



First Friends Family Set

Role play with familiar family figures. Supports personal, social and emotional development through naming relationships, exploring daily routines and talking about feelings.

CONTENTS

5 figures, 1 cot

MARKET

Dual — Home & Education

WHAT IS IN THE SET



First Friends Mother



First Friends Father



First Friends Grandmother



First Friends Grandfather



First Friends Baby with Crib

9.5 × 8.5 × 12 cm

WHAT CHILDREN LEARN



Social understanding

Who is who in a family, who looks after whom, and what each person does in a day.



Language

Family words, names, 'my' and 'your', and the first sentences of pretend talk.



Emotional literacy

Tired, hungry, happy, cross. Feelings given to a figure are easier to name than one's own.



Sequencing

Wake, breakfast, out, home, bath, bed. A day has an order, and so does a story.



Fine motor

Click the arms and legs into sitting, standing, waving. Lift the baby in and out of the cot.



Early maths

How many people, how many chairs? Bigger and smaller, older and younger.

TOPIC LINKS

My family

Home life

Generations

Feelings

Daily routines

Personal and social development



Learning through play

ONE SET, FIVE YEARS OF PLAY



FOUR WAYS TO USE THE SET

- Solo discovery — 12 months+**
One figure and the baby in the cot. Find the squeak, bend the arms, put the baby to bed.
- Adult-led pair — 18 months+**
Name the family, act out one routine. The adult voices one figure, the child another.
- Small group — 3–5 years**
A day at home with one figure each; feelings and families in a circle.
- Continuous provision**
In the home corner with the First Friends house and furniture for a whole term.

IN THE SETTING

- Figures 12.5 cm — no small parts; safe for teething
- Wipe clean; figures can be washed after a cold
- Five figures and a cot fit one shallow tray
- Every figure available singly — replace one, not the set

WHAT TO LOOK FOR

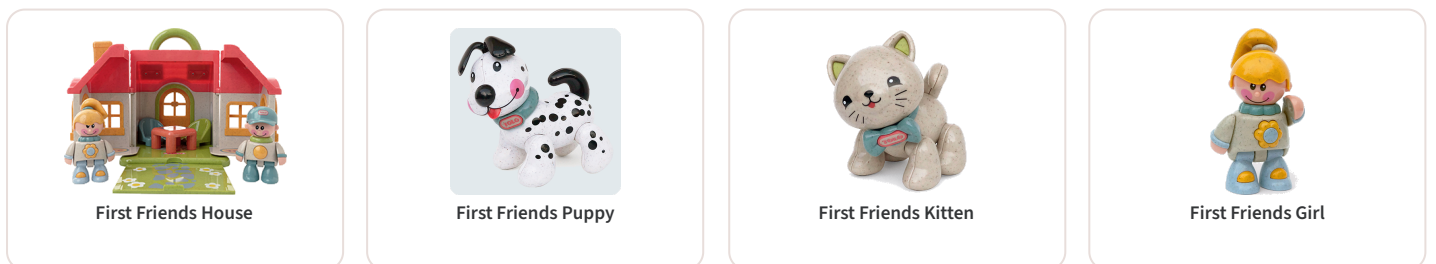
- ☐ Can the child name each figure and match it to someone at home?
- ☐ Can the child act out a routine in order?
- ☐ Does the child match one chair to one figure, or count to check?
- ☐ Does the child give the figures voices and feelings?
- ☐ Does the child use 'first', 'then', 'last'?
- ☐ Does the child listen to another child's family story and ask a question?

AREAS OF LEARNING

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

EXTEND THE SET

Give the family a home and a pet — the First Friends house is the same one the Play House Set uses, so the two sets build one world.



1 Baby In, Baby Out

12–24 months
1 child + adult

YOU WILL NEED

The baby and the cot.

WHAT TO DO

1. Show the baby. Lay it in the cot. Say "night night" and pretend to sleep.
2. Wake up: "good morning!" Lift the baby out and hand it to the child.
3. Ask the child to put the baby to bed. Wait. Help only if needed.
4. Repeat with the words each time. Add a blanket square or a sound.

