



# St. Cuthbert's Catholic Primary School

## Progression of Skills in Cycling



In addition to the National Curriculum subject content, at St. Cuthbert's Catholic Primary School we exceed the requirements of the National Curriculum through the provision of cycling. We pride ourselves on teaching every pupil to ride a bike safely and travel sustainably in the local area. We have worked in partnership with British Cycling to provide training for seven members of staff (who have gained British Cycling accreditation) and complement our PE curriculum with the addition of cycling. Cycling is offered in PE to years 5 and 6 and as an extracurricular opportunity from year 3 to year 6. As well as complementing our PE curriculum, cycling also offers the opportunity to develop teamwork, resilience and knowledge of the local area.

Threshold Concept	Pre Milestone	Milestone 1	Milestone 2	Milestone 3
	Non- Riders	Balance Bike	Pedal Bike	Confident Riders
Clothing & Safety Equipment	<ul style="list-style-type: none"><li>I know the types of clothing I need to wear when riding a bike.</li><li>I know that I need to wear a helmet to stay safe when riding.</li></ul>	<ul style="list-style-type: none"><li>I know the types of clothing I need to wear when riding a bike to stay safe.</li><li>Understand the importance of wearing a helmet when riding.</li></ul>	<ul style="list-style-type: none"><li>I know how factors such as the weather affect the choices I make when preparing to cycle linked to clothing.</li><li>I can explain why I need to wear a helmet when riding.</li><li>I can check that a helmet is fitted correctly.</li></ul>	<ul style="list-style-type: none"><li>I can select appropriate clothing for a ride, knowing how to check that my clothing is safe eg. Laces tied, no loose fitting trousers etc.</li><li>I can explain the importance of wearing a helmet, fitting and checking my own helmet to ensure it is safe.</li></ul>



# St. Cuthbert's Catholic Primary School

## Progression of Skills in Cycling



<p>Bike Maintenance &amp; Safety Checks</p>	<ul style="list-style-type: none"> <li>I understand that my bike needs to be safe to ride before I begin to cycle.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the parts of a bike I might check to ensure they are safe before I ride, eg, tyres, pedal, chain.</li> <li>I am able to name and locate basic parts of a bike, handlebars, saddle, frame, tyre, wheel, brake.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the stages of an M check, used to ensure my bike is safe to ride.</li> <li>I can complete a simple M check on my bike before I ride.</li> <li>To name and locate some parts of a bike, frame, saddle, chain, pedal, handlebars, brakes, wheel, tyre.</li> </ul>	<ul style="list-style-type: none"> <li>I can use an M check to identify potential safety hazards on my bike.</li> <li>I understand how to maintain my bike so that it is safe to ride.</li> <li>I can carry out simple maintenance work to my bike to ensure it is safe to ride.</li> </ul>
<p>Balance, Coordination &amp; Body Position</p>	<ul style="list-style-type: none"> <li>I can use my core strength to move an object using my feet from one side of my body to the other 10 times while seated, with control.</li> <li>I can step over and jump over a small obstacle or line</li> </ul>	<ul style="list-style-type: none"> <li>To be able to lift both feet from the floor while seated and the bike is stationary.</li> <li>To be able to stride and then glide for a distance of 3 meters.</li> <li>To be able to adopt the correct body position to glide under a barrier.</li> </ul>	<ul style="list-style-type: none"> <li>I can move my full body to the left, right, forwards and backwards on the bike.</li> <li>I can cycle for five seconds whist listing each hand from the handlebars.</li> </ul>	<ul style="list-style-type: none"> <li>I can use all points of contact with the bike (handlebars, pedals &amp; saddle) to maintain my balance on the bike while riding.</li> <li>I can ride keeping my weight on the pedals not the handlebars.</li> <li>I can assess the environment for factors that might</li> </ul>



