



Craft School: Jasleen's Challenge

EYFS Toolkit

For ages 3-5

26/27

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Craft School

1.1 Welcome to Craft School

Craft School is the nationwide craft challenge, open to all learners from Early Years Foundation Stage to Key Stage 4 (ages 3-16). Each year, we invite learners to create their own 3D work in response to a creative brief.

Underpinned by our Make First approach, learners take the lead in an open-ended craft process, exploring materials and making their own decisions about their work. By thinking through making and taking creative risks, they build practical skills and develop their voices as makers.

At the end of the programme, learners will submit their work to be featured in the Crafts Council's online gallery, recognising the journeys, discoveries and learning that have taken place through making.

Every participant will receive a Craft School certificate and digital badge.

This year Craft School is available through our **new membership**, this new offering creates space for us to gather all our support and resources for educators together. Membership gives you access to all current and previous Craft School resources, our Make First pedagogy and exciting new opportunities to come such as our Collections Box- a handling collection of the nation's contemporary craft.



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1.2 Make First

Make First is Crafts Council's craft education pedagogy, or method of teaching. We've examined our work with learners, teachers and maker educators to pinpoint what's special about craft learning and packed it all into the Make First approach.

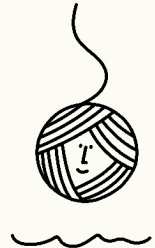
Make First is a learner-driven approach that empowers children and young people to follow their curiosity, explore materials, make decisions about their work, and develop their voice as makers.

The key principles of Make First are:

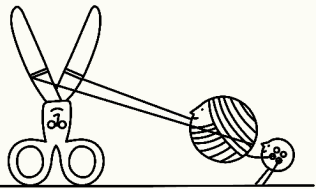
- Make First is playful and open-ended; enjoy the making and don't focus on the final outcome
- Dive straight into making! Pick your materials and have a go
- Explore your interests and develop your voice as a maker
- Tweak and tinker with materials to develop your ideas
- Start again, work on several things at once or repeat the same thing with different materials
- Fail and try again to become a braver maker
- Make First is about the joyfulness and pleasure that comes from making
- Build skills and knowledge from your interactions with materials and the physical world
- Learn together as a community

**What is
the make first
approach?**

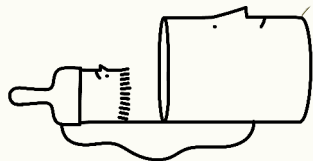
what is make first?



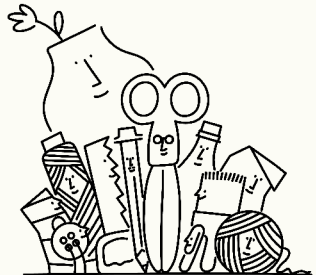
Dive straight into making!
Pick your materials and have a go



Experiment with materials to
develop your ideas



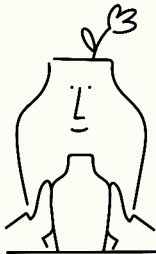
Fail and try again to become
a braver maker



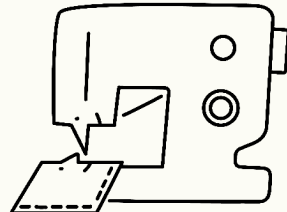
Learn together as a community



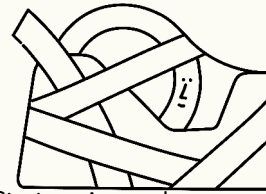
Make First is playful and open-ended;
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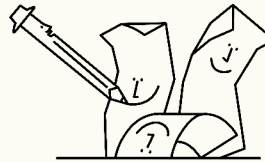
Explore your interests
and develop your
voice as a maker



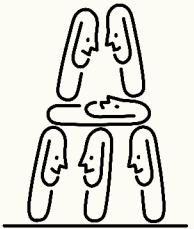
Build skills and knowledge from
your interactions with materials
and the physical world



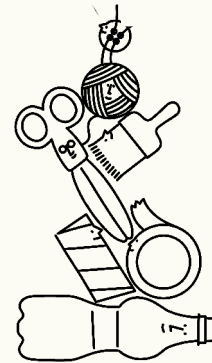
Start again, work on several
things at once or repeat the same
thing with different materials



Make First is about the joyfulness and
pleasure that comes from making



Make First can be
scaffolded by discovery
resources, challenges or
technical drawings



Make First can support a
range of learning outcomes
across the curriculum



Make First is supported through a
classroom environment that encourages
collaboration and supports learners to
make their own choices

make first in your school



Photo: Amy Leung

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The Challenge

2.1 Timeline Overview

Launch Event: September 2026

Online CPD Programme: September 2026 – March 2027

Online Educator Forums: October 2026 – May 2027

Submission Deadline: May 2027

Online Gallery: June 2027

2.2 The Programme Overview

We're committed to supporting educators and facilitators throughout their Craft School journey. Here's what's available to help you make the most of the programme:

- Resource Hub
- CPD Programme
- Monthly Educator Forums



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Resource Hub

Access our free Resource Hub, where you'll find a range of materials to support your delivery and engagement with Craft School.