LEARNING FOCUS

Fine motor

In and out

Routines

First words

Easier — Hand-over-hand for the first few rounds.

Harder — Ask "is the baby tired?" before bed, and "is the baby hungry?" after.

WATCH FOR

Does the child say or sign the words with the action? Pairing the routine with its words is the beginning of pretend play with language.

2 Who Is This?

18 months – 3 years
1–2 children + adult

YOU WILL NEED

All five figures.

WHAT TO DO

1. Stand the figures in a row. Point to each and name it: "this is the mummy".
2. Ask "where is the grandad?" Let the child point or pick.
3. Ask "who is in your family?" and stand up a figure for each person the child names.
4. Line them up by size: baby, then children, then grown-ups.

LEARNING FOCUS

Naming

Family

Matching

Size order

Easier — Three figures: mother, father, baby.

Harder — Ask what each person does — "what does grandma do with you?"

WATCH FOR

Every family is different. Follow the child's own family, not the set — the figures are there to stand in for whoever the child names.

3 A Day at Home

2–4 years
1–3 children + adult

YOU WILL NEED

All five figures and the cot. Optional: the First Friends house and furniture.

WHAT TO DO

1. Start with everyone asleep. "It's morning — who wakes up first?"
2. Play each part of the day briefly: breakfast, going out, coming home.
3. Bath time and bed time to finish. Baby in the cot last.
4. Ask "what happened first? What came next?"

LEARNING FOCUS

Sequencing

Routines

Role play

Time words

Easier — Three parts only: wake up, eat, sleep.

Harder — Give each child one figure to voice through the whole day.

WATCH FOR

Can the child hold the order of the day? Using 'first', 'then' and 'last' without prompting shows that the sequence has been internalised.



4 How Does Grandad Feel?

3–5 years
2–4 children + adult

YOU WILL NEED

All five figures.

WHAT TO DO

1. Pose one figure — sitting slumped, arms up, lying down. Ask "how is grandad feeling?"
2. Accept any answer. Ask "what happened?" and let the child make up the reason.
3. Ask "what could the family do to help?" Let the children act it out with the other figures.
4. Take turns posing a new figure and a new feeling.

LEARNING FOCUS

Feelings Empathy Storytelling Vocabulary

Easier — Happy or sad only, with the adult naming the feeling first.

Harder — Two figures with different feelings at once — what do they say to each other?

WATCH FOR

Listen for feeling words beyond happy and sad, and for reasons. A child who suggests what would help is taking another person's perspective.

5 Chairs for Everyone

3–5 years
1–3 children + adult

YOU WILL NEED

The five figures. Five small blocks or cups for chairs; a few extra.

WHAT TO DO

1. Sit the family down for dinner. "Does everyone have a chair?" Count the figures, then the chairs.
2. Take a chair away. "Now what?" Count again. Who has no chair?
3. Add cups: one each. Give too few, then too many. Compare.
4. The baby needs a small chair — which block is smallest?

LEARNING FOCUS

Counting One-to-one More and fewer Size

Easier — Three figures, three chairs; match one to one without counting.

Harder — Set for five, then a visitor arrives — how many now?

WATCH FOR

Matching one chair to one figure without counting is one-to-one correspondence; counting to check is the next stage. Note which the child uses.

6 Tell Me About Your Family

3–5 years
2–4 children + adult

YOU WILL NEED

All five figures. A circle of children.

WHAT TO DO

1. Pass the figures round. Each child picks one that is like someone at home.
2. In turn: "this is my nana — she makes pancakes." One sentence is enough.
3. The group asks one question each: "does she live near you?"
4. Stand all the chosen figures together at the end: "all our families".

LEARNING FOCUS

Speaking Listening Family Confidence

Easier — Adult goes first and models a single sentence.

Harder — Ask the child to tell it again in two sentences, or to say how that person looks after them.

WATCH FOR

Listen for full sentences, and for children asking each other questions. This is also a window into home life — note anything that needs following up.

