



First Friends Play House Set

A focal point for the home corner. Supports open-ended role play around daily routines and family roles, with spatial language and storytelling in pairs and small groups.

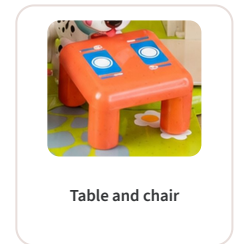
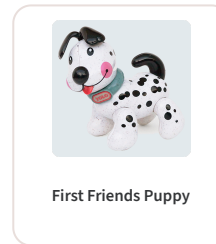
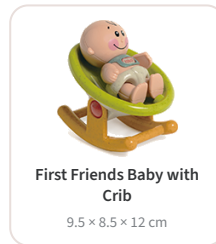
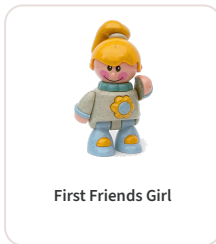
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House with pull-out garden, table and chair, 4 figures, 1 pet, 1 cot

MARKET

Dual — Home & Education

WHAT IS IN THE SET



WHAT CHILDREN LEARN



Social play

A house is somewhere to be together. Roles, rules, who sleeps where and who feeds the dog.



Language

Kitchen, bedroom, garden, upstairs, outside. Position words and household words in use, not on a list.



Sequencing

Morning to bedtime, inside to outside. A day at home is a story with an order.



Fine motor

Open the door, slide the garden out, seat a figure at the table, place the table and chair.



Emotional literacy

Home is where feelings happen. A figure who is tired, cross or excited can be talked about safely.



Understanding the world

Where the light and warmth come from, what keeps a house cool, what grows in the garden.

TOPIC LINKS

Home life

My family

A day in our house

Rooms and things in them

Pets

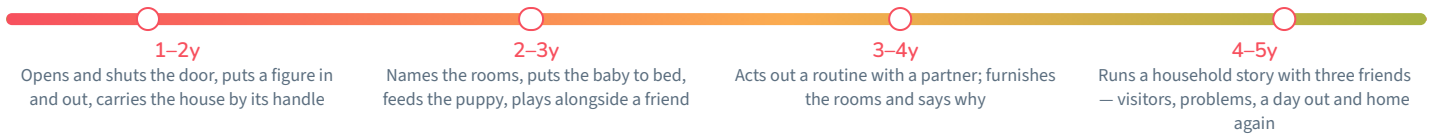
The garden

Weather and seasons



Learning through play

ONE SET, FIVE YEARS OF PLAY



FOUR WAYS TO USE THE SET

- Solo discovery — 12 months+**
The house on the floor with one figure. Door, handle, garden. Enough for a long while.
- Adult-led pair — 2 years+**
Furnish a room, put the baby to bed. The adult asks where and why; the child decides.
- Small group — 3–5 years**
A day at home or a visitor at the door with one figure each. Three children round one house works well.
- Continuous provision**
The heart of the home corner. Add the Family Set and the Emergency Vehicles Set and the house becomes the place every story returns to.

IN THE SETTING

- No small parts; figures 12.5 cm; safe for teething
- Wipe clean; table, chair and figures can be washed
- Closes with everything inside; carry handle for children
- Every figure available singly — replace one, not the set

WHAT TO LOOK FOR

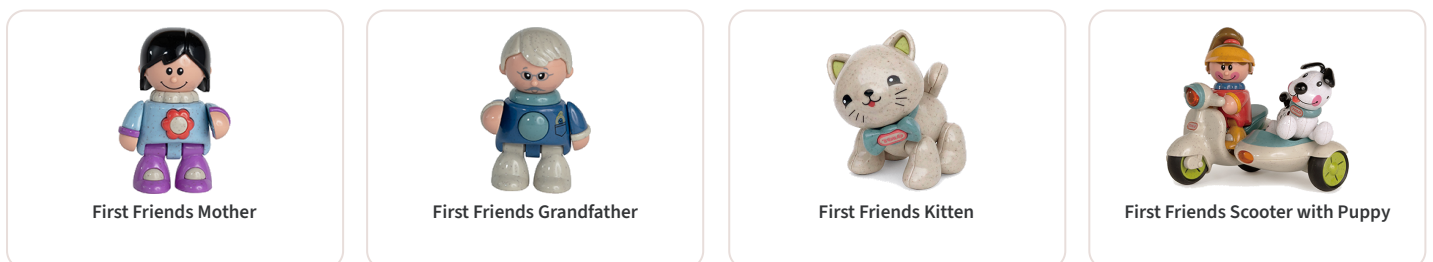
- ☐ Does the child open the door to look for a hidden figure?
- ☐ Does the child act out a routine in order and retell it?
- ☐ Does the child link hot and cool, sun and shade, with a reason?
- ☐ Can the child name the rooms and place the table and chair with a reason?
- ☐ Does the child greet, offer and ask when a visitor arrives?
- ☐ Does the child talk about how a figure feels and what would help?