Watch our CPD films with Maker Champion Jasleen Kaur as she shares her creative process and sources of inspiration. These videos are a great way to explore the brief and spark ideas with your learners.

CPD Programme

Craft School: Jasleen's Challenge offers a free programme of live online CPD sessions designed to deepen your practice and develop your understanding of the Make First approach. Each session begins with a previous Craft School participant sharing their experience of the programme, followed by a craft expert introducing their practice in relation to this year's theme, Community. You'll then take part in a hands-on Make Along led by a maker, before ending the session with a Q&A and group discussion.

Together, these sessions provide practical, material-led approaches that you can adapt and take back into your own educational setting.

Monthly Educator Forum

Join colleagues from across the country and the Crafts Council Learning Team for dedicated Educator Forum sessions. These forums provide a space for educators and facilitators to connect, share practice and discuss their progress with the challenge.

Some forums are tailored to specific age groups, while others are open to all.

For more information, please refer to the accompanying document, which includes all the key dates and more detailed information about the programme.



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2.3 About our Maker Champion

Jasleen Kaur is an interdisciplinary artist whose work explores community, cultural memory, inherited traditions, and ideas of belonging, often using everyday objects to challenge dominant narratives. Her Turner Prize-winning installation, *Alter Altar*, reflects on traditions and histories, examining how culture is inherited and reimagined.

Having trained in jewellery and silversmithing, making is an important element of Jasleen's practice. In 2011, works from her *Tools for Living* series were acquired into the Crafts Council's Handling Collection.



Photo: Robin Silas

2.4. The Brief

For this year's challenge, Jasleen Kaur invites learners to use craft and making to explore the theme of **Community**.

Educators and learners will be working together to reflect on the communities they are part of, whether personal, local, global, or digital, and express their ideas through craft.



Young people at Crafts Council Handling Collection with Jasleen Kaur's Carpet/brush from Tools of Living series
Photo: Elijah Serumaga

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Digital Badging

When your pupils take part and submit their work, they'll receive a Digital Badge and paper certificate issued by the Crafts Council.

Digital Badges are a verified, shareable record of achievement — a small digital certificate that carries proof of what your pupils have learned or accomplished.

These badges are embedded with information about who issued it, what criteria were met, and when it was earned, so anyone who views it can confirm it's genuine with a single click.

Ideal for a CV, website or email signature it's a lasting piece of evidence they can carry with them: something to point to in a portfolio, a college application, or a conversation about what they've made and why it mattered.



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EYFS

4.1 Craft School: Jasleen's Challenge at Early Years Foundation Stage

Craft plays a central role in Early Years practice, and Craft School supports practitioners to develop their craft education skills and celebrate their own achievements and those of their learners.

Taking part in Craft School directly supports and enriches the learning and development in all seven areas of the **Early Years Foundation Stage (EYFS)**, with a focus on child-led and child-centred learning. Through hands-on craft activities, learners are encouraged to explore and develop at their own pace, taking the lead in their creative processes.

Prime areas of learning

Communication & Language:

Learners describe their processes and express ideas.

Physical Development:

Fine and gross motor skills are enhanced through making.

Personal, Social & Emotional Development:

Collaboration builds confidence and social awareness.

Specific Areas of Learning

Literacy & Oracy:

Space for questioning, storytelling, and peer conversations strengthens oracy skills. Supporting learners to engage with a variety of materials and textures also enhances their



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curiosity, imagination, and ability to describe, narrate, and express emotions through language.

Mathematics:

Learners develop early numeracy through pattern-making, counting, measuring, and comparing shapes, spaces, and quantities.

Understanding the World:

Learners explore materials, tools, and traditions, with a focus this year on community, collaboration, and belonging.

Expressive Arts & Design:

Creativity grows through colour, texture, and imaginative expression.

Craft School uses the Make First pedagogy, placing children at the centre of learning. With no fixed outcomes, learners are free to respond in their own way, express ideas and

3.2 What to make?

Our brief, based on our Make First pedagogy, is intentionally open-ended! You and your learners can create anything in response to the theme of community.

While the scheme of work in this toolkit includes some ideas, you're encouraged to explore your own approach as well. This challenge will unfold over several sessions, allowing time for experimentation, learning from mistakes, and skill development.

We ask you to document the process so we can clearly see the journey your learners have taken. As this challenge focuses on making and learning through process, your documentation will help evidence your learners development.



