



Cycle to School Week

Letter writing

Objective

Design and write a letter to the Prime Minister to highlight the importance of cycling to school.

Activity outline

Get the class to discuss why cycling or scooting to school is important- what are the positive benefits they might experience by getting to school this way e.g. improved health, air quality and environment.

Share examples of other letters children have written to the Prime Minister.

Share the letter planner with pupils. Use as a guide to support pupils with planning their letter. If needed, pupils can also use the letter template, or just draw a picture.

Agree as a class or individually what the key message may be.

Pupils create their letter either individually or select one person to write it on behalf of the class.

Please send your pupils letters to cycletoschoolweek@gmail.com

Inspired by:

This learning resource is brought to you by the **Bikeability Trust**. If you're taking part in Cycle to School Week from 25 to 29 September 2023, don't forget to make a pledge with them for your chance to win! Visit www.bikeability.org.uk/cycletoschoolweek to find out more.



Time needed:

30 minutes



Resources needed:

Letter planner per pupil
Letter template per pupil (optional)



Solo/group activity:

Either



Curriculum links

Persuasive language (Eng)

Language and literacy. Communication (NI)

English literacy (Scot)

Welsh Curriculum Areas of Learning and Experience: Languages, literacy and communication





Cycle to School Week

Letter planner

1. Main message

What do you want to tell the Prime Minister?

2. Other messages

What else is important to write about?

3. Facts

What interesting facts do you want to share?

4. Pictures

could you include a drawing in your letter?

Dear...

My name is ...

*I would like to know what you are
planning to do about ...*

This issue is important to me because ...

I think you should ...

Yours sincerely ...



Cycle to School Week

Cycling and my body

Objective

Investigating how the heart works and the effects of cycling on the body.

Activity outline

Introduce the learning activity using the powerpoint slide and [this video from from BBC Bitesize](#).

Introduce the 'My body' labelling activity (groups/individual). (The image can also be displayed using powerpoint)

Progress to 'Cycling and the body' activity when ready, exploring how the body works when cycling

Use the 'Heart pumping fact sheet' to provide greater depth about the workings of the heart.

Extension

To make this learning active pupils can draw around each other on large sheets of paper on the floor, then secure them to the wall and label their own body.

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Time needed:

30 minutes



Resources needed:

Powerpoint slide video
The human body labelling activity (1 per pupil)
Cycling and the body discussion sheet (1 per pupil)
Heart pumping fact sheet



Solo/group activity:

Both



Curriculum links

PSHE (Eng)
Personal understanding and health (NI)
Health & Wellbeing – Physical Wellbeing (Scot)
Welsh Curriculum Areas of Learning and Experience: Health and Well-being





Cycle to School Week

The human body

Draw a line from the label to the correct part of the body.

The diagram shows a human figure from the front, with internal organs and structures highlighted in various colors. The brain is purple, the heart is red, the lungs are pink, and the kidneys are brown. The skeletal system is shown in light blue. The figure is surrounded by labels in boxes, some on the left and some on the right, for a matching exercise.

Labels on the left:

- Fingers
- Heart
- Wrist
- Knee
- Hand
- Hip

Labels on the right:

- Lungs
- Elbow
- Brain
- Veins
- Ankle

We need to look after our body, it is very precious.
To keep it working as well as it can, we need to keep fit and healthy.

Take a look at the image and read the questions, draw a circle around the right answers.

There may be more than one

What action are the fingers doing?

- Gripping
- Patting
- Squeezing
- Tapping

The ankle joints and feet make the pedals go around, what do the feet do?

- Jump
- Press
- Push Down
- Slide

What might the head do when cycling?

- Look forwards
- Look right
- Look left
- Look down

What does the knee joint do when cycling?

- Keeps the leg straight
- Bends

Which parts of the body move up and down when cycling?

- Head
- Feet
- Legs
- Elbows



Many parts of our bodies are very active when we cycle! This helps to keep us fit and healthy.

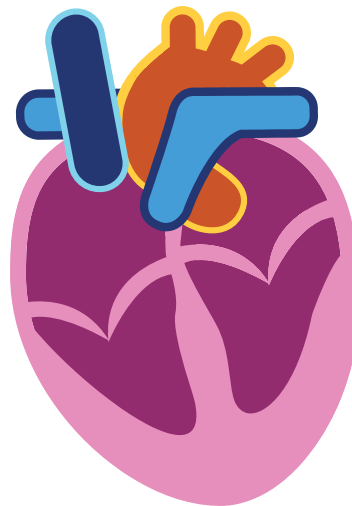


Cycle to School Week

Heart pumping facts

The heart, blood and blood vessels make up the circulatory system.

