



First Friends Farm Set

A stable, a tractor and farmer, the farm animals and two children to look after them — plus a plain tree and an apple tree.
Animals that need feeding, every day, in order.

AGE

1 – 5 years

CONTENTS

Stable, tractor, 2 figures,
farm animals, 2 trees

MARKET

Dual — Home & Education

ARTICLE NUMBERS

76102 · 76104 · 76073 ·
76075 · 76074 · 76076 ·
76079 + trees

WHAT IS IN THE SET

76102 Cow & Horse Stable Set 31 × 17 × 21 cm	76104 Tractor & Farmer 20 × 16 × 16.5 cm	76073 First Friends Cow	76075 First Friends Pony	76074 First Friends Lamb	76076 First Friends Boy	76079 First Friends Girl	PRODUCT IMAGE REQUIRED Plain tree and apple tree
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WHAT CHILDREN LEARN



Language

Animal names and sounds, farm words, 'in the stable', 'behind the tree'. Talk that comes with the play.



Early maths

Count the animals in, count them out. Two in the stable, one in the field — how many altogether?



Sorting & matching

Big and small, four legs and two, eats grass or eats apples. Each animal to its home.



Understanding the world

Where milk and wool and apples come from, and who does the work.



Sequencing

Wake the animals, feed them, milk the cow, pick the apples, close the stable. A farm day has an order.



Care & responsibility

The animals depend on the farmer. Looking after something is a feeling children rehearse here.

TOPIC LINKS

Farm life

Animal welfare

Where food comes from

Animal sounds

Counting

Seasons

Jobs people do

Provisional — Follows the September 2026 sets list (TL0090 without the trailer, plus a plain tree and an apple tree). Animals shown are current First Friends singles; final animal list and trees to be confirmed. Set photograph to follow the 28 September shoot.



ONE SET, FIVE YEARS OF PLAY



FOUR WAYS TO USE THE SET



Solo discovery — 12 months+

One animal and the stable. Sound, in, out, click the legs. The tractor alone will also do.



Adult-led pair — 18 months+

Name, sort, count. The adult holds the question; the child moves the animals.



Small group — 3–5 years

The farmer's day with one job each. Three children round one stable works well.



Continuous provision

On a green cloth with blocks for walls and the First Friends house as the farmhouse, for a whole farm topic.

IN THE SETTING



No small parts; figures and animals safe for teething



Wipe clean; fine for the sand tray and outdoor mud



Stable doubles as storage; animals go inside at tidy-up



Every animal and figure available singly — replace one, not the set

WHAT TO LOOK FOR

- | | |
|--|--|
| ☐ Does the child match the sound to the right animal? | ☐ Can the child sort the animals and say the rule? |
| ☐ Does the child touch each animal once as they count? | ☐ Does the child notice a missing animal without recounting? |
| ☐ Can the child play the farm day in order and retell it? | ☐ Does the child link milk, wool or apples to where they come from? |

AREAS OF LEARNING

Physical development

Communication & language

Personal, social & emotional

Understanding the world

Mathematics

Expressive arts

EXTEND THE SET

Grow the herd and the farmyard — the puppy and kitten sell in their thousands on their own and belong here, and the quad gives the farmer a second vehicle.



76071

First Friends Puppy



76072

First Friends Kitten



76103

Quad with Boy



76105

First Friends House



1 Moo, Baa, Neigh

12–24 months
1 child + adult

YOU WILL NEED

The three animals and the stable.

WHAT TO DO

1. Hold up the cow. Say "cow — moo". Make the sound big.
2. Hand it over. Wait for a sound or a look. Copy whatever comes back.
3. Walk the cow into the stable: "in you go". Close the door.
4. Repeat with the lamb and the pony. Then open the stable and let them out.

LEARNING FOCUS

Naming Animal sounds In and out Imitation

Easier — One animal only, many repetitions.

Harder — Make the sound first and ask the child to find the animal.

WATCH FOR

Does the child make the sound for the right animal? Matching sound to animal comes before the name — both are language.

