

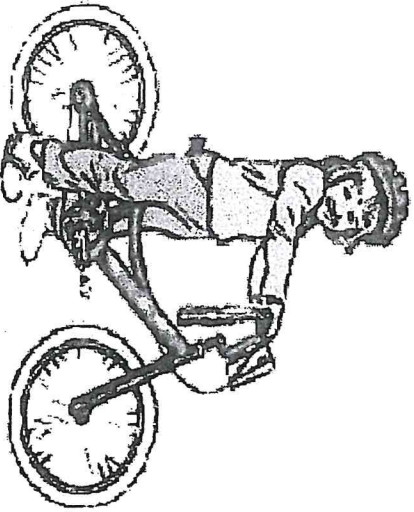
16. Able to pedal bike with intermittent support to balance.
As balance and steering improves and if the child is reliably stopping, reduce the amount of support you are giving.

17. Able to cycle in a straight line without support.
Encourage child to look in front of the wheel and ahead. Focusing vision will help balance and steering.

18. Able to push off using pedal and place second foot up without help to balance.
Encourage keeping the handlebars straight. The right amount of momentum will be needed to give time to lift the second foot onto the pedal.

If attention to the task is a problem, ability will improve when the child has automated the skill.

This is a matter of trial and error and lots of practice!



19. Able to cycle around a bend without support.
Start with large gentle corners where visibility is good.
Keep encouraging looking ahead and up.

20. Able to cycle between a visual marker e.g. two poles, or a lines on the floor.
This will help to develop looking and steering skills and being able to cycle around and avoid obstacles later on.

21. Able to cycle in/out of cones without support.
This will help to develop looking and steering and increased control of the bike.

22. Able to cycle with awareness of others, avoiding obstacles or stopping suddenly if necessary

23. Able to cope with bumpy surfaces when cycling.

24. Able to dismount and let go of bike storing it safely

Learning to ride a bike

Vranch House School & Centre
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Learning to ride a bike



A step by step guide

The Mid Yorkshire Hospitals **MHS**
Trust

Learning to ride a bike

1. Able to put helmet on independently.

Practice fastening the buckle before putting helmet on.

Use of a mirror may help to locate the buckle if this is hard to find while wearing the helmet.

2. Standing on the left hand side (no chain this side)
Able to hold both handlebars and push bike in a straight line while walking beside it. Standing with the bike on their right.

Children sometimes stand and walk too close to the bike and fall into it, so give hints to stand further away.

3. Looking ahead and around to check route is clear.

This is important for road safety.

Emphasise the need to look around and listen for safety.

4. Able to hold handlebars and push bike round a corner while walking beside it.

Give guidance to turn a large enough circle so that the bike does not fall while turning the circle.

As children become more confident, or if space is limited, they may be able to hold under the saddle with one hand to lift the back into position.

5. Able to stop bike using both brakes (walking beside it) to a verbal command.
It is important for safety to learn how to use the brakes before learning how to ride.

With handling belt and two adults if available

6. Able to mount bike, placing both hands on the handlebars and brakes if necessary.

Practice getting on and off the bike from the left side, holding both handle bars. Use the brakes if the bike moves or you are on a slope.

7. Able to dismount.
Keeping both hands on the handlebars, holding the brakes.

Take right leg over the back wheel, to end up standing on the left side.

8. Able to scoot on bike sitting on the saddle, not standing up, taking 'walking steps', pedals removed, in a straight line and round a corner.
Removing the pedals makes scooting easier.
This is the start of learning how to balance on the bike.

Encourage sitting on the saddle while scooting. Continue to encourage safe stopping as above. Feet can be used alternately or together.

9. Able to scoot on bike, lifting 2 feet together, to balance briefly (pedals removed).

Encourage LOOKING ahead just in front of the wheel, but also checking if the route is safe and clear.

10. Able to scoot on bike, lifting 2 feet together, gaining speed by tapping one or other foot to the ground (pedals removed).

Continue to promote safe stopping.

11. Able to stop bike safely if starting to lose control while scooting.
Prompt child with - what do you do if you wobble?

12. Able to prepare pedal position ready to push off.

Your child will probably choose the foot that feels easiest for them to use to push off. Explain or demonstrate how to lift the pedal into position by placing toes underneath the pedal. Making sure the opposite leg is not blocking the pedal from turning.

13. Able to pedal bike with constant support to balance.

Encourage child to stop if they are leaning over too far or losing control, so that they learn not to rely too much on help for balance.

14. Able to 'push off' with support using pedal, and to keep moving, while placing second foot onto pedal.

The helpers will need to keep the bike and rider upright using the handling belt. Some help may also be needed initially to steer.

15. Able to stop bike safely using both brakes, and placing both feet down on the floor.

Keep encouraging "brakes and feet down" if control is lost or if the child leans the bike too far.