

**Crafts Council**  
Learning



# **Craft School: Jasleen's Challenge**

## **EYFS Toolkit**

For ages 3-5

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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, which will be celebrated on the Crafts Council's online gallery. Our focus is not on competition, but on celebrating the journey, efforts, and learning that happens throughout the programme.

Every participant will receive a Craft School certificate, along with resources to help you celebrate your learners' Craft School achievements in a way that reflects your unique setting.



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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.

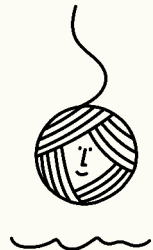
### **The key principles of Make First are:**

- 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

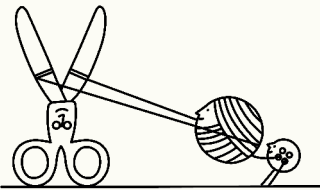


**What is  
the Make First  
approach?**

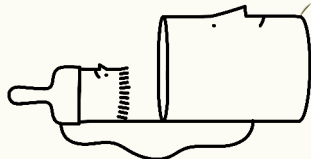
# what is make first?



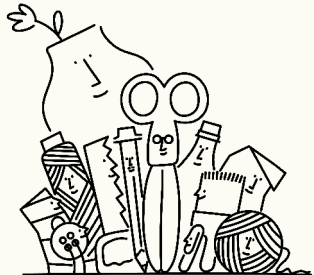
Dive straight into making!  
Pick your materials and have a go



Experiment with materials to  
develop your ideas



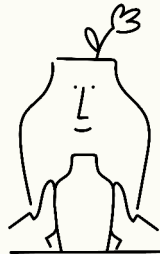
Fail and try again to become  
a braver maker



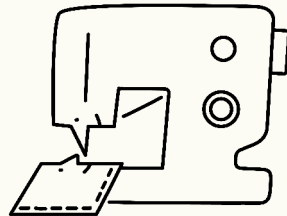
Learn together as a community



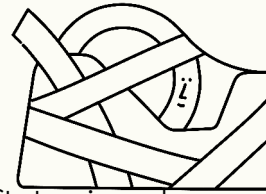
Make First is playful and open-ended;  
enjoy the making and don't focus on  
the final outcome



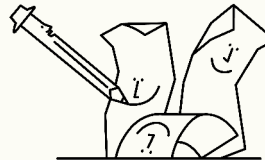
Explore your interests  
and develop your  
voice as a maker



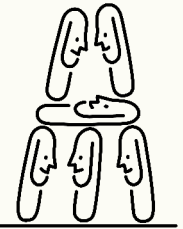
Build skills and knowledge from  
your interactions with materials  
and the physical world



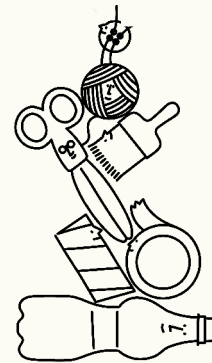
Start again, work on several  
things at once or repeat the same  
thing with different materials



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



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### 1.3 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

### 1.4. 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.





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

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## The Challenge

### 2.1 Timeline Overview

**Launch Event:** Wednesday, 17th September 2025

**Enrolment Deadline:** Friday, 16th January 2026

**Submission Deadline:** April 2026

**Celebration Event:** June 2026

**Online CPD Programme:** September 2025 – March 2026

**Online Educator Forums:** September 2025 – May 2026

### 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 via the Crafts Council website, 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 free live CPD sessions to help you run the challenge, build your skills, and learn more about careers in craft. Each session will feature a past participant sharing their experience, a craft expert introducing their work in line with this year's theme. You'll then take part in a hands-on 'Make Along' led by an artist, and finish with a Q&A and group discussion.

Participants who attend at least 2 out of the 3 CPD sessions will receive a certificate of completion from the Crafts Council, which can be added to their CPD portfolio. All sessions are live and interactive, providing opportunities to engage with both the content and other attendees in real time.

## **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.





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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## EYFS

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

We are pleased to welcome Early Years Foundation Stage (EYFS) settings to Craft School for the first time in 2025. 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 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.

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 choices, and build confidence, autonomy, and resilience.



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## 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 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.



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### 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.

### 3.3 Schemes of Learning for EYFS

To begin exploring the brief and this challenge with your learners, it's valuable to start with some key questions:

- Which communities do you belong to?
- Where do you experience a sense of connection with others?





