

# AusBike

## WA Curriculum Alignment

WA CURRICULUM STRAND / CONTENT	EXAMPLE LESSON PLAN ACTIVITIES	CORE4SKILL ALIGNMENT
<b>Movement skills – PP–Year 2:</b> Balancing, running, hopping, jumping, and coordination directly link to learning to ride a bike and early bike handling skills (mounting, pedalling, braking, cornering).	3-Step Balance to Ride (Balance–Power–Control); Balance and Jump (off bike); Hop On/Off Balance	Static Balance
<b>Movement skills – Year 3–4:</b> Dodging, leaping, dribbling, and combining movement skills with tactics align with manoeuvring, scanning, and reacting to changing conditions while cycling.	Slalom Course; U-turns; Reaction Time Game	Weight Transfer
<b>Movement skills – Year 5–6:</b> Linking fundamental skills to organised games aligns with cycling as a structured sport. Adjusting force, speed, and timing (e.g., braking, gearing, cornering) builds accuracy and control.	Controlled Brake; Emergency Brake; Slow Race	Modulation
<b>Understanding movement – PP–Year 2:</b> Learning how the body reacts to activity links to noticing heart rate and breathing changes during riding.	Slow Race; Ride–Run–Hop Relay; Bean Bag Throw (on bike)	Static Balance
<b>Understanding movement – Year 3–6:</b> Benefits of regular physical activity, importance of rules and fair play connect to road safety rules, helmet use, and sharing paths while cycling.	Intersections Game; Continuous Hand Signals; Numbers Game	Situational Appropriateness
<b>Interpersonal skills – PP–Year 2:</b> Cooperation in pairs or groups mirrors group riding and taking turns.	Helmet Relay; Bean Bag Group Balance; Bike Twister	Static Balance

<p><b>Interpersonal skills – Year 3–4:</b> Working cooperatively to complete tasks relates to following group ride roles (leader, sweeper).</p>	<p>Follow the Leader; Bean Bag Pass; Relay: Bean Bag Drop and Collect</p>	<p>Weight Transfer</p>
<p><b>Interpersonal skills – Year 5–6:</b> Understanding roles (rider, marshal, signal giver) and showing ethical behaviour (road rules, respect for pedestrians) aligns directly with safe group cycling.</p>	<p>Numbers Game; Pool Noodle Relay; Intersections Game</p>	<p>Situational Appropriateness</p>
<p><b>Staying safe – PP–Year 2:</b> Protective behaviours and help-seeking strategies apply to bike safety (seeking adult help, checking equipment).</p>	<p>ABCDE Bike Check; Helmet 2-2-2; Helmet Relay</p>	<p>Static Balance</p>
<p><b>Staying safe – Year 3–6:</b> Communication skills to respond to unsafe situations link to hazard awareness on roads and pathways; strategies to ensure safety at school and in the community connect to wearing helmets and high-visibility clothing.</p>	<p>One-Eye Target; Reaction Time Game; Emergency Brake</p>	<p>Situational Appropriateness</p>
<p><b>Healthy &amp; active communities – PP–Year 2:</b> Actions and daily routines promoting wellbeing connect to riding as regular activity.</p>	<p>Bean Bag Throw (on bike); Ride–Run–Hop Relay; Slow Race</p>	<p>Static Balance</p>
<p><b>Healthy &amp; active communities – Year 3–6:</b> Strategies that promote safe, healthy lifestyles link to choosing cycling as an active transport option; understanding health messages links to bike safety campaigns, and participating in Ride to School days.</p>	<p>Colour Cones Relay Race; Slow Race; Follow the Leader</p>	<p>Modulation</p>
<p><b>Interacting with others – PP–Year 2:</b> Skills for interacting respectfully with others apply when sharing bikes, taking turns, or encouraging peers.</p>	<p>Bike Twister; Hop On/Off Relay; Bean Bag Group Balance</p>	<p>Weight Transfer</p>
<p><b>Interacting with others – Year 3–6:</b> Showing empathy, respect, and valuing differences align with group cycling and supporting peers of varying skill levels.</p>	<p>Follow the Leader; Bean Bag Group Balance; Numbers Game</p>	<p>Situational Appropriateness</p>

