



Speed Set

Four free-wheeling vehicles built to be let go of. The simplest possible way into ramps, forces and fair testing — long before anyone calls it science.

AGE
6 months +

CONTENTS
4 vehicles

MARKET
Dual — Home & Education

ARTICLE NUMBERS
76014 · 76018 · 76019 ·
76020

WHAT IS IN THE SET



76014
Baby Racer
8 × 5 × 7 cm



76018
Baby Sidecar
7 × 6.5 × 7 cm



76019
Baby Sport
9.5 × 6 × 6.5 cm



76020
Baby Roadster
10 × 6 × 6 cm

WHAT CHILDREN LEARN

-  **Forces & motion**
Steeper slope, further roll. Children meet the idea before they meet the word.
-  **Prediction**
Guess first, then test. The habit that underpins all later science.
-  **Fine motor**
Release cleanly without pushing — surprisingly hard, and worth practising.
-  **Measuring**
How far? Count the cubes, the steps, the floor tiles.
-  **Fair testing**
Same ramp, same start line, one thing changed. Children police this themselves.
-  **Language of speed**
Fast, slow, faster than, furthest, stopped, still rolling.

TOPIC LINKS

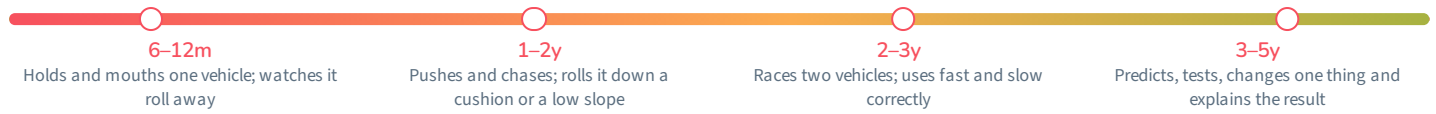
Forces and movement Fast and slow Transport Measuring Ramps and slopes Fair testing Outdoors

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 vehicle, a clear floor. Push, release, retrieve. That is the whole lesson.	 Adult-led pair — 12 months+ Roll it between you. Name the speed. Let the child set the pace.
 Small group — 2-5 years One vehicle each and a shared ramp. Racing enforces turn taking for you.	 Continuous provision Leave the ramp built. Children will return to it all week and change the rules themselves.

IN THE SETTING

 No small parts, no batteries, nothing to replace	 Wipe clean — fine outdoors, in sand and in water	 Stores flat in one shallow tray; children tidy it themselves	 Four vehicles means four children racing at once
--	--	--	--

WHAT TO LOOK FOR

☐ Does the child let go cleanly, or push and call it a roll?	☐ Are fast and slow used correctly, and about the right vehicle?
☐ Is a prediction made before the vehicle is released?	☐ Does the child insist on a fair start line without being told?
☐ Does the child notice the ramp height changed the result?	☐ Is the child repeating a test to check the answer holds?

AREAS OF LEARNING

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

EXTEND THE SET

Same wheels, same size, same durability. Adding vehicles from the other sets turns one ramp into a whole traffic system — and gives children more to sort, match and compare.

 76017 Baby Jeep	 76021 Baby Police Car	 76022 Baby Fire Engine	 76015 Baby Aeroplane
---	---	---	--



1 First Slope

12–24 months
1–2 children

YOU WILL NEED

One vehicle. A tray, book or board resting on a single block.

WHAT TO DO

1. Build a very gentle slope where the child can see the whole run.
2. Place a vehicle at the top and let go. Say "ready, go" every time.
3. Let the child fetch it and put it back at the top themselves.
4. Repeat as many times as they want. Repetition is the learning here.

LEARNING FOCUS

Cause & effect

Gross motor

Anticipation

Language

Easier — Hold the vehicle at the top and release on the child's cue.

Harder — Add a second block. Ask what will be different before you try it.

WATCH FOR

Look for anticipation — eyes moving to the bottom of the ramp before the vehicle gets there.

2 Where Did It Stop?

2–4 years
2–4 children

YOU WILL NEED

All four vehicles. A ramp. Four blocks or chalk marks.

WHAT TO DO

1. Each child releases one vehicle from the same start line, one at a time.
2. Put a block where each vehicle stops. Do not move it.
3. Line the blocks up and look: which went furthest? Which barely moved?
4. Ask why. Accept every theory — then test the best one.

LEARNING FOCUS

Comparing

Measuring

Turn taking

Reasoning

Easier — Two vehicles only, and just name the winner.

Harder — Measure the distances in cubes or footsteps and record them.

WATCH FOR

Children who want to re-run a vehicle they think got a bad start have understood fair testing.

3 Steep or Gentle?

3–5 years
2–4 children

YOU WILL NEED

One vehicle. A ramp and a stack of blocks to raise it.

WHAT TO DO

1. Run the vehicle from a one-block ramp and mark where it stops.
2. Raise the ramp to two blocks. Ask for a prediction before the run.
3. Run it, mark it, compare. Then go to three blocks.
4. Ask the group to describe the pattern in their own words.

LEARNING FOCUS

Early science

Prediction

Sequencing

Explaining

Easier — Just two heights — low and high — and the words near and far.

Harder — Ask what would happen at ten blocks, and whether that is always true.

WATCH FOR

Listen for a rule forming: "higher makes it go further". That is a hypothesis.



4 Carpet, Tiles, Grass

3–5 years
2–4 children

YOU WILL NEED

One or two vehicles. The same ramp moved to three different surfaces.

WHAT TO DO

1. Run the vehicle on a hard floor and mark the distance.
2. Move the ramp to carpet, keeping the height the same. Run and mark again.
3. Take it outside to a path and to grass. Compare all four.
4. Ask which surface the vehicle liked best, and why.

LEARNING FOCUS

Friction Comparing Outdoor learning Vocabulary

Easier — Two surfaces only, chosen to be very different.

Harder — Introduce the word friction and ask children to find a surface that stops it fastest.

WATCH FOR

Are children keeping the ramp height the same? Noticing that it must stay the same is the real insight.

5 Traffic Jam

2–4 years
2–4 children

YOU WILL NEED

All four vehicles. Blocks or tape to mark a road.

WHAT TO DO

1. Lay out a straight road with a clear start and finish.
2. Line the vehicles up nose to tail and count them.
3. Move the front one and see what the others have to do — talk about first, next, last.
4. Swap the order and count again. The number does not change.

LEARNING FOCUS

Counting Ordering Position words Turn taking

Easier — Three vehicles, and only first and last.

Harder — Give each child a position to build — "put the racer third".

WATCH FOR

Does the child recount after the order changes? Understanding that the total stays the same is conservation of number.

6 Design the Track

3–5 years
3–6 children

YOU WILL NEED

All four vehicles. Blocks, planks, tubes, boxes — whatever is in the construction area.

WHAT TO DO

1. Challenge the group to build a track a vehicle can travel the whole way along.
2. Test it as they build. Every failure is information, not a mistake.
3. When it works, ask them to make it longer, or add a bend.
4. Finish by having each child explain one thing they changed and why.

LEARNING FOCUS

Problem solving Co-operation Construction

Explaining

Easier — Provide the first straight section already built.

Harder — Add a rule — the vehicle must pass under something, or stop in a marked box.

WATCH FOR

Note who tests as they build and who builds the whole thing before testing. Both are worth talking about.