Photo: Elijah Serumaga



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TOP: Jasleen Kaur in her studio

Photo: Elijah Serumaga

BOTTOM: Jasleen Kaur with Turner-Prize winning *Alter Altar*

Photo: Tate (Oliver Cowling)

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.	<b>What is community?</b>	<p><b>Collage and Community</b></p> <p>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)</p> <p>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.</p> <p>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 allowing them to follow their own curiosity with materials and different methods.</p>	<p>I say, you say: ‘Community’.</p> <p>What does community mean? Where have you heard that word be used before?</p> <p>Explain: A community is a group of people who come together, sometimes helping, making and looking after each other.</p> <p>Give examples:          “Your family is a community because you live together and care for each other.”</p> <p>“Your nursery or your learning space is a community because we learn, play, and help one another.”</p> <p>“Our neighbourhood is a community because we have people like shopkeepers, doctors, teachers, and friends who all work together.”</p> <p>Ask, “Who helps us in our community?” and let learners share their thoughts.</p> <p>Encouraging learners to use key words in context:          “This is my community because...”</p> <p>“I can see a (shop, school, park) in my community.”</p> <p>“This feels (bumpy/smooth/soft/hard).”</p> <p>“I am using (scissors/tape/glue) to...”</p> <p>“This colour is (red/yellow/blue) and it reminds me of...”</p>	<p>Learners to identify and understand their community</p> <p>This helps with fine motor skills, hand-eye coordination, and creativity.</p>	<p>Card</p> <p>Cardboard</p> <p>Boxes</p> <p>Paper</p> <p>Envelopes</p> <p>Bubble wrap</p> <p>Wrappers</p> <p>Foil</p> <p>Scissors</p> <p>Tape</p> <p>Glue</p> <p>String</p> <p>Found objects including:</p> <p>Spoons</p> <p>Buckets</p> <p>Things from the garden</p> <p>Fabrics</p> <p>Buttons</p> <p>Sellotape</p> <p>Masking Tape</p> <p>Leaves</p> <p>Sticks</p> <p>Stones</p> <p>Toothbrushes</p> <p>Old cloth/clothes</p> <p>Dried food – Spaghetti, Lentils, Peas</p> <p>Hands and Feet</p>

	Focus	Activity	Discussions and Questions	Areas of learning and development	Resources (suggestions)
2.	<b>Piecing community together</b>	<p><b>Jasleen's Tools for Living</b></p> <p>Watch Jasleen's video:</p> <p>You can also show learners pictures of Jasleen's Tools for Living.</p> <p><a href="https://jasleenkaur.co.uk/tools-for-living">https://jasleenkaur.co.uk/tools-for-living</a></p> <p>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 you know.</p>	<p>Discuss:</p> <p>What can you see in these photos?</p> <p>What do you think these objects are made of?</p> <p>Where might you find these tools?</p> <p>How are these tools used in our communities?</p> <p>Encouraging learners to name and describe objects:</p> <p>"I am using (scissors, tweezers, pencil, paint) to..."</p> <p>"This texture feels (bumpy, smooth, rough, soft)."</p> <p>"This colour is (red, yellow, blue) and it makes me think of..."</p> <p>Names of equipment i.e. scissors, tweezers, pencil, paint.</p> <p>Texture vocabulary i.e. bumpy, smooth, rough, fluffy, sticky, squishy, slimy, hard.</p>	<p>Expanding vocabulary related to tools, textures, and colours.</p> <p>Encouraging descriptive language.</p> <p>Fine motor skills (cutting, arranging, gluing).</p>	<p>Found objects including:</p> <p>Spoons</p> <p>Buckets</p> <p>Things from the garden</p> <p>Fabrics</p> <p>Buttons</p> <p>Sellotape</p> <p>Masking Tape</p> <p>Leaves</p> <p>Sticks</p> <p>Stones</p> <p>Toothbrushes</p> <p>Old cloth</p> <p>Dried food – Spaghetti, Lentils, Peas</p> <p>Hands and Feet</p>

	Focus	Activity	Discussions and Questions	Areas of learning and development	Resources (suggestions)
3.	<b>My favourite place in our community</b>	<p><b>Patterns and colours</b></p> <p>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.</p> <p>Present learners with different fabrics. If this isn't something accessible to you, you may choose to show lots of different patterns on digital whiteboard or tablet as an alternative. Allow learners to explore the patterns they can find in different cultures around the world.</p> <p>Encourage them to freely explore different shapes and patterns to develop their ideas on how to use them and what to create.</p> <p><b>Stamping and Printmaking patterns</b></p> <p>Use patterns from communities identified in the previous activities as inspiration.</p> <p>Offer learners a variety of objects. Allow them to Experiment with stamping, layering, ordering these objects (objects can include sponges, potatoes, or rubber stamps to create patterns found in their own community.)</p> <p>Use tools to cut out simple patterns and choose colours they feel drawn to. They could even layer patterns to create new designs.</p>	<p>Encouraging learners to describe and make personal connections:</p> <p>"My favourite place is (a country, the park, a shop, home, school) because..."</p> <p>"...patterns I see are..."</p> <p>"This pattern looks like..."</p> <p>"I used this shape because it reminds me of..."</p> <p>"I like this texture because it feels..."</p>	<p>Explore individual connections to their community.</p> <p>Developing early mark-making skills.</p> <p>Enhancing fine motor control and hand strength. This introduces learners to textures and shapes while enhancing their motor skills.</p>	<p>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.</p>



