



SET PHOTOGRAPH
TO FOLLOW

Leisure Time Set

Sand, water and a set of wheels. The set that turns the water tray and the sand pit into a place where pouring, floating and filling become the lesson.

AGE
6 months +

CONTENTS
3 items

MARKET
Dual — Home & Education

ARTICLE NUMBERS
88120 · 88240 · 76017

WHAT IS IN THE SET

PRODUCT IMAGE
REQUIRED

88120

Stacking Boats

Specification to confirm

PRODUCT IMAGE
REQUIRED

88240

Beach Set

Specification to confirm



76017

Baby Jeep

10 × 6 × 7 cm

WHAT CHILDREN LEARN



Water & sand

Two mediums that behave differently.
Children find out by doing, not being told.



Capacity

Full, empty, half, overflowing. The vocabulary
of volume, learned wet.



Size ordering

Biggest to smallest, nested or stacked.
Seriation you can hold.



Floating & sinking

Some things stay up. Children will test
everything they can reach.



Pouring & scooping

Two hands, controlled tipping, aiming into a
target — real motor work.



Outdoor play

A set that belongs outside, in the tray, in the
puddle, at the beach.

TOPIC LINKS

Water play

Sand play

The seaside

Floating and sinking

Capacity

Holidays

Weather

Information not verified — 88120 Stacking Boats and 88240 Beach Set could not be found in the 2026 catalogue, the 2020 Classic catalogue index, the 2024 spec sheet or any price list. Contents, dimensions, age grading and photography are all required before this sheet is issued. 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**
A shallow tray, one container, warm water. Splashing is the activity.
- Adult-led pair — 12 months+**
Pour from your container into theirs. Name what is happening as it happens.
- Small group — 2-5 years**
Around one water or sand tray, with a shared challenge and enough pieces for everyone.
- Continuous provision**
Leave it in the tray all week. Children return to filling and emptying for months, and should.

IN THE SETTING

- Built for water and sand — no batteries, nothing to rust
- Rinse and air dry; check nesting pieces drain fully
- Nests down into itself for storage — very little shelf space
- Enough separate pieces for three or four children at one tray

WHAT TO LOOK FOR

- ☐ Does the child fill and empty repeatedly, and stay with it?
- ☐ Is the pour aimed, or is the container simply tipped?
- ☐ Can the child nest the pieces in the right order?
- ☐ Is a prediction made before something goes in the water?
- ☐ Does the child notice that a full container is heavier?
- ☐ Are two hands working together to steady and to tip?

AREAS OF LEARNING

- Physical development
- Communication & language
- Personal, social & emotional
- Understanding the world
- Mathematics
- Expressive arts

EXTEND THE SET

The Rainbow Stackers and Funtime Fishing Set share the same water tray and the same capacity and sorting learning. Adding vehicles turns the sand pit into a building site or a beach car park.

- 76013**
Funtime Fishing Set
- 76005**
Rainbow Stackers
- 76021**
Baby Police Car
- 76022**
Baby Fire Engine



1 Fill and Empty

12–24 months
1–2 children

YOU WILL NEED

One container from the set. A shallow tray of warm water.

WHAT TO DO

1. Sit the child at the tray with one container and nothing else.
2. Fill it yourself, then tip it out. Say "full" and "all gone".
3. Hand it over and let the child repeat it as many times as they like.
4. Resist adding a second container until the first has been fully explored.

LEARNING FOCUS

Capacity Fine motor Cause & effect Language

Easier — Less water, wider container, adult steadying the base.

Harder — Two containers of different sizes — which holds more?

WATCH FOR

Long repetition here is concentration, not being stuck. Do not interrupt it.

2 Biggest to Smallest

2–4 years
1–3 children

YOU WILL NEED

The stacking boats, dry, on a flat surface.

WHAT TO DO

1. Muddle the pieces up and put them in front of the child.
2. Ask them to nest them so they all fit inside one another.
3. When it works, tip them out and build a tower the other way up.
4. Talk about which is biggest, which is smallest and which is in the middle.

LEARNING FOCUS

Ordering Size language Problem solving

Fine motor

Easier — Three pieces only, clearly different in size.

Harder — Nest them with eyes closed, by feel alone.

WATCH FOR

Trial and error is expected. A child who looks at the sizes first is planning ahead.

3 Will It Float?

2–4 years
2–4 children

YOU WILL NEED

The boats and a few classroom objects. A tray of water. Two towels for sorting.

WHAT TO DO

1. Hold up each object and ask the group: float or sink?
2. Put it in. Watch. Place it on the correct towel.
3. When you have eight or so, look at both piles and ask what the floaters have in common.
4. Test one surprising object last.

LEARNING FOCUS

Prediction Sorting Early science Reasoning

Easier — Four objects, two obvious floaters and two obvious sinkers.

Harder — Try to make a floater sink by filling it, and talk about why that works.

WATCH FOR

Wrong predictions are the most useful moments. Ask what surprised them.



4 The Boat Delivery

2–4 years
2–3 children

YOU WILL NEED

The boats and the Baby Jeep. Sand or water tray, plus small objects as cargo.

WHAT TO DO

1. Load cargo into a boat and count it in.
2. Sail it across the tray to the jeep waiting on the shore.
3. Transfer the cargo, counting again. Is it still the same number?
4. Drive it away and start again with a different amount.

LEARNING FOCUS

Counting One-to-one Role play Co-operation

Easier — Three items of cargo, adult counting aloud alongside.

Harder — Give a target — the boat must carry exactly five, no more.

WATCH FOR

Recounting after the transfer shows the child is not yet sure the number is fixed. That is normal and worth revisiting.

5 Sand Moulds and Marks

2–5 years
2–4 children

YOU WILL NEED

The beach set. Damp sand.

WHAT TO DO

1. Pack a container tightly with damp sand and turn it out.
2. Look at the shape it left. Press the container in to make a print instead.
3. Line the prints up and see whether anyone can name which made which.
4. Try the same thing with dry sand and talk about why it fails.

LEARNING FOCUS

Shape Matching Materials Fine motor

Easier — One container, adult doing the turning out.

Harder — Make a row of prints in a repeating pattern for someone else to continue.

WATCH FOR

The dry-sand failure is the point of the activity, not a spoiled attempt.

6 Our Beach

3–5 years
3–6 children

YOU WILL NEED

The whole set. A sand tray with a wet and a dry area, plus loose parts.

WHAT TO DO

1. Agree together what a beach needs — sea, sand, a road, somewhere to park.
2. Each child takes responsibility for one part and builds it.
3. Connect them: the jeep must be able to reach the water, the boats must be able to sail.
4. Give a tour to another group and let them ask questions.

LEARNING FOCUS

Planning Co-operation Speaking The world

Easier — Adult sets out the sea and the shore; children add the rest.

Harder — Introduce the tide — the sea gets bigger. What has to move?

WATCH FOR

Listen to the tour. Explaining your own build to someone else consolidates the learning better than any question you could ask.