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4.3 Schemes of Learning for EYFS

This scheme of learning is intended as a starting point rather than a sequence of lessons to be followed exactly. The activities introduce learners to the Craft School theme of **Community** through the **Make First** approach, where exploration begins with materials, curiosity and play. We encourage educators to respond to learners' interests, allowing ideas to develop through conversation, experimentation and making. The suggested questions and activities are intended to spark enquiry rather than lead learners towards a single outcome.

Rather than beginning with definitions, invite learners to explore what community means through conversation, observation and making. Encourage them to notice, collect, build, draw and talk about the people, places and objects that help them feel connected.

You might begin by asking

- What is a community?
- Who are the people who care for you?
- Where do you feel a sense of belonging?
- What places are important to you?
- What brings people together?
- How can we care for one another?

Communities take many forms. They may be connected through place, culture, language, traditions, interests or shared experiences. Exploring these different kinds of communities helps learners recognise the many ways people come together, support one another and shape the world around them.



Photo: Elijah Serumaga



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TOP: Jasleen Kaur in her studio

Photo: Elijah Serumaga

BOTTOM: Turner-Prize winning Alter Altar

Understanding community helps us recognise the different ways people come together, support one another, and create shared experiences. Some communities come together because they live near each other, sharing spaces like schools, parks, libraries, places of worship, or community centres. Others may be connected by family, immediate or extended, including guardians, caregivers, and wider support networks.

Some communities are spread far apart, connecting online or through shared interests and ideas. There are also communities that exist across borders, linked by history, heritage, or traditions. In *Alter Altar* (2023), Jasleen Kaur uses found objects to explore how traditions are inherited and reimagined.



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Communities can be built around shared culture, language, religion, or perspectives. They may also form through activities like singing, sport, dancing, playing, or sharing food. While communities often unite around similarities, they also embrace differences.

For younger learners in EYFS, you may want to start by exploring the idea of family, including extended family, guardians, and those who care for us. Encourage learners to think about places where communities gather, such as libraries, places of worship, parks and local meeting spaces.

You might begin by asking questions like:

- What is a community?
- Who is in your family and who else helps to take care of you?
- Where do you feel a sense of belonging?
- What brings people together: traditions, spaces, events, food, celebrations?
- How can we build a strong community through helping, sharing, or learning together?



In Jasleen's studio, works with
Photo: Elijah Serumaga

	Focus	Activity	Discussions and Questions	Areas of learning and development	Resources (suggestions)
1.	What is community?	Collage and Community Either take a walk around your local community or show learners pictures of their local area. Ask them to list all the different places they can see or notice (e.g. school, park, shops). Discuss who they may meet in these places. As a group, create a “community web.” You can explore community mapping through stories like ‘Martha Maps It Out’ by Leigh Hodgkinson. Learners can build their community using junk modelling and materials found in the recycling bin. This could include milk cartons, cardboard, straws, bubble wrap. You may wish to show your learners several ways to compile their junk modelling, but allow them to follow their own curiosity with materials and different methods.	I say, you say: ‘Community’. What does community mean? Where have you heard that word used before? Explain: A community is a group of people who come together, sometimes helping, making and looking after each other. Give examples: “Your family is a community because you live together and care for each other.” “Your nursery or learning space is a community because we learn, play, and help one another.” “Our neighbourhood is a community because we have people like shopkeepers, doctors, teachers, and friends who all work together.” Ask, “Who helps us in our community?” and let learners share their thoughts. Encourage learners to use key words in context: “This is my community because...” “I can see a (shop, school, park) in my community.” “This feels (bumpy/smooth/soft/hard).” “I am using (scissors/tape/glue) to...” “This colour is (red/yellow/blue) and it reminds me of...”	Learners to identify and understand their community. This helps with fine motor skills, hand-eye coordination, and creativity.	Card, cardboard, boxes, paper, envelopes, bubble wrap, wrappers, foil Scissors, tape, glue, string. Found objects including: spoons, buckets, things from the garden, fabrics, buttons, sellotape, masking tape, leaves, sticks, stones, toothbrushes, old cloth/clothes. Dried food – spaghetti, lentils, peas. Hands and feet

