



Shaker, Bird & Teddy Set

Three toys with one lesson in common: do something, and something happens. Turn the shaker and the beads pour; move the eyes and the bird pulls a face; knock the teddy and it wobbles back with a squeak.

AGE
6 months +

CONTENTS
3 toys

MARKET
Dual — Home & Education

ARTICLE NUMBERS
76026 · 76035 · 76025

WHAT IS IN THE SET



76026
Magic Shaker
13.5 × 5.5 × 12 cm



76035
Crazy Eyed Bird
9.5 × 9.5 × 15 cm



76025
Roly Poly Teddy Bear
9.5 × 8.5 × 12 cm

WHAT CHILDREN LEARN



Cause & effect

Turn, push, knock — three different actions, three reliable results. Prediction begins here.



Fine motor

Two-handed turning of the shaker; finger-tip work on the bird's eyes, a whole-hand push on the teddy.



Visual tracking

Beads flowing chamber to chamber; a bear rocking back to centre — slow movement the eye can follow.



Language

Up and down, in and out, again and stop. The bird's faces invite happy, sad, surprised.



Emotional literacy

The bird's movable eyes make faces a child can copy, name and laugh at.



Social skills

Push the teddy to a friend and it comes back. A wobble is a turn a baby can take.

TOPIC LINKS

Cause and effect

Faces and feelings

Up and down

In and out

Sounds

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

Solo discovery — 6-18 months One toy on the mat, the adult beside it. The teddy alone will hold a baby for minutes.	Adult-led pair — 9 months+ Pour, wobble, make a face. The adult models, waits, and hands over.
Small group — 18 months-3 years Push the teddy round a circle; guess what happens next. Two or three children at a time.	Continuous provision All three on a low shelf in the baby room. They need no setting up and are easy to tidy.

IN THE SETTING

No small parts, no batteries — safe for teething	Wipe clean; the shaker's sealed beads never come out	Three toys, one shelf; children put them back themselves	One toy each for three children, or one basket
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WHAT TO LOOK FOR

☐ Does the child look to the top of the shaker before the beads pour again?	☐ Does the child push the teddy and then wait, or push it continuously?
☐ Can the child move the bird's eyes with a finger and thumb?	☐ Does the child copy a face, and can they name it?
☐ Does the child push the teddy towards a person rather than into space?	☐ Does the child say what will happen before doing it?

AREAS OF LEARNING

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

EXTEND THE SET

More of the same clear cause and effect for the baby and toddler room — each one adds a new action with a reliable result. Pair with the Rattles Set for a complete first-year tray.

76001 Abacus Rattle	76003 Roller Rattle	76038 Gripper Rattle	76118 Twist and Turn Rattle
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1 Watch It Pour

6–12 months
1 child + adult

YOU WILL NEED

The Magic Shaker. Baby supported sitting, or on their back with the adult above.

WHAT TO DO

1. Hold the shaker upright at the child's eye level. Say "watch".
2. Turn it over slowly. Let the beads pour and rattle. Say "down they go".
3. Pause. Turn it back. Say "up" — and pour again.
4. Place it in the child's hands. Help them turn it, then let go and see what they do.

LEARNING FOCUS

Tracking Cause & effect Grasp Attention

Easier — Turn it very slowly and closer, so the movement is easy to follow.

Harder — Hand it over and wait: does the child turn it without help?

WATCH FOR

Does the gaze follow the beads all the way down, and does it lift to the top before the next pour? Anticipating the movement is the sign the pattern has been learned.

2 Wobble Back

6–15 months
1 child + adult

YOU WILL NEED

The Roly Poly Teddy Bear. A flat, hard surface.

WHAT TO DO

1. Set the teddy in front of the child. Push it gently. Say "over — and back".
2. Wait. Do nothing. See if a hand comes out.
3. Guide the child's hand to push, then let go. Squeeze the tummy for the squeak.
4. Repeat while there is interest. Each time, wait a little longer before helping.

LEARNING FOCUS

Cause & effect Reaching Anticipation Persistence

Easier — Hold the child's hand over yours as you push.

Harder — Push the teddy so it rocks towards the child and let them stop it.

WATCH FOR

The waiting matters more than the pushing. A child who watches the bear come to rest and then pushes again has understood that the action restarts the effect.

3 Make a Face

12 months – 3 years
1–2 children + adult

YOU WILL NEED

The Crazy Eyed Bird. A mirror is useful but not essential.

WHAT TO DO

1. Show the bird. Move the eyes to look up. Make the same face yourself.
2. Ask the child to copy. Name it: "surprised".
3. Move the eyes again — down, sideways, cross-eyed. Name a feeling or a look each time.
4. Let the child move the eyes and choose the face. You copy them.

LEARNING FOCUS

Fine motor Feelings Imitation Vocabulary

Easier — Two faces only: happy and surprised.

Harder — Ask "when do you feel like that?" and listen for an answer.

WATCH FOR

Copying a face is imitation; naming it is emotional literacy. Note which children do the first, and who begins to do the second.



4 Turn It Over

12 months – 2 years
1 child + adult

YOU WILL NEED

The Magic Shaker.

WHAT TO DO

1. Give the child the shaker with both hands on it.
2. Say "turn" and rotate your own hands in the air as a model.
3. Praise any rotation. If it drops, hand it back without comment and try again.
4. When the full turn works, add "and again" to make it a two-turn sequence.

LEARNING FOCUS

Bilateral coordination

Wrist rotation

Persistence

Sequencing

Easier — Adult holds one end; the child turns the other.

Harder — Turn it over and then set it down upright on a target, such as a tray.

WATCH FOR

Do both hands work together, or does one hand do the work while the other holds? Two hands turning in the same direction is a coordination milestone.

5 Push It to a Friend

15 months – 3 years
2–3 children + adult

YOU WILL NEED

The Roly Poly Teddy Bear. A hard floor, children close together.

WHAT TO DO

1. Sit the children in a tight circle, knees almost touching.
2. Push the teddy so it wobbles towards one child. Say their name.
3. Help that child push it on to the next. Say the next name.
4. Keep it going round. Add the squeak: whoever it reaches squeezes the tummy.

LEARNING FOCUS

Turn taking

Names

Gross motor

Anticipation

Easier — Two children only, teddy pushed straight across between them.

Harder — Call a name before the push — the child must send it to the right person.

WATCH FOR

Does the child look for the next person before pushing? Aiming at a named friend is the beginning of cooperative play.

6 What Will Happen?

2–3 years
2–4 children + adult

YOU WILL NEED

All three toys. A cloth to cover them.

WHAT TO DO

1. Uncover one toy. Ask "what will happen if I turn it / push it / move this?"
2. Wait for answers. Accept pointing, sounds and words.
3. Do the action. Say whether the guess was right. Celebrate both right and wrong guesses.
4. Let a child be the tester for the next toy and the others guess.

LEARNING FOCUS

Prediction

Early science

Vocabulary

Turn taking

Easier — Show the action first, cover, then ask "what happened?"

Harder — Ask "what if I push it harder?" and test how that changes the result.

WATCH FOR

A guess before the action is a prediction; a child who then changes their guess after seeing the result is doing real science.