	Focus	Activity	Discussions and Questions	Areas of learning and development	Resources (suggestions)
4.	<b>Community helpers</b>	<p><b>Community activities</b> What do we do in our communities? (e.g. shopkeeper, firefighter); craft simple props that may be needed in your communities.</p> <p><b>Cutting and Pasting:</b> Using scissors to cut out shapes and sticking them onto paper. Cutting helps to strengthen hand muscles and coordination.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Encouraging structured conversation and role-play: “How can I help you today?”</p> <p>“I am a ... (shopkeeper/firefighter/doctor), and my job is to...”</p> <p>“In my community, I see people who...”</p> <p>“I need to cut this shape to make...”</p>	<p>Developing storytelling and role-play skills. Strengthening social interaction and turn-taking in conversation.</p> <p>Improving scissor skills and hand coordination.</p>	<p>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</p>
5.	<b>Making together</b>	<p><b>Clay</b> In this lesson, students 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.</p> <p>The activity can be done individually or in groups, fostering collaboration and teamwork.</p> <p>Learners can reflect on their creations by explaining their choices and the meaning behind their models, whether abstract or literal.</p>	<p>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...”</p> <p>“I chose this shape because...”</p> <p>“I used (rolling, pressing, shaping) to create...”</p> <p>“My model represents...”</p>	<p>Develop collaboration and fine motor skills by representing their community.</p> <p>Enhancing collaboration and teamwork.</p> <p>Strengthening fine motor skills through shaping and pressing.</p> <p>Encouraging descriptive and expressive language.</p>	<p>Clay Mud Sand</p> <p>Or <b>make your own clay</b> by mixing -Baking Soda 2 cups -Cornstarch 1 cup -Water 1 1/4 cups – Stir in a pan on a low – med heat for 5 minutes until it all comes together. Cover with an old cloth/t-shirt until it cools approx. 20 mins. Once cool, kneed until it is smooth and ready to use.</p> <p>Salt Dough recipe is also a great alternative.</p>



	Focus	Activity	Discussions and Questions	Areas of learning and development	Resources (suggestions)
6.	<b>Weaving community together</b>	<p><b>Weaving:</b> 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.</p> <p>To begin with, learners can start by weaving pieces of paper and card.</p> <p>Show images of woven textiles from around the world.</p> <p>Discuss how weaving is a traditional craft used to tell stories and connect people.</p> <p>Let learners touch and explore the different weaving materials, describing textures and colours.</p> <p>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!</p> <p><b>Threading Beads:</b> Using string and beads to make necklaces or bracelets.</p>	<p>Introduce some key words:</p> <p><b>Weaving</b> – “Weaving is when we go over and under with our materials to make something. (Demonstrate weaving using paper strips).</p> <p><b>Pattern</b> – “A pattern is something that repeats again and again, like stripes on a zebra or spots on a ladybird” (Show simple patterns using shapes, colours, or objects.)</p> <p><b>Texture</b> – “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!” (Let learners feel different materials.)</p> <p><b>Thread</b> – “A thread is a long, thin piece we use for sewing or weaving, like a piece of string or wool!” (Show a real thread and compare it to other materials.)</p> <p><b>Fabric</b> – “Fabric is what our clothes are made of! It can be soft, smooth, or even fuzzy.” (Let learners touch different fabrics.)</p> <p><b>Traditional</b> – “Traditional means something that people have done for a very long time, like special dances, foods, or crafts!”</p> <p><b>Recycle</b> – “Recycle means using something again instead of throwing it away</p>	<p>Strengthening coordination and pattern recognition.</p> <p>Enhancing problem-solving through creative exploration.</p> <p>Connecting with nature and community identity.</p>	<p>A large wooden or cardboard frame with string or netting stretched across (as the weaving base)</p> <p>You can really 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.</p> <p>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.</p> <p>Use books or storytelling about weaving and community.</p> <p>Watch this video from the Crafts Council for ideas on weaving. It’s designed for KS4, but there are loads of ideas you can adapt for EYFS.</p> <p><a href="https://youtu.be/gjx8Rad4LA8">https://youtu.be/gjx8Rad4LA8</a></p>