	Focus	Activity	Discussions and Questions	Areas of learning and development	Resources (suggestions)
2.	Piecing community together	Jasleen's Tools for Living Watch Jasleen's video. You can also show learners pictures of Jasleen's Tools for Living: https://jasleenkaur.co.uk/tools-for-living Using a variety of objects and materials on the tables, ask learners to combine two objects together to make something new that might be useful in their community or for somebody they know.	Discuss: What can you see in these photos? What do you think these objects are made of? Where might you find these tools? How are these tools used in our communities? Encourage learners to name and describe objects: "I am using (scissors, tweezers, pencil, paint) to..." "This texture feels (bumpy, smooth, rough, soft)." "This colour is (red, yellow, blue) and it makes me think of..." Names of equipment i.e. scissors, tweezers, pencil, paint. Texture vocabulary i.e. bumpy, smooth, rough, fluffy, sticky, squishy, slimy, hard.	Expanding vocabulary related to tools, textures, and colours. Encouraging descriptive language. Fine motor skills (cutting, arranging, gluing).	Found objects including: spoons, buckets, things from the garden, fabrics, buttons, sellotape, masking tape, leaves, sticks, stones, toothbrushes, old cloth. Dried food – spaghetti, lentils, peas. Hands and feet.
3.	My favourite place in our community	Patterns and colours Patterns and colours help tell stories about where people come from and what's important to them. Different places, communities and cultures have special colours and designs in clothes, objects, and celebrations. These patterns help us remember and share our history and traditions. Present learners with different fabrics. If this isn't accessible to you, you may choose to show lots of different patterns on a digital whiteboard or tablet as an alternative. Allow learners to explore the patterns they can find in different cultures around the world. Encourage them to freely explore different shapes and patterns to develop their ideas on how to use them and what to create.	Encourage learners to describe and make personal connections: "My favourite place is (a country, the park, a shop, home, school) because..." "Patterns I see are..." "This pattern looks like..." "I used this shape because it reminds me of..." "I like this texture because it feels..."	Explore individual connections to their community. Developing early mark-making skills. Enhancing fine motor control and hand strength. This introduces learners to textures and shapes while enhancing their motor skills.	Materials to print on – this can be recycled boxes. One idea can be to deconstruct cereal boxes; once learners have printed on them, you can reconstruct the cereal box to have a box of their patterns. Sponges, potatoes, rubber stamps, paint A selection of patterned fabrics.

	Focus	Activity	Discussions and Questions	Areas of learning and development	Resources (suggestions)
3.		Stamping and printmaking patterns Use patterns from communities identified in the previous activities as inspiration. Offer learners a variety of objects. Allow them to experiment with stamping, layering and ordering these objects (objects can include sponges, potatoes, or rubber stamps to create patterns found in their own community). Use tools to cut out simple patterns and choose colours they feel drawn to. They could even layer patterns to create new designs.			
4.	Community Helpers	Community activities What do we do in our communities? (e.g. shopkeeper, firefighter); craft simple props that may be needed in your communities. Cutting and pasting Using scissors to cut out shapes and sticking them onto paper. Cutting helps to strengthen hand muscles and coordination. Learners develop their own ideas and then decide which materials to use to express them.	Encourage structured conversation and role-play: “How can I help you today?” “I am a... (shopkeeper/firefighter/doctor), and my job is to...” “In my community, I see people who...” “I need to cut this shape to make...”	Developing storytelling and role-play skills. Strengthening social interaction and turn-taking in conversation. Improving scissor skills and hand coordination.	Found objects including: spoons, buckets, things from the garden, fabrics, buttons, sellotape, masking tape, leaves, sticks, stones, toothbrushes, old cloth. Dried food – spaghetti, lentils, peas. Hands and feet.
5.	Making Together	Clay In this lesson, learners can use air-drying clay or playdough to create models or abstract ideas. They can explore different textures, combine materials, and develop their fine motor skills through shaping, rolling, and pressing. The activity can be done individually or in groups	Explain and reflect on their work: “I am making (these can be abstract: fun, happiness, jumping, or literal: a house, a bus, a tree) because...” “I chose this shape because...”	Develop collaboration and fine motor skills by representing their community. Enhancing collaboration and teamwork.	Clay, mud, sand Or make your own clay by mixing: baking soda 2 cups, cornstarch 1 cup, water 1¼ cups. Stir in a pan on low– medium heat for 5 minutes until it comes together. Cover with an old cloth/t-shirt

