



## Rattles Set

Six rattles, six different things to do with two hands. Each one makes a sound only when the child makes it happen — the first lesson in doing something on purpose.

**AGE**  
3 months +

**CONTENTS**  
6 rattles

**MARKET**  
Dual — Home & Education

**ARTICLE NUMBERS**  
76001 · 76002 · 76003 ·  
76038 · 76118 · 76119

### WHAT IS IN THE SET

|                                                                                                                                             |                                                                                                                                               |                                                                                                                                           |                                                                                                                                              |                                                                                                                                                         |                                                                                                                                              |
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|  <p><b>76001</b><br/>Abacus Rattle<br/>9 × 4,5 × 10 cm</p> |  <p><b>76002</b><br/>Triangle Rattle<br/>9 × 4,5 × 10 cm</p> |  <p><b>76003</b><br/>Roller Rattle<br/>9 × 9 × 10 cm</p> |  <p><b>76038</b><br/>Gripper Rattle<br/>11 × 11 × 15 cm</p> |  <p><b>76118</b><br/>Twist and Turn Rattle<br/>9,5 × 8,5 × 12 cm</p> |  <p><b>76119</b><br/>Mouse Rattle<br/>9 × 4,5 × 10 cm</p> |
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### WHAT CHILDREN LEARN

|                                                                                                                                                                                                                             |                                                                                                                                                                                                                     |                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Fine motor</b><br/>Grasp, hold, pass hand to hand. Sliding abacus beads and turning the mouse's tail refine the pincer grip.</p>  |  <p><b>Cause &amp; effect</b><br/>Shake and it sounds; stop and it stops. The child learns that the noise is theirs to make.</p> |  <p><b>Language</b><br/>Loud and quiet, fast and slow, more and again — the words arrive with the action.</p>                  |
|  <p><b>Sensory discovery</b><br/>Beads that cascade, rings that spin, a ball that rolls away. Six textures, six sounds, six colours.</p> |  <p><b>Early maths</b><br/>Beads slide one at a time. Counting starts as a rhythm long before it becomes a number.</p>           |  <p><b>Social skills</b><br/>Rolling the Roller Rattle to a friend and waiting for it back is the first turn a baby takes.</p> |

### TOPIC LINKS

First sounds   Loud and quiet   My body   Colours   Music   Taking turns

**Provisional** — Set composition follows the TOLO sets list of September 2026. Article numbers and dimensions from the 2026 specification sheet. Activity content to be reviewed by a qualified early-years advisor before publication.



## Learning through play

### ONE SET, FIVE YEARS OF PLAY



### FOUR WAYS TO USE THE SET

|                                                                                                                                             |                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Solo discovery — 3-12 months</b><br>One rattle within reach on a mat. Nothing else nearby. The adult names what happens when it happens. | <b>Adult-led pair — 6 months+</b><br>Shake, stop, roll back. The adult holds the rhythm; the child learns to join and to wait.       |
| <b>Small group — 18 months-3 years</b><br>One rattle each in a circle. Follow the leader, sound matching, quiet time.                       | <b>Continuous provision</b><br>In the treasure basket or the baby room tray all week. Rotate two out and two in to keep the set new. |

### IN THE SETTING

|                                                  |                                                        |                                                                 |                                                |
|--------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------|
| No small parts, no batteries — safe for teething | Wipe clean; can go through a warm rinse after mouthing | Fits one shallow tray; six rattles for six babies or one basket | Works as a set of six or split across the room |
|--------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------|

### WHAT TO LOOK FOR

|                                                                                                      |                                                                                            |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Does the gaze find the rattle when it sounds out of sight?                  | <input type="checkbox"/> Is the rattle passed from one hand to the other without dropping? |
| <input type="checkbox"/> Does the child shake to make a sound, or does the sound happen by accident? | <input type="checkbox"/> Can the child stop on the word "stop" without a hand on theirs?   |
| <input type="checkbox"/> Does a bead move for each number word, or do the words run ahead?           | <input type="checkbox"/> Does the child offer the rattle to another child or adult?        |

### AREAS OF LEARNING

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

### EXTEND THE SET

The same first-year family. Add these for cause and effect and for the next step in sound-making — or pair with the Shaker, Bird & Teddy set for a full baby-room tray.

|                              |                                 |                                      |                                       |
|------------------------------|---------------------------------|--------------------------------------|---------------------------------------|
| <b>76026</b><br>Magic Shaker | <b>76035</b><br>Crazy Eyed Bird | <b>76025</b><br>Roly Poly Teddy Bear | <b>76003</b><br>Roller Rattle (spare) |
|------------------------------|---------------------------------|--------------------------------------|---------------------------------------|



## 1 Reach and Hold

3–8 months  
1 child + adult

### YOU WILL NEED

One rattle. Baby on their back or supported sitting.

