



First Friends Emergency Vehicles Set

Three rescue vehicles, each with its own First Friend at the wheel and room for another in the back. Someone needs help — who do you call, and what happens next?

AGE

1 – 5 years

CONTENTS

3 vehicles with figures

MARKET

Dual — Home & Education

ARTICLE NUMBERS

76087 · 76086 · 76089

WHAT IS IN THE SET



76087

First Friends Police Car

24 × 19 × 18 cm



76086

First Friends Fire Engine

24 × 19 × 18 cm



76089

First Friends Ambulance

24 × 19 × 18 cm

WHAT CHILDREN LEARN



Language

Police, fire, ambulance, siren, rescue, hurt, safe. Vocabulary that arrives with the vehicle, not from a card.



Understanding the world

Who helps when something goes wrong, what they drive and where they take you.



Sequencing

Call, drive, arrive, help, drive home. A rescue is a story with an order — a first narrative.



Social skills

One vehicle each, one problem to solve together. Turn taking and negotiating who goes first.



Fine motor

Seating a figure, opening a door, clicking limbs into a pose, steering round a chair leg.



Emotional literacy

Someone is frightened, hurt or lost — and someone comes. Rehearsing help in safe form.

TOPIC LINKS

People who help us

Keeping safe

Emergencies

Our community

Hospitals

Fire station

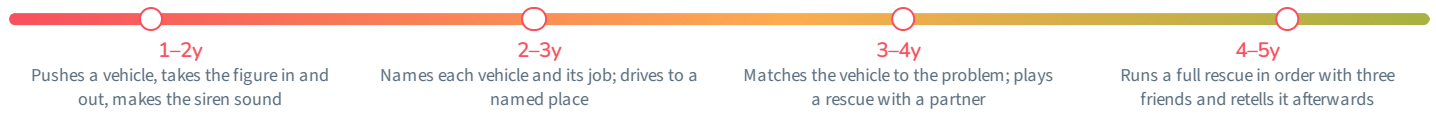
Transport

Please check — The September sets list gives the ambulance as 76088; in the 2026 specification sheet 76088 is the Garbage Truck and 76089 the Ambulance. This sheet uses 76089. Set photograph to follow the photo shoot of 28 September 2026.



Learning through play

ONE SET, FIVE YEARS OF PLAY



FOUR WAYS TO USE THE SET

Solo discovery — 12 months+ One vehicle and its figure on the floor. In, out, push, siren. Nothing else needed.	Adult-led pair — 18 months+ Name it, drive it, stop it. The adult gives the problem; the child chooses the helper.
Small group — 3–5 years One vehicle each. A rescue played in order; then retold. Turn taking is built into the story.	Continuous provision Leave the set out with the road mat, blocks and the First Friends house for a whole 'people who help us' topic.

IN THE SETTING

Figures 12.5 cm — no small parts; safe for teething	Wipe clean; suitable for sand tray and outdoor play	Three vehicles fit one deep tray; figures stay in their seats	One vehicle each for three children, or a set for one
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WHAT TO LOOK FOR

☐ Does the child seat the figure by turning it, or by force?	☐ Can the child name each vehicle and say what it is for?
☐ Does the child choose the right helper for a given problem, and say why?	☐ Can the child retell a rescue in the order it was played?
☐ Does the child give the figures words — instructions, comfort, questions?	☐ Does the child wait for another child's vehicle to arrive before acting?

AREAS OF LEARNING

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

Add the people who drive them and the vehicles that keep a town running — or connect the set to the First Friends house as the place the ambulance takes you home to.

76097 First Friends Firefighter	76098 First Friends Policeman	76088 First Friends Garbage Truck	76127 First Friends Road Worker
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1 In and Out

12–24 months
1 child + adult

YOU WILL NEED

One vehicle with its figure.