This is your body's delivery system.



What does this system do?

The body's circulatory system is responsible for transporting materials throughout the whole body.

It is like a road system inside your body that travels through your entire body connecting all your body cells.

It delivers nutrients, water, and oxygen to billions of body cells and carries away wastes such as carbon dioxide that body cells produce.

At the centre of this system is the heart – an amazing organ.

Your heart is a muscle and like other muscles in the body, if you want it to be big and strong you need to use it and work it.

When you cycle you use many muscles and these muscles need oxygen to work well.

Your heart plays an important part in being healthy. It has the job of pumping the blood and keeping it moving around the body.

When you breathe in oxygen it is the blood that helps the oxygen to travel around your body. The heart beats about 3 billion times during an average lifetime.

The heart is in the centre of the chest slightly to the left.

When you exercise you can feel your pulse, it tells you how fast your heart is pumping. This is called your heart rate.



Cycle to School Week

Which everyday materials are cycles made from and why?

Objective

Exploring the range of everyday materials used on cycles.

Activity outline

Pupils use the Everyday materials investigation sheet to identify and record their observations, discuss the properties of these materials.

Using a real cycle or the image on Why is my bicycle made from this? Detective sheet pupils discuss and share thoughts on why parts of cycles are made from different materials (metal/rubber/plastic/fabric/leather).

Extension

To make this learning active encourage pupils to walk around the classroom/ school environment, identifying different everyday materials identified on their investigation sheet.

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Time needed:

20 minutes



Resources needed:

Everyday materials investigation sheet (1 per pupil/group)

A cycle (if possible) or use the image on the Why is my bicycle made from this? Detective sheet (1 per pupil/group)



Solo/group activity:

Group



Curriculum links

Science (Eng)

STEM (NI)

Science – Materials (Scot)

Welsh Curriculum Areas of Learning and Experience: Science and Technology





Cycle to School Week

Everyday materials investigation sheet

Write under each picture what the object is made from.



Why is my bicycle made from this? Detective sheet

Label the bicycle and write down the material it is made from on the lines provided

Bicycle part: _____
Material: _____



Bicycle part: _____
Material: _____

Bicycle part: _____
Material: _____

Bicycle part: _____
Material: _____

Bicycle part: _____
Material: _____

Bicycle part: _____
Material: _____

Bell

Handlebars

Tyre

Seat

Pedal

Spokes



Cycle to School Week

Cycling in my local community

Objective

Researching the local community and investigating opportunities to cycle and plan routes.

Activity outline

Facilitate discussion about the local area or go out for a walk locally to research the area. Use the Teacher prompt if required. Pupils can record their research on their Fact recorder sheet.

Pupils can use maps to create a possible cycle journey starting from school with a route around the local area. Start with the features from the fact sheet pupils may want to see on the journey. What else may be seen on the route?

Pupils can use their Fact recorder to help them to draw their route or create a map of their journey.

Pupils can share their plan and describe their journey to a partner. Is there anywhere on the journey that you couldn't get to by car?

Extension

To make this learning active pupils can undertake the fact finding activity on a learning walk around the local area.

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Time needed:

30 minutes



Resources needed:

My school and local area.
Teacher prompt if required

My school and local area.
Fact recorder (1 per pupil)

Map of local area and/or school grounds if available

Photos of local area or related resources for pupils to use



Solo/group activity:

Group



Curriculum links

Geography (Eng)

The world around us (NI)

Social Studies – People, place & environment, (Scot)

Welsh Curriculum Areas of Learning and Experience: Humanities





My school and local area – teacher prompt

Pupils can use the Fact recorder sheet to note the information

- What is the name of the place where our school is?
- What is the name of the street our school is on and which other places are near it?
- Is the school in a village, town, suburb or part of a city?
- What types of buildings are near our school or in the community?
- What are they used for?
- What type(s) of stone/brick are used for buildings near our school, what colour(s) are they?
- Are there any green spaces in our community?
- What are they used for? Would any be suitable for cycling?
- Are there any local landmarks? (church, community centre, monument, historic building, bridge)
- What is the history of some of the places in our community? Where could we find this information?
- What types of transport can we see in our community?
- What are the transport links in our community and how might we find out about them?
- Has anyone been cycling in the area or seen other people cycling? Where was that?
- What might stop us cycling somewhere in our community?
- If you were cycling in our community which 3 places would you like to visit or cycle past? (These 3 places can be recorded on the fact recorder too, to help with route planning).