AREAS OF LEARNING

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

EXTEND THE SET

Complete the family, add a pet and give them somewhere to go — the same figures fit every First Friends vehicle.



1 Open the Door

12–24 months
1 child + adult

YOU WILL NEED

The house and one figure.

WHAT TO DO

1. Knock on the door. Say "knock knock". Open it. Say "hello!"
2. Put the figure inside. Close the door. Say "bye bye".
3. Let the child open the door and find the figure. Celebrate.
4. Swap: the child hides the figure, you knock and find it.

LEARNING FOCUS

Fine motor

In and out

Object permanence

First words

Easier — Leave the door ajar so it opens with a light push.

Harder — Hide the figure in a named room — "is she in the kitchen?"

WATCH FOR

Does the child look for the figure behind the closed door? Expecting it to still be there is object permanence — and knocking before opening is a routine learned.

2 Where Does It Go?

2–3 years
1–2 children + adult

YOU WILL NEED

The house with its table and chair, emptied out.

WHAT TO DO

1. Name the rooms together, pointing. Slide the garden out and name it too.
2. Hand over the table. "Where does it go?" Let the child place it.
3. Then the chair, the cot and each figure. Ask "why there?" now and then.
4. When the house is full, put the family in and ask who sleeps where.

LEARNING FOCUS

Vocabulary

Position words

Reasoning

Sorting

Easier — Adult names the room before handing over the piece.

Harder — Put something in the wrong room on purpose and see who notices.

WATCH FOR

Listen for 'in', 'on', 'next to', 'upstairs'. A child who explains why the bed is in the bedroom is reasoning about function, not just copying.

3 Morning to Bedtime

2–4 years
1–3 children + adult

YOU WILL NEED

The house, table and chair, all the figures and the puppy.

WHAT TO DO

1. Everyone is asleep. "It's morning — who wakes up first?"
2. Breakfast at the table, out to the garden with the puppy, back in for lunch.
3. Bath, story, baby in the cot, lights out.
4. Ask "what did we do first? Then what?" and let each child tell a part.

LEARNING FOCUS

Sequencing

Routines

Role play

Time words

Easier — Three scenes only: breakfast, garden, bed.

Harder — Something goes wrong — the puppy gets out, the baby won't sleep. How does the family solve it?

WATCH FOR

Can the child retell the day in the order it was played? Adding a problem and solving it is the beginning of plot.



4 Visitors

3–5 years
2–4 children + adult

YOU WILL NEED

The house and family. One or two extra First Friends figures as visitors.

WHAT TO DO

1. The family is at home. A visitor knocks. "Who could it be?"
2. The child at the door decides: grandma, a friend, the postman. Greet them.
3. What do we do with a visitor? Offer a drink, show the garden, play a game.
4. Say goodbye and wave. Swap roles and knock again.

LEARNING FOCUS

Social play

Greetings

Turn taking

Imagination

Easier — Adult is the visitor and models the greeting.

Harder — The visitor needs something — has lost a dog, is hungry, is new to the street.

WATCH FOR

Listen for greetings, offers and questions given to the figures. Hosting a visitor is a rehearsal of social rules in miniature.

5 Warm Sun, Cool Air

3–5 years
1–3 children + adult

YOU WILL NEED

The house with its garden and air conditioner. A few small scraps of paper or cloth to wave as a breeze.

WHAT TO DO

1. Point to the air conditioner. "What is this for?" Talk about keeping a room cool on a hot day.
2. Point to the roof panels. "What are these for?" Talk about where light and warmth come from.
3. Slide the garden out. "What could we grow here?" Plant a leaf and water it with a pretend can.
4. Put the puppy in the garden. Why does the puppy like the sun? Where will it go when it is hot?

LEARNING FOCUS

Understanding the world

Weather

Vocabulary

Reasoning

Easier — Air conditioner only: hot day, cool room.

Harder — Ask what the family does on a cold day, and which part of the house helps.

WATCH FOR

Does the child link a cause to an effect and say so? 'It is hot, so the puppy goes inside' is real reasoning.

6 The Baby Won't Sleep

3–5 years
2–3 children + adult

YOU WILL NEED

The house, the cot, the baby and two family figures.

WHAT TO DO

1. Bedtime. The baby is in the cot and crying. "What could be wrong?"
2. Let each child suggest one thing and act it out — hungry, too hot, wants a story, misses the puppy.
3. Try each idea with the figures. Decide together what works.
4. Ask "how does the dad feel? How does the baby feel now?"

LEARNING FOCUS

Empathy

Problem solving

Feelings

Role play

Easier — Two ideas only, suggested by the adult; the child picks one.

Harder — Nothing works the first time — what would you try next?

WATCH FOR

Listen for children reasoning about the baby's needs rather than their own. Naming the parent's feeling as well as the baby's is a real step in perspective-taking.

