



Eco-Warriors' Newsletter April 2026



Eco-Committee Plans Spring Term 2026 School Grounds - Mapping

This term, the Eco-team has been busy exploring and mapping the school grounds as part of our exciting Education Nature Park project! Armed with clipboards, and plenty of curiosity, the children carefully mapped different habitats around our school – from trees to flower beds and insect hideaways.

By creating detailed maps, we are learning how to identify natural features, think about how spaces are used, and spot opportunities to make our grounds even more wildlife-friendly. The children have been thinking like ecologists – asking questions such as: Where might insects live? Which areas get the most sun? How could we encourage more biodiversity?

This mapping work is an important first step in helping us plan improvements that will support nature and make our school environment even greener. We are so proud of the thoughtful observations and teamwork shown by everyone involved.

Watch this space as our Education Nature Park journey continues!



Habitat mapping: Your habitat checklist

Use this habitat checklist to determine which of the eight habitat categories you have on site, and how many separate areas. We've also provided suggestions of the order to map each category, and most suitable age groups determined by curriculum alignment.

Why not use this checklist alongside the **What habitats do we have?** worksheet to involve learners in the planning process?

This will ensure that the larger areas of habitat are layered on the bottom of your map in the Habitat Mapper tool with the smaller areas on top, so that all of your habitat features will be visible.

Habitat category	Suggested age group	Suggested order	Tick if you have this habitat category	How many separate patches of this habitat do you have?
Ground without plants (This includes tarmac, asphalt, gravel or soil – any area of bare ground, although it may have a small number of plants sprouting)	K2 K3	1		
Grass and wildflowers (This includes all mown or long grass areas, any meadow areas, or areas where you have sown wildflowers into the soil. Also, the 'wild' edges and corners that might be classed as 'weeds' with tall plants including nettles and brambles)	K1 K2 K3	2		
Water (This includes any areas of your site that have water in them for at least two months of the year, or when there has been lots of heavy rain, such as ponds, streams, and ditches (both natural and man-made)	K1 K2 K3 K4	3		
Flowers and food (This includes any food growing areas including fruit trees, and any planted flower beds or containers including sensory gardens and rockeries)	K2 K3	4		

ECO-COMMITTEE

Eco-Warriors 2025/26

Y1 Aya and Hubert

Y2 Suheila and Saleh

Y3 Fatima and Stoorai

Y4 Shriya and Beanar

Y5 Maily and Zachary

Y6 Chanel and Aaron

Eco-Code

Porter Croft Eco-Code: Together We Will Make a Difference

We switch off electricity and save energy.

We reduce, reuse and recycle our waste.

We walk, scoot or cycle whenever possible.

We look after plants and wildlife.

We save water and prevent wastage.

We reuse, swap and/or donate useful items.

We eat less meat when we have the choice.

Eco-Committee News
Summer Term 2026
School Grounds - Litter

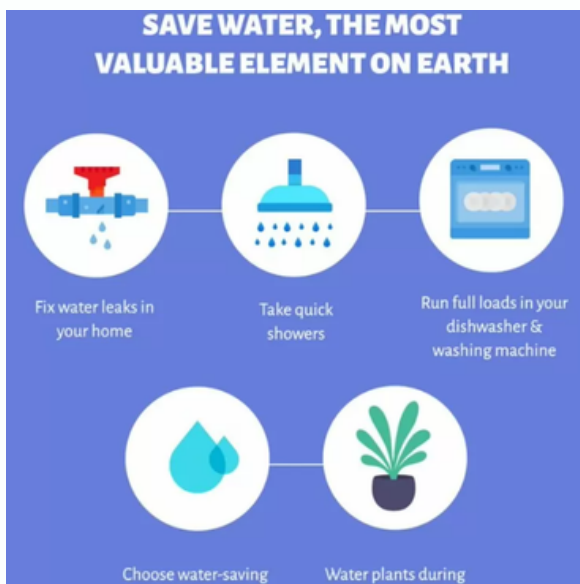
Over the last half term, the children were involved in class litter picks.. They did a fantastic job in helping to keep our school grounds clean and tidy, and showed great teamwork and enthusiasm.

Through these litter picks, pupils learnt about citizenship and responsibility, and how small actions can make a big difference. They have also explored why litter is harmful to wildlife and the environment, and why it is important to take pride in and care for our school community.

By working together, the children are helping to make our school a cleaner, safer and more welcoming place for everyone. We are very proud of their positive attitude and commitment to looking after the environment!



Water Saving Tips



OTHER ECO-ACTIONS

School Grounds – Flood Prevention Project

Emma Thompson, our science co-ordinator, recently submitted a funding bid to the Royal Society, and we are delighted to share the news that the school has been awarded £3,000 to support an environmental science project.

The project will focus on adapting the school grounds to help reduce the risk of flooding, providing the Y3/4pupils with a valuable opportunity to engage in real-world environmental learning.

We had originally planned to begin the project in the summer term; however, our previous academic partner from Sheffield Hallam University is unavailable at present. Fortunately, Lee Jowett who is Climate Change and Sustainability Fellow at Sheffield Hallam University, has been incredibly supportive and has found us a new partner. We are currently working through the logistics and confirming timings, but the project is expected to go ahead in the next few months.

We look forward to sharing further details about this exciting initiative as plans develop.