My school and local area facts recorder

What is our school address?

What type(s) of stone/brick are used for buildings near our school, what colour(s) are they?

Where could we cycle safely in an open space in our community? (park, woodland, community centre)

Draw or stick a picture of school here

What local landmarks are there in our community?

Where have you been cycling or seen other people cycling in our community?

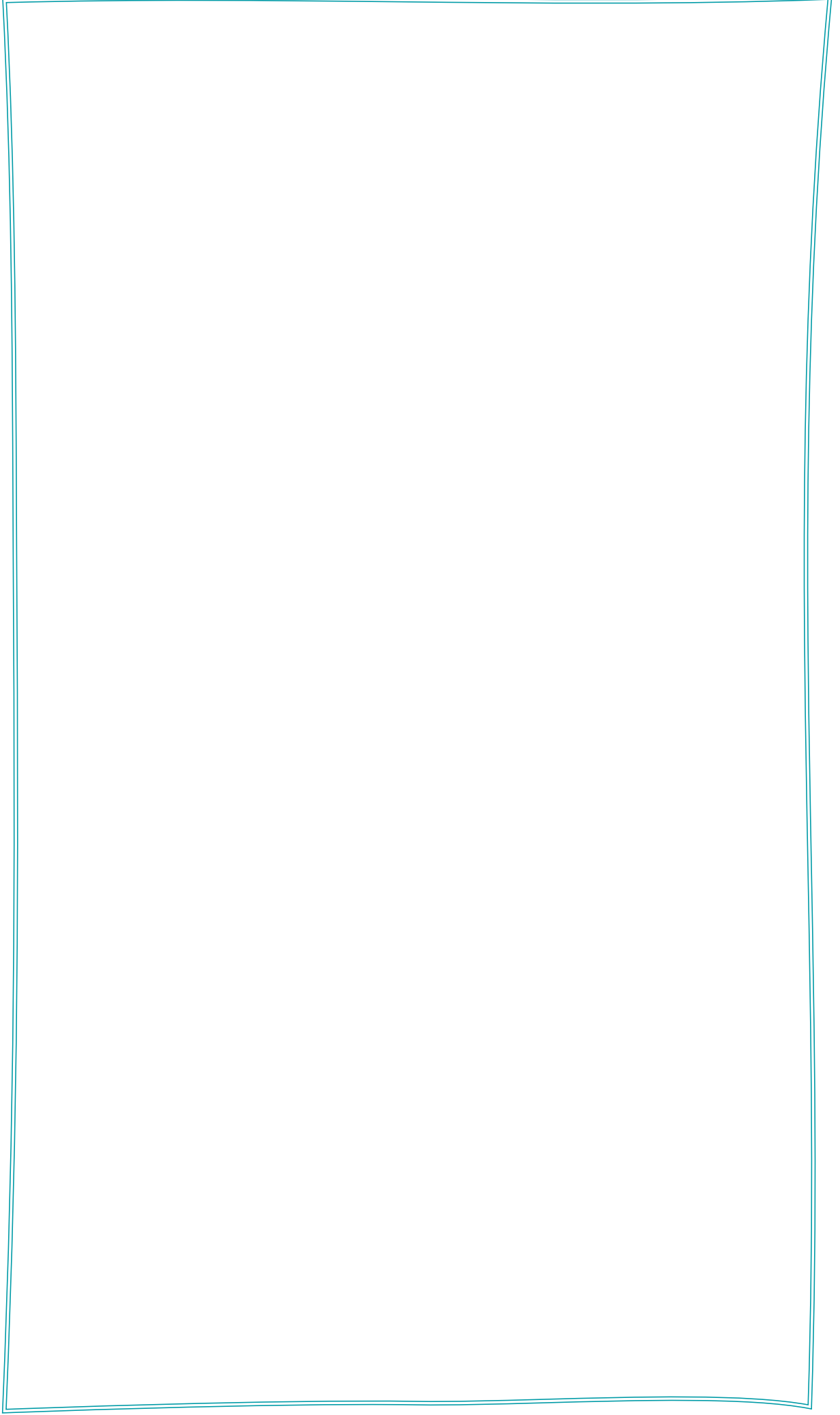
If you were cycling in our community which 3 places would you like to visit or cycle past?

1. _____
2. _____
3. _____

Let's look these up on a map and see if we can create a cycle journey that passes all three safely.