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		<p><b>Knotting:</b> Create Your Own Community - Learners can use winding and knotting techniques to create a community model for outdoors, inspired by real or imagined places.</p> <p>Using string, fabric, and rope, they wrap and tie materials around trees, fences, and use loose objects and materials to build structures, mark pathways, or represent community spaces.</p> <p>Encourage them to think about what makes up a community – homes, gathering places, green spaces – and how they can represent these elements through construction and creative play.</p> <p>Build Your Community - Learners work together to map out and build a model of their local community using large loose parts and natural materials in the playground or outside. Begin with a discussion about the places they see every day – homes, shops, schools, parks – and what makes a community feel safe and welcoming.</p> <p>Using crates, planks, ropes, tyres, and fabric, children collaborate to construct buildings, roads, and shared spaces. Ropes or string can be knotted or wound around trees or between structures to create pathways, fences, or features like trees and shelters/homes.</p> <p>Encourage imaginative play within the space. posting letters, walking through the park, visiting shops – and invite learners to add details with drawings, leaves, or found objects. Reflect together afterwards: What did they include and why? What would they change?</p>	<p>Go on a learning walk and find inspiration from your environment.</p> <p>Can you turn this into a story – use wrapping, knotting, taping to experiment with your environments.</p>	<p>This activity develops understanding of the world, teamwork, motor skills, and creative expression, and can be adapted to explore real or imaginary communities.</p>	<p>Sticks, leaves, vines, grass, mud, stones. Fabrics, string, wool, ribbons, old t-shirts, natural fibres. Twine, rope, yarn, masking tape, recycled textiles, wire. Scissors, pegs, clips (for securing knots and structures).</p> <p>Structures for Knotting &amp; Wrapping: Trees, fences, branches, wooden frames, poles.</p> <p>Model of your community: Crates, planks, tyres, tubes (whatever large loose parts the nursery/setting has)</p> <p>Cones or chalk for marking out roads and spaces</p> <p>Printed or laminated images of local landmarks (e.g., shops, houses, parks, bus stops)</p>



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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.

### Tools

Scissors  
Pegs and Clips  
String and Yarn  
Ribbons  
Old T-shirts (for cutting and weaving)  
Beads  
Large Needles (plastic, blunt-tip)  
Wooden or Cardboard Frames (for weaving or knotting)  
Rubber Stamps  
Sponges and Potatoes (for stamping)  
Found Objects (buttons, spoons, fabric scraps)  
Playdough Tools (rolling pins, cutters, moulds)

### 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





Photo: Amy Leung



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## Sharing your work

### 4.1 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.

Work should be submitted by 17th April 2026.

All submissions will be featured in the Craft School: Jasleen's Challenge online gallery.

### 4.2 What to submit?

#### **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 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.



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## **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.

## **Images**

We will need 3 good quality photos of the final piece to go up on our website: one showing the whole work and two close-ups of key details. Images should be in jpeg format. Please label each of your files using the following format:

'Setting/School Name\_Learner Name\_Date\_Title or Detail Description.jpeg'

Examples:

St John School\_Joe Smith\_2024\_Blue Play Park.jpeg

St John School\_Joe Smith\_2024\_Blue Play Park Detail1.jpeg

St John School\_Joe Smith\_2024\_Blue Play Park Detail2.jpeg

## **Important Note:**

Please note that images of work submitted for Craft School: Jasleen's Challenge, and the names of schools/settings and learners involved, may be used by the Crafts Council for social media and other publications. You will be asked two questions in relation to this:

Can the name of this learner be shared publicly by the Crafts Council? This might include in the press and for printed, digital, social media or other promotional materials. Yes/No

Do you have permission for any images which show this learner to be used by the Crafts





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Council for future promotional and exhibition materials in relation to Craft School - printed, digital, social or other? Yes/No

If you have told us that this learner should not be named publicly, 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").

We will not seek direct permissions for use of images of learners. If you say 'yes' to this, you are declaring that your school has been granted prior consent from parents or carers for any images provided which include their child to be used for promotional or exhibition materials by organisations working with your school, including the Crafts Council.

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## Further Resources

### Anti-Racism and Anti-Ableism

Make First is built on the principles of inclusion, 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 anti-racism and anti-ableism, 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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**Further reading:**

[Southbank Centre](#)

[Downloadable resource](#)

[NSEAD Art Education \(ARAE\) Resources](#)

[NSEAD Anti-Ableist Takeover Issue](#)

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

[Autograph, Marlene Wylie, Reflections on the Intersections of Art, Education and Anti-Racism, 2025](#)







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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.

Explore our *Craft Journey* series, showcasing diverse roles from making and design to teaching, curating, and writing.



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Registered Charity  
Number 280956

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

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