# First Friends Farm Set

Role play and animal-care routines with a stable, a tractor and farm animals. Supports sorting, counting, sequencing and vocabulary relating to animals and food.

**CONTENTS**
Stable, tractor, 2 figures, farm animals, 2 trees

**MARKET**
Dual — Home & Education

## WHAT IS IN THE SET

Cow & Horse Stable Set
31 × 17 × 21 cm

Tractor & Farmer
20 × 16 × 16.5 cm

First Friends Cow

First Friends Pony

First Friends Lamb

First Friends Boy

First Friends Girl

Plain tree and apple tree

## WHAT CHILDREN LEARN

**Language**
Animal names and sounds, farm words, 'in the stable', 'behind the tree'. Talk that comes with the play.

**Early maths**
Count the animals in, count them out. Two in the stable, one in the field — how many altogether?

**Sorting & matching**
Big and small, four legs and two, eats grass or eats apples. Each animal to its home.

**Understanding the world**
Where milk and wool and apples come from, and who does the work.

**Sequencing**
Wake the animals, feed them, milk the cow, pick the apples, close the stable. A farm day has an order.

**Care & responsibility**
The animals depend on the farmer. Looking after something is a feeling children rehearse here.

## TOPIC LINKS

Farm life · Animal welfare · Where food comes from · Animal sounds · Counting · Seasons · Jobs people do



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## ONE SET, FIVE YEARS OF PLAY

**1–2y**
Holds an animal, makes its sound, pushes the tractor, clicks the legs

**2–3y**
Names the animals, puts each in the stable, feeds them with a word

**3–4y**
Sorts by size or food, counts the herd, runs a feeding round with a partner

**4–5y**
Plays the whole farm day in order with friends; explains where food comes from

## FOUR WAYS TO USE THE SET

**Solo discovery — 12 months+**
One animal and the stable. Sound, in, out, click the legs. The tractor alone will also do.

**Adult-led pair — 18 months+**
Name, sort, count. The adult holds the question; the child moves the animals.

**Small group — 3–5 years**
The farmer's day with one job each. Three children round one stable works well.

**Continuous provision**
On a green cloth with blocks for walls and the First Friends house as the farmhouse, for a whole farm topic.

## IN THE SETTING

No small parts; figures and animals safe for teething

Wipe clean; fine for the sand tray and outdoor mud

Stable doubles as storage; animals go inside at tidy-up

Every animal and figure available singly — replace one, not the set

## WHAT TO LOOK FOR

- [ ] Does the child match the sound to the right animal?
- [ ] Does the child touch each animal once as they count?
- [ ] Can the child play the farm day in order and retell it?
- [ ] Can the child sort the animals and say the rule?
- [ ] Does the child notice a missing animal without recounting?
- [ ] Does the child link milk, wool or apples to where they come from?

## AREAS OF LEARNING

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

## EXTEND THE SET

Grow the herd and the farmyard — the puppy and kitten sell in their thousands on their own and belong here, and the quad gives the farmer a second vehicle.

First Friends Puppy

First Friends Kitten

Quad with Boy

First Friends House



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## 1 Moo, Baa, Neigh

12–24 months
1 child + adult

### YOU WILL NEED

The three animals and the stable.

### WHAT TO DO

1. Hold up the cow. Say "cow — moo". Make the sound big.
2. Hand it over. Wait for a sound or a look. Copy whatever comes back.
3. Walk the cow into the stable: "in you go". Close the door.
4. Repeat with the lamb and the pony. Then open the stable and let them out.

### LEARNING FOCUS

Naming · Animal sounds · In and out · Imitation

**Easier** — One animal only, many repetitions.

**Harder** — Make the sound first and ask the child to find the animal.

### WATCH FOR

*Does the child make the sound for the right animal? Matching sound to animal comes before the name — both are language.*

## 2 Tractor to the Tree

18 months – 3 years
1–2 children + adult

### YOU WILL NEED

The tractor and farmer, the apple tree, the stable. A metre of clear floor.