My cycle route planner

Draw a map that includes the 3 places you want to cycle past





Cycle to School Week

Terrains, weather, cycling model making

Objective

Identify key features of various terrains across the world.

Activity outline

Introduce the activity and share the Terrains, weather and cycling investigation sheet

Enable pupils to share thoughts and feelings about the terrain and weather in the images

Pupils select one location, plan and create a model.

Extension

To make this learning active pupils can be encouraged to act out how it might look to cycle through the various landscapes, to support their discussion. Pupils could mime the actions and others can guess which landscape they are cycling through.

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Time needed:

30 minutes



Resources needed:

Terrains, weather and cycling investigation sheet (1 per group)

A variety of art resources suitable for creating terrains i.e. paper straws, pipe cleaners, card, modelling clay



Solo/group activity:

Both



Curriculum links

Art and design (Eng/NI)

Expressive arts – art & design (Scot)

Welsh Curriculum Areas of Learning and Experience: Expressive Arts





Cycle to School Week

Terrains, weather and cycling investigation sheet

Pupils can use the Fact recorder sheet to note the information



- Discuss what you can see in each picture; the place, the weather, and the cyclist.
- What might the ground be like (think about how the weather might make a difference to the ground)? How would cycling there feel? Would it be hard work or easy to cycle on these grounds? What might you need to do with your body to cycle successfully in this landscape?
- What sorts of buildings and sites might you see there? Discuss if you think it looks hot, cold, warm? Looking at the weather what would you need to wear to cycle comfortably and why?
- Create a model of one of these places.

Creating a model igloo

You'll need:

- Sugar cubes
- White icing
- Cardboard base
- Small piece of card for roof of igloo

Step 1 Draw a circle on your base card. Approx. 18 cm diameter.

Step 2 Place a layer of sugar cubes around the circle. Use white icing on the bottom to stick them to the base. Space the cubes slightly so they are not touching. Leave a gap on one side for the entrance.

Step 3 Create a second layer of cubes on top, using the icing to glue them to the first layer. Stagger the second layer, so they sit on top of gaps between the lower level cubes. Remember to leave the gap for the entrance.

Step 4 Continue layering the cubes, icing them together until there is 5 layers. Add the 6th layer of sugar cubes, still offsetting the sugar cubes and also moving the cubes slightly towards the centre. This will start to create the dome shaped roof, icing the cubes in place. This time do not leave a gap. Use icing on the side of the cubes to cover this gap.

Step 5 Repeat this three more times to create three more layers of sugar cubes.

Step 6 Cut a piece of cardboard the same size as the opening at the top and stick it over the gap with the icing, cover it with more icing to finish. Use cotton wool to create the snow around the igloo.

Creating a pyramid model

You'll need:

- Cardboard
- Sand
- Glue
- Pens

Step 1 Cut out a square base of card (35 cm) and 4 triangles each with a base of 20cms and outside edge of 30 cms tall.

Step 2 Stick the 4 triangles together to form the pyramid and then stick to the square base.

Draw small lines on the pyramid to create stone shapes.

Cover the pyramid with light coat of glue and sprinkle with sand to provide a sandy texture. Alternatively you can make these from sand paper stuck to card.

Creating a rain forest model

You'll need:

- A shoe box
- Tissue paper
- Card board
- Pens/paint
- String/twine
- Scissors
- Glue
- Leaves/moss (optional)

Step 1 Remove the lid and stand the box on its short end. Remove the top side of the box, so the top is open.

Step 2 Paint the inside of the box in rainforest colours or use fabrics or magazine images. Create trees of different sizes using rolls of card, add rainforest characteristic, roots, branches, lots of leaves. Add lianas (a long-stemmed, woody vine that is rooted in the soil at ground level and uses trees, as well as other means of vertical support, to climb up to the canopy to get access to well-lit areas of the forest) and wind round the trees from the ground upwards using wool or string.

Step 3 Use moss or leaves of green/brown tissue paper to create the rainforest base.

Step 4 Add some rainforest animals too if you want macaws, jaguars, snakes!

Creating a rainy street scene model

You'll need:

- Cardboard base
- Cardboard boxes (different sizes)
- Glue
- Any recycling materials
- Pens/paints
- Foil

Step 1 Plan and draw roads onto a cardboard base. Colour these in, create road markings too if you wish. Use foil to add puddle shapes to show rainy environment.

Step 2 Create buildings from cardboard and boxes to place along the roads. Be creative with the kinds of buildings you may find. If recreating a real location, choose some recognisable landmarks to create.

Step 3 Colour these in to share the town/city you have chosen.