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5.		fostering collaboration and teamwork. Learners can reflect on their creations by explaining their choices and the meaning behind their models, whether abstract or literal.	"I used (rolling, pressing, shaping) to create..." "My model represents..."	Strengthening fine motor skills through shaping and pressing. Encouraging descriptive and expressive language.	until it cools (approx. 20 mins). Once cool, knead until smooth and ready to use. Salt dough recipe is also a great alternative.
6.	Weaving community together	Weaving Learners will explore weaving using a variety of materials to understand how different cultures use textiles to tell stories and build community. This activity encourages fine motor skills, creativity, and collaborative learning. To begin with, learners can start by weaving pieces of paper and card. Show images of woven textiles from around the world. Discuss how weaving is a traditional craft used to tell stories and connect people. Let learners touch and explore the different weaving materials, describing textures and colours. Encourage learners to weave strips of paper, card, fabric and yarn through the large frame, working together to create a collaborative weaving piece. No strict pattern is needed – just playful exploration! Threading beads Using string and beads to make necklaces or bracelets.	Introduce some key words: Weaving – "Weaving is when we go over and under with our materials to make something." (Demonstrate weaving using paper strips.) Pattern – "A pattern is something that repeats again and again, like stripes on a zebra or spots on a ladybird." Texture – "Texture is how something feels when we touch it. It can be soft like a teddy bear, rough like tree bark, or bumpy like a Lego brick!" Thread – "A thread is a long, thin piece we use for sewing or weaving, like a piece of string or wool!" Fabric – "Fabric is what our clothes are made of! It can be soft, smooth, or even fuzzy." Traditional – "Traditional means something that people have done for a very long time, like special dances, foods, or crafts!" Recycle – "Recycle means using something again instead of throwing it away."	Strengthening coordination and pattern recognition. Enhancing problem-solving through creative exploration. Connecting with nature and community identity.	A large wooden or cardboard frame with string or netting stretched across (as the weaving base). You can weave with anything! E.g. strips of fabric, ribbon, wool, paper, natural fibres, recycled materials. The more unusual it is, the more playful it is for the learners. Examples of woven textiles from different cultures e.g. Ghanaian kente cloth, Peruvian textiles, Native American basket weaving, cloth and patterns from India and Pakistan. Books or storytelling about weaving and community. Crafts Council weaving video (designed for KS4, with lots of ideas to adapt for EYFS): https://youtu.be/gjx8Rad4LA8

	Focus	Activity	Discussions and Questions	Areas of learning and development	Resources (suggestions)
7.	Homes in our community	Building and den making Every community is full of different homes and buildings – houses, flats, places of worship, libraries, shops. Take a walk or look at pictures of buildings in your local area and around the world. Notice shapes: doors, windows, roofs, towers. Learners construct their own homes and buildings using boxes, blocks, tubes and recycled materials, working at any scale – from tiny homes for toy figures or minibeasts to child-sized dens they can sit inside. Offer fabric, pegs, tape and large boxes for den building indoors or outdoors. Follow the learners’ lead: some may build one detailed home, others may join structures together to make a whole street or village. Encourage them to think about who lives in their buildings and how the buildings sit next to each other, just like in a real community.	Who lives in your building? What do they need inside their home? What shapes can you see in the buildings around us? How could we join our buildings together to make a street? Encourage learners to use positional and construction language: “My house is next to/behind/on top of...” “I am balancing/stacking/joining...” “My roof is (pointy/flat/curved) because...” “Inside my den it feels...”	Understanding the World: noticing features of their local environment and different types of homes. Mathematics: shape, space, size, position and balance through construction. Physical Development: gross motor skills through large-scale den building; fine motor skills through joining and taping. PSED: negotiating, sharing space and materials, and building together.	Cardboard boxes of all sizes, tubes, egg boxes. Wooden blocks or crates. Fabric, old sheets, pegs, string. Tape, glue, scissors. Small world figures or animals. Pictures of homes and buildings from your local area and around the world. Story suggestion: ‘The Three Little Pigs’ or ‘A House for Hermit Crab’ by Eric Carle.
8.	Food that brings us together	Celebration and food craft Food is at the heart of many communities – sharing meals, celebrations and traditions. Talk about the foods learners enjoy with their families and at celebrations (birthdays, Eid, Diwali, Christmas, Lunar New Year, harvest, street parties). Learners make their own pretend food using playdough, salt dough, clay, felt, paper and recycled materials – anything from a family favourite meal to food for a giant class celebration. They can roll, cut, squash, layer and decorate.	What food do you like to eat with your family? Who makes it? What do people eat at celebrations? Have you been to a party or a special meal? Who would you invite to our feast? How can we make sure everyone has a place?	PSED: sharing, turn-taking and celebrating similarities and differences between families. Communication & Language: talking about home experiences, traditions and preferences.	Playdough, salt dough or clay Felt, paper, card, tissue paper. Paper plates, cups, fabric for tablecloths. Recycled packaging (clean food boxes, cartons). Rolling pins, cutters, child-safe knives