# St. Cuthbert's Catholic Primary School

## Progression of Skills in Cycling



	<p>eight times without stopping.</p> <ul style="list-style-type: none"> <li>I can stamp on and slide an object from in front of my body to behind my body with effort five times.</li> </ul>			<p>impact my balance/coordination eg. obstacles.</p> <ul style="list-style-type: none"> <li>I can sift my weight depending on the terrain/gradient I am cycling on.</li> <li>I can pause momentarily on my bike using the track stand technique.</li> </ul>
Braking	<ul style="list-style-type: none"> <li>I can use fine motor movement in my fingers and thumbs to mimic the motion required to apply brakes on a bike.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to slow down and stop accurately, within a box of 3m.</li> </ul>	<ul style="list-style-type: none"> <li>I have full control of my bike at all times when riding, covering my brakes.</li> <li>I apply my brakes using the correct technique, slowing down and stopping within a marked 2m area.</li> </ul>	<ul style="list-style-type: none"> <li>I cover my brakes effectively throughout riding.</li> <li>I apply my brakes effectively to slow down and stop accurately.</li> <li>I am able to effectively apply my brakes to stop under unexpected circumstances.</li> <li>I understand the purpose of the front</li> </ul>



# St. Cuthbert's Catholic Primary School

## Progression of Skills in Cycling



				and back brake and that these should be applied simultaneously for braking to be effecting and eliminate skidding.
Cornering	<ul style="list-style-type: none"> <li>I can jump between two points forwards, sideways and backwards; three times from two feet to two feet and three times from one foot to one foot.</li> <li>I can pass and receive 10 objects without dropping them across my body to and from a partner in a seated position from left to right and right to left.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to stride following a wobbly line.</li> <li>To be able to change direction while striding and stop safely.</li> </ul>	<ul style="list-style-type: none"> <li>I can corner to the left and to the right.</li> <li>I can complete a slalom by cycling around markers over a distance of 20meters.</li> <li>I can cycle around a figure of 8 consecutively 3 times.</li> </ul>	<ul style="list-style-type: none"> <li>I am able to enter a corner at an appropriate speed, having performed all breaking required before the corner.</li> <li>I am able to turn keeping my head level and looking in the direction of travel.</li> <li>I am able to keep my bodyweight over the centre of the bike while cornering.</li> </ul>



# St. Cuthbert's Catholic Primary School

## Progression of Skills in Cycling



<p>Climbing &amp; Descending</p>			<ul style="list-style-type: none"> <li>• I can pedal whilst out of the saddle for 10 meters.</li> <li>• I can select an appropriate gear for the terrain/gradient I am riding on.</li> <li>• On approaching a hill I am able to select a suitable gear at the bottom of the climb before beginning to climb.</li> <li>• I can ride downhill with control, applying my brakes when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to use my gears effectively so that I maintain a steady cadence throughout my ride.</li> <li>• I know which gear to select depending on the gradient of the hill as I am approaching.</li> <li>• I can adjust my body position on the bike to suit the climb/descent.</li> </ul>
<p>Riding with Other Riders</p>		<ul style="list-style-type: none"> <li>• To be able to stride slowly and quickly, changing speeds.</li> <li>• To be able to travel forwards, looking in the direction of travel for 10 meters, without deviating from route.</li> <li>• I am able to ride taking into consideration the</li> </ul>	<ul style="list-style-type: none"> <li>• I can pedal then glide for 10 meters, staying on route at a consistent speed.</li> <li>• I can pedal continuously for 20 seconds following a specific route without putting my foot down.</li> <li>• I am able to ride alongside others, without deviating from the route.</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to effectively ride as part of a group maintaining a steady pace and ensure everyone's safety.</li> <li>• I am able to follow a route whilst also looking ahead for any potential obstructions of safety hazards.</li> </ul>



# St. Cuthbert's Catholic Primary School

## Progression of Skills in Cycling



		safety of myself and others.	<ul style="list-style-type: none"><li>I am able to communicate safety messages giving to me effectively to others in the riding group.</li></ul>	<ul style="list-style-type: none"><li>I am able to communicate potential hazards with other riders around me.</li></ul>
Navigating & Route Planning		<ul style="list-style-type: none"><li>I can use simple maps of the local area to route plan.</li></ul>	<ul style="list-style-type: none"><li>I can use an interpret maps to locate key features on a route.</li><li>Explore features on OS maps along a specific route using 6 figure grid reference.</li><li>I can assess the terrain as I ride and alter my riding to suit this.</li></ul>	<ul style="list-style-type: none"><li>Use eight points of a compass and 4/6 figure grid references when reading maps.</li><li>Recognise key symbols used on OS maps and identify these features when riding a route.</li><li>I can assess the terrain I am riding on in order to maintain riding speed, improve control and enhance safety.</li><li>I can assess where myself and others may need to dismount the bikes and push for safety reasons.</li></ul>