



SET PHOTOGRAPH
TO FOLLOW

First Friends Recycling Truck Set

A truck about 20 cm long with a handle that tips the containers into the back, two containers and two First Friends to do the round. Tip it in, drive it away — who keeps our street clean?

AGE

1 – 5 years

CONTENTS

Truck, 2 containers, 2 figures

MARKET

Dual — Home & Education

ARTICLE NUMBERS

76088 · 76076 · 76079 + containers

WHAT IS IN THE SET



76088

First Friends Garbage Truck

24 × 19 × 18 cm



76076

First Friends Boy



76079

First Friends Girl

PRODUCT IMAGE
REQUIRED

Two recycling containers

WHAT CHILDREN LEARN



Cause & effect

Pull the handle and the container tips. A mechanism the child works, with a result they can see and hear.



Sorting

Two containers, two kinds of thing. Paper here, bottles there — sorting with a purpose.



Understanding the world

Where the rubbish goes after the bin, who collects it, and why we sort it first.



Social play

Driver and loader. Two jobs that only work together — and swap halfway.



Sequencing

Bins out, truck comes, tip, drive on, next house. A round is a sequence a child can run.



Language

Full and empty, heavy and light, tip and lift, first and next. Words with actions attached.

TOPIC LINKS

Recycling

People who help us

Our street

Sorting

Full and empty

Materials

Jobs people do

Please check — Set composition follows the TOLO sets list of September 2026 (TL0166). The truck is shown as the current 76088 Garbage Truck; whether the former set's truck and containers are the same tooling to be confirmed. 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+ The truck and one container. Push, drop in, tip, find.	Adult-led pair — 18 months+ The round, which bin, full and empty. The adult sets up the street; the child does the job.
Small group — 3–5 years Driver and loader, or the whole street with residents bringing bins out.	Continuous provision Parked outside the First Friends house with a box of clean scraps. Children will run rounds unprompted.

IN THE SETTING

No small parts; figures 12.5 cm; safe for teething	Wipe clean; fine for the sand tray and outdoors	Containers store inside the truck; one deep tray	Figures and truck available singly — replace one, not the set
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WHAT TO LOOK FOR

☐ Does the child pull the tipping handle alone and look for the result?	☐ Does the child know which house is next on the round?
☐ Can the child say why an item goes in one bin and not the other?	☐ Does the driver wait for the loader's 'go'?
☐ Does the child guess before counting, and adjust the next guess?	☐ Does the child link sorting to what happens at the depot?

AREAS OF LEARNING

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

The truck belongs on the same street as the emergency vehicles and the road worker — together they make 'people who help us' a place, not a list.

76127 First Friends Road Worker	76087 First Friends Police Car	76105 First Friends House	76126 First Friends Scooter with Puppy
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1 Tip It In

12–30 months
1 child + adult

YOU WILL NEED

The truck and one container. Three or four safe scraps: a leaf, a bottle top, a crumpled paper.

WHAT TO DO

1. Drop one scrap in the container. "In."
2. Hook the container on. Pull the handle together: "tip!" Watch it fall in.
3. Look in the back. "Where did it go?" Find it.
4. Empty the truck and start again. Let the child pull the handle alone.

LEARNING FOCUS

Cause & effect

Fine motor

In and out

Object permanence

Easier — Adult tips; child drops in and looks.

Harder — Two scraps in, tip, then count what is in the back.

WATCH FOR

Does the child look in the back to find what disappeared? Expecting it to still exist is object permanence; pulling the handle alone is the mechanism understood.

2 The Round

18 months – 3 years
1–2 children + adult

YOU WILL NEED

The truck, both containers, a driver. Three boxes or blocks as houses along a floor road.

WHAT TO DO

1. Put a bin outside each house. "The truck is coming!"
2. Drive to the first house. Stop. Tip the bin. Put it back.
3. Drive to the next. Repeat. Say "first", "next", "last" as you go.
4. Back to the depot. "All done?" Check every bin is empty.

LEARNING FOCUS

Sequencing

Journeys

Stop and go

Time words

Easier — Two houses, adult driving, child tips.

Harder — One house has no bin out — do we stop? Why not?

WATCH FOR

Does the child stop at each house before moving on, and know which one is next? Holding the order of a round is sequencing in action.

3 Which Bin?

2–4 years
1–3 children + adult

YOU WILL NEED

Both containers. A small pile of clean scraps: paper pieces, plastic bottle tops, a foil piece, a cardboard tube.

WHAT TO DO

1. Show the two containers. "This one is for paper. This one is for bottles and tops."
2. Hand over one scrap at a time. "Which bin?" Let the child choose and say why.
3. When both are full, tip them into the truck one at a time.
4. Sort again with a new rule: soft things and hard things.

LEARNING FOCUS

Sorting

Reasoning

Materials

Vocabulary

Easier — Two very different items only: paper and a bottle top.

Harder — Add something that doesn't fit either bin — where does it go?

WATCH FOR

Can the child say why an item goes in a bin? 'It's paper' or 'it's hard' is sorting with a rule; a child who is stumped by the odd item is thinking, not guessing.



4 Driver and Loader

3–5 years
2 children + adult

YOU WILL NEED

The truck, both containers, both figures. Three houses along a road.

WHAT TO DO

1. One child is the driver, one the loader. Each takes a figure.
2. The driver stops at a house. The loader hooks on the bin and pulls the handle.
3. The loader says "go" — only then does the driver drive on.
4. Halfway round, swap jobs.

LEARNING FOCUS

Cooperation Turn taking Listening Role play

Easier — Adult is the loader the first time round.

Harder — Three children: driver, loader, and a resident who brings the bin out.

WATCH FOR

Does the driver wait for 'go'? Does the loader say it? A job that needs two people is where cooperation becomes visible.

5 Full and Empty

3–5 years
1–3 children + adult

YOU WILL NEED

One container, the truck, a pile of similar scraps such as paper balls.

WHAT TO DO

1. Show the empty container. "How many will fit?" Take a guess and remember it.
2. Fill it, counting each one in. Stop when it is full. "How many?"
3. Compare with the guess. More or fewer than we thought?
4. Tip it into the truck. "Is the truck full? How many more containers would fill it?"

LEARNING FOCUS

Estimating Counting Capacity Comparing

Easier — Count in without guessing first.

Harder — Fill both containers — do they hold the same? Check by counting.

WATCH FOR

A guess before counting is estimation; a child who adjusts the next guess after the first result is using evidence.

6 Where Does It Go?

4–5 years
2–4 children + adult

YOU WILL NEED

The full truck and both figures. A box as the depot. Optional: a picture of a new paper roll or a new bottle.

WHAT TO DO

1. Drive the full truck to the depot. "What happens now?"
2. Tip out the paper. "Where does old paper go?" Talk about new paper made from old.
3. Tip out the bottles. "And these?" Talk about new bottles from old.
4. Ask "why do we sort them first?" and let the children work it out.

LEARNING FOCUS

Understanding the world Reasoning Speaking

Materials

Easier — Paper only: old paper becomes new paper.

Harder — Ask what would happen if nobody collected the bins for a month.

WATCH FOR

Listen for 'because' and for the child linking the sorting to what happens next. Understanding why we sort is the reasoning behind the routine.