	Focus	Activity	Discussions and Questions	Areas of learning and development	Resources (suggestions)
8.		Set up a shared table or picnic blanket and invite learners to lay their food together for a class 'community feast'. They could also craft plates, cups, tablecloths or invitations. End with a role-play celebration where everyone shares what they have made and who they would invite.	Encourage descriptive and social language: "My food smells/looks/feels..." "I made this for... because..." "At my house we eat..." "Would you like some...?"	Understanding the World: learning about different cultures, festivals and food traditions. Physical Development: rolling, pinching, cutting and shaping to strengthen hands and fingers.	Pictures of celebration foods from different cultures. Story suggestions: 'The Tiger Who Came to Tea' by Judith Kerr, 'Handa's Surprise' by Eileen Browne.
9.	Nature's community	Outdoor making with natural materials Communities aren't just people – plants, birds, minibeasts and animals live together in nature too. Go on a nature walk in your outdoor area, local park or garden. Collect fallen leaves, sticks, stones, petals and seeds (talk about only collecting what nature has dropped). Learners create with their found treasures: arranging land art patterns and pictures on the ground, building minibeast hotels or bird nests, or pressing natural objects into clay to make texture tiles. Show images of artists who make with nature, such as Andy Goldsworthy, to spark ideas. This can be revisited across the seasons – learners notice how their outdoor community changes and how their materials change too. Photograph the work before the weather changes it, and talk about how some art doesn't last forever!	Who lives in our outdoor space? Where do they make their homes? What did you find? Where do you think it came from? How does it feel/smell? Is it heavy or light, rough or smooth? How can we look after the living things in our community? Encourage learners to sort, compare and describe: "I found..." "This leaf is bigger/smaller than..." "I am making a pattern with..." "The minibeasts need... to feel safe."	Understanding the World: exploring the natural world, seasons, habitats and caring for living things. Mathematics: sorting, comparing, counting and pattern-making with natural objects. Expressive Arts & Design: creating with natural colour, shape and texture. Physical Development: gross motor movement outdoors; careful placing and balancing of small objects.	Collecting bags or baskets Natural found materials: leaves, sticks, stones, pinecones, petals, seeds, conkers, shells. Clay or playdough for pressing textures. Magnifying glasses A camera or tablet to photograph the work. Images of land art (e.g. Andy Goldsworthy). Story suggestions: 'Leaf Man' by Lois Ehlert, 'Stanley's Stick' by John Hegley

	Focus	Activity	Discussions and Questions	Areas of learning and development	Resources (suggestions)
10.	Gifts for our community	Making to give Making something for someone else is a powerful way to show care and connection – a key idea in Jasleen’s work, where everyday objects carry meaning for the people who use them. Talk about people who help us or who we care about: family members, friends, neighbours, lunchtime staff, the postal worker, a local care home. Learners choose a person and make them a gift using any materials and techniques from the challenge so far – a woven bookmark, a printed card, a clay pot, a junk-model tool, a threaded bracelet. The choice of what to make, and who for, belongs to the learner. Learners can also make wrapping paper by printing or mark-making on large sheets of paper, and practise wrapping and tying. If possible, arrange for the gifts to really be given – invite family members in, or deliver gifts to people around your setting.	Who are you making your gift for? What do they like? How do you think they will feel when they receive it? How does it feel to give something you have made yourself? Encourage learners to talk about care and kindness: “I am making this for... because...” “They help me by...” “I chose this colour/material because they like...” “Giving my gift made me feel...”	PSED: empathy, kindness and thinking about the needs and feelings of others. Communication & Language: explaining choices and expressing feelings. Expressive Arts & Design: applying skills and techniques learned across the challenge with independence. Physical Development: wrapping, folding, tying and fastening to develop fine motor control.	A free choice of materials from previous sessions: clay, paper, card, fabric, wool, found objects, printing tools. Large sheets of paper for printed wrapping paper. Paint, sponges and stamps. Ribbon, string, wool for tying Scissors, tape, glue. Story suggestions: ‘The Giving Tree’ by Shel Silverstein, ‘Extra Yarn’ by Mac Barnett
11.	The sounds of our community	Making musical instruments Every community has its own sounds – music, voices, traffic, birdsong, bells, celebrations. Take a listening walk around your setting or local area, or listen to recordings of community sounds. What can learners hear? Which sounds do they like? Learners make their own instruments from recycled materials: shakers from bottles and tubs filled with dried food or beads, drums from tins and boxes, rain sticks from tubes, scrapers from corrugated card.	What sounds can you hear in our community? Which is your favourite? What happens if we put more/fewer things inside the shaker? Is your sound loud or quiet, fast or slow? How do we play together so everyone can be heard?	Expressive Arts & Design: exploring sound, rhythm and performing together. Communication & Language: listening attentively, following and giving instructions. Mathematics: comparing more/less, loud/quiet, fast/slow; counting beats.	Clean recycled containers: plastic bottles, tubs, tins, boxes, cardboard tubes. Fillings: dried food (rice, lentils, pasta), beads, buttons, small stones. Corrugated card, lolly sticks, elastic bands.

