3–5 children

YOU WILL NEED

Tractor and trailer. Four picture cards: ploughing, planting, growing, harvesting.

WHAT TO DO

1. Lay the four cards out muddled and ask the group to put them in order.
2. Drive the tractor to each card in turn and act out what happens there.
3. At the harvest, load the trailer and take the crop back to the start.
4. Ask what comes after the harvest — and discover the sequence repeats.

LEARNING FOCUS

Sequencing

Seasons

Food

Speaking

Easier — Two stages only — plant and harvest.

Harder — Add weather cards that disrupt the order and ask the group to adapt.

WATCH FOR

The realisation that the year comes round again is a genuine conceptual jump. Give it time.

5 Heavy Load, Light Load

3–5 years
2–4 children

YOU WILL NEED

Tractor and trailer. A ramp. Heavy and light loose parts.

WHAT TO DO

1. Roll the empty trailer down the ramp and mark where it stops.
2. Load it with light items, predict, roll and mark again.
3. Load it with heavy items. Predict first, then test.
4. Line the three marks up and talk about what the load did.

LEARNING FOCUS

Weight

Prediction

Early science

Comparing

Easier — Empty versus full, and just the words near and far.

Harder — Ask children to load the trailer so it stops on a target line.

WATCH FOR

Predictions are often wrong here, which makes it a strong activity. Ask what they expected and why.

6 Our Farm

3–5 years
3–6 children

YOU WILL NEED

All three vehicles. Blocks, fabric, the small-world animals, the sand tray.

WHAT TO DO

1. Plan together: where are the fields, the barn, the track, the gate?
2. Each child builds one part and says what happens there.
3. Connect everything with a track the vehicles can actually drive along.
4. Run one whole working day, from opening the gate to parking up.

LEARNING FOCUS

Planning

Co-operation

Construction

Narrative

Easier — Adult lays out the track; children add the buildings and fields.

Harder — Give the farm a problem — a broken gate, a flooded field — and let the group solve it.

WATCH FOR

Whether the track actually connects the parts is the test of the plan. Let them discover the gaps themselves.