2 Tractor to the Tree

18 months – 3 years
1–2 children + adult

YOU WILL NEED

The tractor and farmer, the apple tree, the stable. A metre of clear floor.

WHAT TO DO

1. Stand the stable at one end and the apple tree at the other.
2. Drive the tractor to the tree: "off to pick apples". Stop. "Pick one!"
3. Drive back to the stable. "Home again." Park it.
4. Let the child drive. Add the pony walking alongside for a second child.

LEARNING FOCUS

Gross motor Position words Journeys Stop and go

Easier — A shorter journey with the adult's hand on the tractor.

Harder — Add an obstacle — a block in the road. How does the tractor get round?

WATCH FOR

Does the child stop at the tree and do something there, or just drive? A journey with a purpose at each end is a story with two events.

3 Who Lives Where?

2–4 years
1–3 children + adult

YOU WILL NEED

All the animals, both figures, the stable and both trees.

WHAT TO DO

1. Mix everything up in the middle. "Who lives in the stable?" Sort the animals in.
2. "Who looks after them?" Stand the boy and girl by the stable door.
3. Sort again a different way: big animals here, small ones there.
4. Sort once more: who eats grass? Who eats apples? Put them by the right tree.

LEARNING FOCUS

Sorting Classification Reasoning Vocabulary

Easier — Two groups only: animals and people.

Harder — Ask the child to invent a rule and sort by it — then guess their rule.

WATCH FOR

Can the child say the rule they sorted by? Sorting by an obvious feature, then by a given rule, then by their own rule is a real progression — note where each child is.



4 Count Them In

3–5 years
1–3 children + adult

YOU WILL NEED

All the animals and the stable. Optional: number cards 1–5.

WHAT TO DO

1. Evening: count each animal into the stable, touching it as you count.
2. Close the door. "How many are inside?" Say the total together.
3. Morning: count them out. Hide one before the child looks. "Is everyone here?"
4. Turn a number card and put exactly that many animals in the field.

LEARNING FOCUS

Counting One-to-one Cardinal number
Missing one

Easier — Two animals only; adult counts aloud alongside.

Harder — "Three inside and one in the field — how many altogether?"

WATCH FOR

Listen for the last number said being used as the total. A child who notices one is missing without recounting is holding the number in their head.

5 The Farmer's Day

3–5 years
2–3 children + adult

YOU WILL NEED

The whole set. Optional: a cloth for the market.

WHAT TO DO

1. Agree the jobs for the day and who does which. One child is the farmer, one the helper.
2. Play through the morning: open the stable, feed each animal, milk the cow.
3. Afternoon: pick apples from the tree, load the tractor, drive to market and sell them.
4. Evening: animals back in, stable closed. Ask "what did the farmer do first? And last?"

LEARNING FOCUS

Sequencing Role play Cooperation Time words

Easier — Three jobs only: feed, milk, bed.

Harder — It rains, or the pony gets out — how does the day change?

WATCH FOR

Can the child hold the order of the jobs and retell them? Solving a problem in the middle of the story is a step beyond routine.

6 Where Does It Come From?

4–5 years
2–4 children + adult

YOU WILL NEED

The cow, the lamb, the apple tree. Three real things or pictures: a milk carton, a woolly sock, an apple.

WHAT TO DO

1. Show the milk. "Where does this come from?" Let the children guess, then stand the cow beside it.
2. Show the sock. Feel it. "Which animal gives us wool?" Match to the lamb.
3. Show the apple. Match to the tree. Pretend to pick one.
4. Ask "what would the farmer have to do to get the milk?" and act it out.

LEARNING FOCUS

Understanding the world Matching Vocabulary
Reasoning

Easier — One pair only: milk and cow.

Harder — Ask what the animal needs from the farmer in return — food, water, shelter.

WATCH FOR

Does the child connect the product to the animal, and then the animal's needs to the farmer? That two-step link is where 'the farm' stops being a theme and becomes understanding.