	Focus	Activity	Discussions and Questions	Areas of learning and development	Resources (suggestions)
11.		Encourage them to experiment – how does the sound change with different fillings or sizes? Decorate the instruments with paint, paper and pattern, then come together as a ‘community band’. Play loudly, softly, quickly and slowly; take turns to lead; and celebrate the music you can only make together.	Encourage sound vocabulary: “My instrument sounds (loud/quiet/rattly/bangy)...” “When I shake it fast...” “I can hear...” “Let’s all play together when...”	PSED: turn-taking, leading and following as part of a group.	Tape, glue, scissors. Paint and paper for decorating Recordings or videos of music from different cultures and community celebrations.
12.	Our community of makers	Curating and celebrating In this final session, learners look back on everything they have made and become curators of their own exhibition – just like the Crafts Council’s online gallery they will be part of. Lay out photographs and pieces from across the challenge and give learners time to revisit, handle and talk about their work. Together, decide how to display the work: on tables, shelves, fabric, or hanging. Learners choose which pieces to show, make labels or drawings to go with them (adults can scribe their words), and craft decorations such as bunting or paper chains where every learner adds a piece – one more way of making together. Invite families, other classes or members of your community to visit the exhibition. Learners act as guides, showing visitors their work and telling the story of what they made and discovered. Use this session to gather your documentation and celebrate before submitting to the online gallery.	Which piece of work are you most proud of? Why? What was tricky? What did you do when it went wrong? What would you like to make next? Who shall we invite to see our work? Encourage reflective language: “My favourite thing I made was... because...” “I learned how to...” “At first I couldn’t... but then I...” “I want to show my (mum/friend/teacher) my... because...”	PSED: pride, confidence and celebrating their own achievements and those of others. Communication & Language: recalling, sequencing and narrating their making journey to an audience. Literacy: early writing and mark-making through labels and signs. Characteristics of Effective Learning: reviewing how they persisted, took risks and had their own ideas.	Learners’ work and photographs from across the challenge. Card and pens for labels and signs (adults to scribe learners’ words). Paper, scissors and string for bunting and paper chains. Tables, shelves or fabric for display. A camera or tablet to document the exhibition for your Craft School submission. Invitations made by learners for families and visitors



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Resource list

This is a resource list that includes items that can be found and used in many different ways. While it is extensive, you are not limited to these materials. Be creative, resourceful, and mindful of our environment! Here are some suggestions, but feel free to explore beyond them.

Human- Made Objects

Card
Cardboard
Boxes
Paper
Bubble wrap
Foil
String
Found objects: Spoons, buckets, fabrics, buttons

Old cloth
Dried food: Spaghetti, Lentils, Peas
Materials to print on (e.g. recycled boxes, deconstructed cereal boxes)
Strips of fabric, ribbon, wool, paper, natural fibres, or recycled materials

Natural Objects

Leaves
Potato
Sticks
Stones
Hands and Feet
Clay
Mud
Sand

Tools

Using a variety of tools helps learners explore different materials and techniques, fostering creativity and skill development. These tools are simply suggestions. Lots of things can be used as tools!

Scissors
Pegs and Clips
Ribbons (soft and colourful)
Old T-shirts (for cutting and weaving)
Beads (large and colourful for threading)
Large needles (plastic, blunt tip)
Pots and Buckets (for collecting materials)
Magnifying Glasses (for exploring textures)

Wooden or Carboard frames (for weaving)
Rubber Stamps (for printmaking)
Sponges and Potatoes (for stamping)
Clay (air-drying or playdough)
Playdough Tools (rolling pins, cutters, moulds)
Plastic or Wooden Tweezers (for handling small items)
Tape (for securing materials)



Photo: Amy Leung

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Sharing your work

5.1 Submissions

We invite everyone who took part in Craft School to submit their work so it can be recognised and celebrated as part of this national showcase. All submissions will be featured in the Craft School Online Gallery.

Work should be submitted by **May 2026**

5.2 The Submissions Process

The submission is made up of 3 parts:

PDF - Learners' Journey

Questionnaire - Educators Statement

3 Images

PDF- Learner's Journey

Craft School is all about the learning journey, and we want to see how your learners have engaged with the brief and the Make First approach. The Learning Journey will show



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us how your learners have followed their interests, developed their voices as makers, experimented with ideas, started again, or tried different materials.

Please compile all evidence of their learning journey into a single PDF. This will be adapted to suit your group, their age, needs and abilities. Evidence may include: Photos of the learners working, their different experiments, images of 3D work, Sketchbook pages or annotations.

Questionnaire - Educator Statement

The Educator Statement invites the education provider to reflect on Craft School: Jasleen's Challenge, considering how the Make First pedagogy has informed your delivery and the impact it has had on both your teaching practice and your learners. This is also the stage where your contribution will be considered for the Teacher Award. By sharing how you have embedded Make First into your practice, you will help us celebrate the inspiring work taking place in your learning setting.

3 Images

We will need 3 good quality photos to go up on our website.

Each class or group should submit one entry. We ask that the teacher curates this selection of images to reflect your group's outcomes and experience.

Images should be in jpeg format and no more than 3mb in size.

Please label each of your files using the following format:

'Setting/School Name_Learner Name_Date_Title or Detail Description.jpeg'

For example - St John School_Joe Smith_2024_Blue Play Park.jpeg

Craft School: Jasleen's Challenge - EYFS Toolkit



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Important Note:

We will not seek direct permission for the use of these images.

By submitting these images you are confirming that your school has already obtained consent from parents or carers for any images that include their child to be used in promotional or exhibition materials by organisations working with your school, including the Crafts Council.