WHAT TO DO

1. Show the vehicle. Lift the figure out. Say "out". Hand it over.
2. Ask for it back with an open hand. Put it in. Say "in".
3. Let the child try. Turn the figure until it drops into the seat.
4. Push the vehicle a short way with the figure in. Say "off we go".

LEARNING FOCUS

Fine motor

In and out

Naming

Cause & effect

Easier — Adult seats the figure; child pushes the vehicle.

Harder — Two vehicles, two figures — does each driver go back to the right one?

WATCH FOR

Does the child turn the figure to make it fit, or push harder? Turning to fit is problem-solving; pushing harder is not yet.

2 Nee-Naw

18 months – 3 years
1–3 children + adult

YOU WILL NEED

All three vehicles. A floor road or a strip of masking tape.

WHAT TO DO

1. Line up the vehicles. Name each one and make its sound together.
2. Say "the fire engine is coming" — the child drives it down the road with the sound.
3. Call "stop" at the end. Ask "who is in it?" and "what does it do?"
4. Repeat with each vehicle; then let the child call the next one.

LEARNING FOCUS

Vocabulary

Listening

Gross motor

Stop and go

Easier — One vehicle at a time; adult makes the sound and the child drives.

Harder — Call the job, not the vehicle: "someone is hurt" — which one goes?

WATCH FOR

Listen for the name and the sound together, and for the child stopping on the word. Naming the job without prompting is the next step.

3 Who Comes to Help?

2–4 years
2–4 children + adult

YOU WILL NEED

All three vehicles. Three simple props: a red cloth for a fire, a teddy with a bandage, a toy dog.

WHAT TO DO

1. Put the vehicles in the middle and name them together once more.
2. Show one problem. 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

Reasoning

Turn taking

The world

Easier — Two vehicles, two very clear problems.

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.



4 The Whole Rescue

3–5 years
2–3 children + adult

YOU WILL NEED

All three vehicles and figures. A hospital corner and a fire station corner marked with a cloth or a box.

WHAT TO DO

1. Agree the story: where is the problem, and who will be called?
2. Play it in order — the call, the drive, the arrival, the help, the drive back.
3. When it ends, ask "what happened first? Then what?" and let each child tell a part.
4. Play it again with the children swapping vehicles.

LEARNING FOCUS

Sequencing

Storytelling

Role play

Cooperation

Easier — Three steps only: call, drive, help.

Harder — Add a complication — the road is blocked, or two people need help at once.

WATCH FOR

Can the child retell the events in the right order? Sequencing a story they have just acted out is the bridge from play to narrative.

5 How Many Helpers?

3–5 years
1–3 children + adult

YOU WILL NEED

All three vehicles and figures. Optional: number cards 1–6.

WHAT TO DO

1. Count the vehicles together, touching each one. Then the figures.
2. Ask "are there more vehicles or more figures?" Line them up to check.
3. Count the wheels on one vehicle; guess how many on all three, then count.
4. Turn a number card: put exactly that many figures in the back of the fire engine.

LEARNING FOCUS

Counting

One-to-one

Comparing

Number words

Easier — Vehicles only, one to three.

Harder — How many wheels on two vehicles? Predict, then count.

WATCH FOR

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

6 It's Going to Be All Right

3–5 years
2–4 children + adult

YOU WILL NEED

The ambulance and one other vehicle. Two figures: one helper, one who needs help.

WHAT TO DO

1. Set the scene: this First Friend has fallen off the swing and is crying.
2. The ambulance arrives. Ask "what does the helper say first?"
3. Act it out with the figures — the words, the checking, the lift into the ambulance.
4. Ask "how does the friend feel now?" and "what would make you feel better?"

LEARNING FOCUS

Feelings

Empathy

Language

Role play

Easier — Adult voices the helper; the child voices the friend.

Harder — Swap roles and add a worried parent figure who has to be reassured too.

WATCH FOR

Listen for comforting words offered without prompting. A child who moves from what the helper does to what the helper says is thinking about another person's feelings.