### WHAT TO DO

1. Stand the stable at one end and the apple tree at the other.
2. Drive the tractor to the tree: "off to pick apples". Stop. "Pick one!"
3. Drive back to the stable. "Home again." Park it.
4. Let the child drive. Add the pony walking alongside for a second child.

### LEARNING FOCUS

Gross motor · Position words · Journeys · Stop and go

**Easier** — A shorter journey with the adult's hand on the tractor.

**Harder** — Add an obstacle — a block in the road. How does the tractor get round?

### WATCH FOR

*Does the child stop at the tree and do something there, or just drive? A journey with a purpose at each end is a story with two events.*

## 3 Who Lives Where?

2–4 years
1–3 children + adult

### YOU WILL NEED

All the animals, both figures, the stable and both trees.

### WHAT TO DO

1. Mix everything up in the middle. "Who lives in the stable?" Sort the animals in.
2. "Who looks after them?" Stand the boy and girl by the stable door.
3. Sort again a different way: big animals here, small ones there.
4. Sort once more: who eats grass? Who eats apples? Put them by the right tree.

### LEARNING FOCUS

Sorting · Classification · Reasoning · Vocabulary

**Easier** — Two groups only: animals and people.

**Harder** — Ask the child to invent a rule and sort by it — then guess their rule.

### WATCH FOR

*Can the child say the rule they sorted by? Sorting by an obvious feature, then by a given rule, then by their own rule is a real progression — note where each child is.*

## 4 Count Them In

3–5 years
1–3 children + adult

YOU WILL NEED

All the animals and the stable. Optional: number cards 1–5.

WHAT TO DO

1. Evening: count each animal into the stable, touching it as you count.
2. Close the door. "How many are inside?" Say the total together.
3. Morning: count them out. Hide one before the child looks. "Is everyone here?"
4. Turn a number card and put exactly that many animals in the field.

LEARNING FOCUS

Counting · One-to-one · Cardinal number · Missing one

Easier — Two animals only; adult counts aloud alongside.

Harder — "Three inside and one in the field — how many altogether?"

WATCH FOR

*Listen for the last number said being used as the total. A child who notices one is missing without recounting is holding the number in their head.*

## 5 The Farmer's Day

3–5 years
2–3 children + adult

YOU WILL NEED

The whole set. Optional: a cloth for the market.

WHAT TO DO

1. Agree the jobs for the day and who does which. One child is the farmer, one the helper.
2. Play through the morning: open the stable, feed each animal, milk the cow.
3. Afternoon: pick apples from the tree, load the tractor, drive to market and sell them.
4. Evening: animals back in, stable closed. Ask "what did the farmer do first? And last?"

LEARNING FOCUS

Sequencing · Role play · Cooperation · Time words

Easier — Three jobs only: feed, milk, bed.

Harder — It rains, or the pony gets out — how does the day change?

WATCH FOR

*Can the child hold the order of the jobs and retell them? Solving a problem in the middle of the story is a step beyond routine.*

## 6 Where Does It Come From?

4–5 years
2–4 children + adult

YOU WILL NEED

The cow, the lamb, the apple tree. Three real things or pictures: a milk carton, a woolly sock, an apple.

WHAT TO DO

1. Show the milk. "Where does this come from?" Let the children guess, then stand the cow beside it.
2. Show the sock. Feel it. "Which animal gives us wool?" Match to the lamb.
3. Show the apple. Match to the tree. Pretend to pick one.
4. Ask "what would the farmer have to do to get the milk?" and act it out.

LEARNING FOCUS

Understanding the world · Matching · Vocabulary · Reasoning

Easier — One pair only: milk and cow.

Harder — Ask what the animal needs from the farmer in return — food, water, shelter.

WATCH FOR

*Does the child connect the product to the animal, and then the animal's needs to the farmer? That two-step link is where 'the farm' stops being a theme and becomes understanding.*



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