Please only name learners you have consent to share names of on the website. Their names will appear alongside the name of their school.

We do not seek direct permission to share these learners names alongside images of their work. **By sharing these names you are confirming that your school has already obtained consent from parents or carers to do so for use in promotional or exhibition materials by organisations working with your school, including the Crafts Council.**

Should you have permission to share the images of a learner but not their name then please replace their name in the image file name with 'Learner 1', using consecutive numbers for subsequent learners where this also applies (e.g., "Learner 2").

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Further Resources

Anti-Racism and Anti-Ableism

Make First is built on the principles of inclusion, social justice, anti-racism, and anti-ableism. It aims to create spaces where all young people feel welcome, valued, and free to create.

We encourage educators to explore the Crafts Council's new resources on [diversity and inclusion](#), available on our website, for practical ideas and further reading on inclusive practice.

You might be inspired by EYFS makers and craft practices including:

- Matt Shaw
- Maddie Broad
- Naomi Reid
- Catherine Rive
- Open Play Early Years
- Alexander Calder
- Tom Hill
- Cathy Miles
- Jo Delafons
- Helaina Sharpley
- Kye Yeon Son
- Yi Crafts
- Donna D'Aquino
- Coralla Maiuri
- Amarjeet K. Nandhra
- Play Pods
- Morgan Stockton

Here are some other makers and artists to inspire you:

- Dima Srouji
- Esna Su
- Woo Jin Joo
- Fernando Laposse
- Sofia Niazi
- Rabbits Road Press
- Portland Inn Project
- Rebecca Davies
- Yinka Shonibare
- Studio Lenca
- Vanley Burke
- Chila Kumari Singh Burman
- Creative Black Country
- Derek Bishton
- Denzil Forrester
- Sandra George
- Julian Germain
- Lady Kitt



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Anti-Racism and Inclusivity further reading:

Early years

The Tiney guide to becoming an inclusive, anti-racist early educator:

[A free guide co-written by Laura Henry-Allain MBE \(creator of JoJo & Gran Gran\) and tiney's Head of Education](#)

The Black Nursery Manager (Liz Pemberton):

[A practical, step-by-step guide to applying anti-racist principles in the early years \(0–7\)](#)

Early Years Alliance: [Equality and inclusive practice](#)

All ages

NSEAD: [Anti-Racist Art Education Action \(ARAEA\) resources and curriculum checklist](#)

National Education Union: [Framework for developing an anti-racist approach 2024](#)

Southbank Centre: [Building inclusive and anti-racist schools](#)

Art UK: [Anti-racism resources, with lesson-ready studies of diverse makers and artists](#)

Leeds Beckett University: [An introduction to anti-racism for school governors and academy trustees the centre for race, education and decoloniality](#)

Disability Arts Online: [Guides, toolkits and webinars on accessibility and inclusive practice](#)

Claire Penketh: [Advancing Anti-ableist Pedagogy in art, craft and design. \(accessible, with a text-to-audio version\)](#)

Shape Arts: [Resources on making art, galleries and creative careers accessible](#)



Jasleen Kaur's Tools for Living series, in Crafts Council Handling Collection
Photo: Elijah Serumaga

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Craft Careers

Craft in the UK

Craft contributes **£3.4 billion** to the UK economy each year, and the wider creative industries are growing twice as fast as the UK economy overall. British craft is in high demand, with skills transforming industries from aerospace to architecture.

Creative Careers

One in every 15 UK jobs is in the creative sector – from design and fashion to film, games, and craft – totalling nearly 2.5 million jobs. These industries are worth £124 billion to the UK economy, more than construction, and have grown by 50% since 2010. In 2006, 11 million people bought craft. By 2020, that number had risen to 38 million, with sales worth £3 billion.

As automation changes the job market, creativity and technical craft skills are becoming even more valuable. Hands-on, artisanal work is expected to grow – not disappear. Our Make First approach builds both practical and essential 21st-century skills like problem-solving, collaboration, and critical thinking. These are vital in any career, especially in self-employment – which is twice as common in the creative industries.

Routes into Craft

There are many ways to enter a craft career: academic and vocational courses, apprenticeships, placements, and learning from master makers.



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Explore Craft Careers

Craft School is a great chance to explore careers in the creative industries.

Use our website and [Discover Creative Careers](#) to challenge outdated ideas about where craft can take you.

Download our [Craft Careers School Pack](#).

Visit our [Craft Careers page](#) for personal insights from makers, practical advice, and over 20 job profiles detailing what to study, skills needed, and career pathways. Each page includes a downloadable PDF.



Crafts Council
44a Pentonville Road
London N1 9BY

www.craftscouncil.org.uk

Registered Charity
Number 280956

Crafts Council is supported
using public funding by
Arts Council England.

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