



Outdoor Education Medium term plan for Cycling practical sessions

Cycle Skills for Safe riding on forest trails, tracks and roads

Bike Ability Level 1, 2 and 3

Summer Term:

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- ✓ Develop cycle skills on and off road and on the public highways
- ✓ Pass Bike Ability Level 1, 2 and 3
- ✓ develop their technique and improve their performance in the above linking it to the highway code and safety
- ✓ develop emotional intelligence and resilience by taking part in Forest School sessions developing outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- ✓ evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- ✓ continue to look for new routes to adventure and explore

<p>Long term aims: Become more competent, confident and expert in their techniques, and apply them across different outdoor and physical activities. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Use a range of tactics and strategies to overcome opponents in direct competition or work out solutions to technical problems Develop their technique and improve their performance in other outdoor activities. Understand and apply the long-term health benefits of outdoor activity.</p>	
<p><u>Vocabulary</u> Cycle skills Bike Ability Level 1, 2 and 3 Highway code Emotional Intelligence Resilience Self Awareness Empathy Team work Community Aerobic Anaerobic</p>	<p><u>Assessment</u> Observational analysis Video analysis Moderation (Ascent Academy colleagues) Problem solving Self assessment Peer assessment</p>
<p><u>RESOURCES:</u> www.cyclewisetraining.co.uk</p>	<p><u>Expectations</u></p> <ul style="list-style-type: none"> • Arrive to lesson prompt • Outdoor kit to be brought and worn appropriate to the

https://www.britishcycling.org.uk/scotland/article/scst-scottish-cycling-smblla	activity <ul style="list-style-type: none"> • Follow the school rules • Give 100% effort 	
LESSON TOPIC/FOCUS	ACTIVITIES	LINK TO BLOOM
Week 1 and 2: Introduction session for kit and bike safety checks	<ul style="list-style-type: none"> • Suitable clothing • Helmet, high visibility jackets, first aid, bike repair kit • M bike checks, give your bike a simple check to ensure it is road-worthy • Get on your bike, start cycling, then stop and get off • Ride your bike using the gears • Look then signal • Make your bike go where you want it to, including moving around objects safely • Stop quickly if you need to • Look all around you when you're riding, including behind, without wobbling • Signal if you're turning right and left, without wobbling 	Remember <i>State</i> <i>Identify</i> <i>Recall</i> Understand <i>Transfer</i> <i>Demonstrate</i>

Know your wheels

Here are our top tips for keeping your bike in tip-top condition:

- **Tyres** – make sure you're tyres are pumped up. Give them a pinch to make sure they are hard. If they feel soft, get someone to pump them up. Check they are not worn down
- **Brakes** – test them before every ride and make sure they are not rubbing against the tyres
- **Chain** – make sure it's not hanging off, broken or rusty
- **Saddle** – make sure it's adjusted to the right height. Too high or too low and it won't be comfortable or safe. To get the right height, adjust the saddle until you can stretch your leg out and comfortably place the ball of your foot on the ground. This means that when your pedal is at its lowest position, your leg should be slightly bent
- **Lights and reflectors** – if you're planning on riding at night

	<p>make sure the lights on the front and back of your bike are both working and not covered up by mud or anything. You should also use your lights when the visibility is low, such as in bad weather</p> <p>Cycle Skills for Safe riding on forest trails, tracks and roads</p>	
<p>Week 3 and 4: Introduction to cycling on public roads and bridleways</p>	<p>Level 2</p> <ul style="list-style-type: none"> • Start and finish a journey by road, including passing parked or slower moving vehicles • Be aware of everything around you and signal your intentions to other road users when someone needs to know what you're doing • Position yourself properly on the road and pass side roads • Use junctions including turning left and right into major and minor roads 	<p>Remember <i>State</i> <i>Identify</i> <i>Recall</i></p> <p>Understand <i>Transfer</i> <i>Demonstrate</i></p>

	<ul style="list-style-type: none">• Decide whether a cycle lane will help with your journey• Use the Highway Code, particularly when it comes to understanding road signs <p>Get geared up</p> <p>Before you put your Bikeability Level 2 into practice out on the streets, make sure you've got the right equipment – it doesn't even have to cost a lot of money.</p> <ul style="list-style-type: none">• Choosing a set of wheels – there are loads of different bikes to choose from – such as road-racing, mountain, BMX or hybrid – decide what you want a bike for then visit your local bike shop to find out which one suits you best• Get kitted out – whatever the weather if you're likely to be cycling every day, you might want to invest in some waterproof gear to keep yourself dry on your way in to	
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	<p>school or work (you can pick up over-trousers and waterproof jackets at cycling shops or outdoor stores). When cycling, make sure your shoes are tied and the laces don't hang down</p> <ul style="list-style-type: none">• Brighten up – being safe is all about being seen. When cycling in the day wear bright coloured clothes and if you're cycling after dark make sure you wear reflective clothing and make sure the lights on the front and back of your bike are both in working order• Helmet – make sure your helmet fits your head. For a proper fit, the helmet should fit snugly and shouldn't allow any sideways movement• Secure your bike – hundreds of thousands of bicycles are stolen across Britain every year, so don't let yours be one of them – get a lock and put it through the frame wherever you leave your bike, taking anything that is easy to nick with you (lights,	
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	pumps etc)	
Week 5 and 6: Cycle Skills for Safe riding on forest trails, tracks and roads	<p>Level 3</p> <ul style="list-style-type: none"> • Make a trip safely to school, work or elsewhere on any roads • Use complex junctions and road features such as roundabouts, multi-lane roads and traffic lights • 'Filter', to keep moving through stationary traffic • Plan your route • Interpret road signs 	<p>Remember <i>State</i> <i>Identify</i> <i>Recall</i></p> <p>Understand <i>Transfer</i> <i>Demonstrate</i></p>
Week 7 and 8: Plan routes and explore local area	<ul style="list-style-type: none"> • Continue to develop bike skills • Route plan in classroom using google maps, OS maps, GPS • Research British National Cycle Network • Explore local area using cycle network and local trails • Develop confident all round 	<p>Remember <i>State</i> <i>Identify</i> <i>Recall</i></p> <p>Understand <i>Transfer</i> <i>Demonstrate</i></p>

	cycle skills to ride safely to and from school on all surfaces and terrain	
<p>Week 9, 10,11 and 12: : Plan routes and explore local area</p> <p>Plan routes for cycle tours in other parts of the country</p>	<ul style="list-style-type: none"> • Research British National Cycle Network • Research Sustrans • Plan a route on the British Cycle Network such as C2C, W2W, Reivers Route or Coast and Castles • Continue bike skills on local trails 	<p>Remember <i>State</i> <i>Identify</i> <i>Recall</i></p> <p>Understand <i>Transfer</i> <i>Demonstrate</i></p>
<p>SMSC opportunities:</p> <p>Teamwork Leadership Organising Respect for other team members Tolerance for other team members Safety rules and regulations of the activity Health, lifestyle and nutrition</p>	<p>Literacy opportunities:</p> <p>New outdoor specific vocabulary Physiological/Anatomical vocabulary Describing performance Evaluating performance Analysing performance</p>	<p>Numeracy opportunities:</p> <p>Measure Time Distance</p>