### WHAT TO DO

1. Hold the rattle about 20 cm from the baby's chest, in their line of sight.
2. Shake it once. Stop. Wait for the eyes to find it and a hand to move.
3. Bring it to the hand that reaches. Let the fingers close round it.
4. When it drops, pick it up and start again. Three or four rounds is a session.

### LEARNING FOCUS

Reaching Grasp Tracking Cause & effect

Easier — Touch the rattle to the back of the hand first, so the fingers open.

Harder — Offer it slightly to one side, so the baby has to turn and reach across.

### WATCH FOR

*Does the reach come before the shake, or only after? A baby who reaches at the sight of the rattle has connected the object to the sound.*

## 2 Shake, Stop, Shake

6–18 months  
1–2 children + adult

### YOU WILL NEED

One rattle each, including one for the adult.

### WHAT TO DO

1. Sit facing the child. Shake your rattle and say "shake, shake, shake".
2. Stop suddenly and say "stop". Hold still. Wait.
3. When the child stops — even a moment later — smile and start again.
4. Swap roles: let the child lead and you copy.

### LEARNING FOCUS

Cause & effect Self-control Listening Turn taking

Easier — Hold the child's hand gently still on "stop" the first few times.

Harder — Add "quiet" and "loud" as a third and fourth instruction.

### WATCH FOR

*Stopping is harder than starting. A child who stops on the word, without a hand on theirs, is inhibiting an action on request — a real milestone.*

## 3 Roll It Back

8 months – 2 years  
2 children + adult

### YOU WILL NEED

The Roller Rattle. A clear floor, children a metre apart.

### WHAT TO DO

1. Sit the two children facing each other, adult beside the younger one.
2. Roll the rattle slowly to the first child. Say "here it comes".
3. Help that child roll it back. Say "your turn" to the other.
4. Keep the rhythm going: roll, wait, roll. Widen the gap as it works.

### LEARNING FOCUS

Turn taking Tracking Gross motor Anticipation

Easier — Adult rolls to each child in turn; no rolling back needed.

Harder — Three children in a triangle — the child chooses who to roll to.

### WATCH FOR

*Does the child look at the friend before rolling? Directing an action at a person, not just at the floor, is the beginning of a game.*



## 4 One Bead at a Time

12 months – 3 years  
1 child + adult

### YOU WILL NEED

The Abacus Rattle.

### WHAT TO DO

1. Hold the rattle so the beads are all at one end. Slide one across: "one".
2. Hand it over. Wait for the child to slide the next: "two".
3. Take turns to the end. Slide them all back and start again.
4. Say the numbers slowly and in the same order every time.

### LEARNING FOCUS

Pincer grip

Counting

One-to-one

Patience

Easier — Adult slides, child watches and listens; then hand-over-hand.

Harder — Ask "how many are left?" before the last bead moves.

### WATCH FOR

*Is one bead moving for one number word? Reciting is not counting — the match between the word and the movement is what to look for.*

## 5 Which One Made That?

18 months – 3 years  
1–3 children + adult

### YOU WILL NEED

Three rattles with clearly different sounds. A cloth or a box to hide behind.

### WHAT TO DO

1. Shake each rattle in turn where the child can see it. Name it.
2. Hide all three. Shake one out of sight.
3. Bring them out. Ask "which one made that?" Let the child shake to check.
4. Swap the set of three as the child gets it right.

### LEARNING FOCUS

Listening

Matching

Memory

Vocabulary

Easier — Two rattles only, with the most different sounds.

Harder — The child hides and shakes; the adult and the other children guess.

### WATCH FOR

*Does the child test by shaking, or guess by colour? Checking a guess against the sound is early scientific thinking.*

## 6 The Rattle Band

2–3 years  
4–6 children + adult

### YOU WILL NEED

One rattle per child. Sitting in a circle.

### WHAT TO DO

1. Give out the rattles. Shake together to start.
2. Call and show: "fast", "slow", "loud", "quiet", "stop". Hold each for a few seconds.
3. Choose a child to be the leader. The group copies whatever they do.
4. Finish with everyone placing their rattle on the floor in silence.

### LEARNING FOCUS

Listening

Self-control

Group play

Opposites

Easier — Two instructions only — shake and stop.

Harder — Leader gives the instruction in words only, without showing it.

### WATCH FOR

*Who waits for the instruction and who plays regardless? Regulating to a group signal is the skill, and it takes time — note who manages it on which instruction.*

