













Physical Education

		A1	A2	Sp1	Sp2	Su1	Su2	
Class 1	Focus	Games	Gymnastics	Swimming & Water Safety		Games	Athletics	
				Dance	Games			
EY and Year 1	Skills / knowledge taught	<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. 	<ul style="list-style-type: none"> Copy and remember actions. Move with some control and awareness of space. Link 2+ actions to make a sequence Show contrasts such as tall/small, straight/curved and wide/narrow Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch/curl to develop flexibility Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> Swim unaided up to 10 metres. Use one basic stroke, breathing correctly. Control leg movements. Enter and exit water safely 	<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. 	<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. 	<ul style="list-style-type: none"> Athletic activities are combined with games in YR and Y1 	
Yr A & B	Vocabulary	Running Jumping Kicking Tactics team-mate opponent Roll bounce Hit catch	Small/tall Straight/curved Wide/narrow Rolling Hold/balance Climb Stretch Curl Flexibility Jump and land travel roll Forwards backwards sideways Balance high / low control	Safety/rules/Float/sink Stroke Breathing Widths lengths Confidence Enter/exit Jump Glide Front/back push Control Mood Speed movement beat	Running Jumping Kicking Tactics team-mate opponent Roll bounce Hit catch	Opponent Team-mate strike balance Rolling Hitting Running Jumping Catch Kicking	Throw Rules Line Jump Track Race	
	Outdoor and adventurous activities	<ul style="list-style-type: none"> See details regarding Residential below All children are involved in regular 'Wild School' activities, including termly camping and expeditions School grounds activities: shelter building / climbing / team activities / Kelly kettles / fire pit / pizza oven <p style="text-align: right;">-Orienteering on school site and at Wydale Hall</p>						
	Links to EY curriculum	<p>Physical Development: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p> <p>ELG: Gross Motor Skills: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>It is also expected that, through the being exposed to various pieces of sporting equipment, Fine Motor Skills will also be developed.</p> <p>All work in EYFS is underpinned by Communication and Language development</p> <ul style="list-style-type: none"> Learn new vocabulary Make comments about what they have heard and ask questions to clarify their understanding. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts. 						
	Diversity		<ul style="list-style-type: none"> Know that everybody can take part in and succeed in PE/sport 			Inspired by Nature		We take every opportunity to be inspired by nature, whatever the subject
	Global awareness		<ul style="list-style-type: none"> Know that sports are played all around the world 					
	Rural Aspirations		<ul style="list-style-type: none"> Have a go at lots of different and new activities 					

Physical Education

		A1	A2	Sp1	Sp2	Su1	Su2	
Class 2	Focus	Games: Invasion- Tag rugby – South Africa Sisa Kolisa Marlie Packer /New Zealand, netball, hockey- India/Pakistan	Gymnastics Simone Biles Louis Smith	Swimming & Water Safety Michael Phelps Ellie Simmonds		Games: striking/ fielding/racquet (tennis / badminton) Rounders, Baseball - USA, Cricket- India Arshdeep Singh	Athletics Faith Kipyegon – Kenya Johnny Peacock	
Year 2/3				Dance AWESOME JUNIOR MEGACREW - THAILAND (Hip Hop)	Games: Invasion football / revision / (start Su1)			
Yr A and Yr B	Skills / knowledge taught	<ul style="list-style-type: none"> Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball with feet, a hockey stick or hands Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements Show a kinesthetic sense in order to improve the placement and alignment of body parts (in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape) Swing and hang from equipment safely using hands 	<ul style="list-style-type: none"> Swim between 25 - 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water. 	<ul style="list-style-type: none"> Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball with feet, a hockey stick or hands Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition Follow the rules of the game and play fairly. Maintain possession of a ball with feet / hockey stick / racquet / hands Pass to team mates at appropriate times Lead others and act as a respectful team member. Use forehand and backhand in racquet games. 	<ul style="list-style-type: none"> Sprint over a short distance up to 60m Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques such as under arm, over arm Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate Compete with others and aim to improve personal best performance 	
	Vocabulary	Possession Pass Respectful leadership Defend/ attack Tactics Rules/fairness	Plan perform Expressive Speed Travel Flight Swing/hang Repeat refine direction travel Balance sequence	Sink/submerge Streamline/glide Tuck, star, pencil jump Move/turn/rotate Buoyancy Backstroke, front crawl, butterfly, breaststroke Roll Scull Tread Handstand Dive Plan, perform, Create Co- ordination accurate Suppleness Stretching levels repeat supple Expressive refine sequence	Possession Pass Respectful leadership Defend/ attack Tactics Rules/fairness	Throw catch Control fielding Accuracy Strike Tactics Rules/fairness Pass Respectful leadership	Sprint Long/short distance athletics Energy Throwing technique Under/over arm Target Personal best Track and field Sprint baton	
	Outdoor and adventurous	<ul style="list-style-type: none"> See details regarding Residential below All children are involved in regular 'Wild School' activities, including termly camping and expeditions School grounds activities: shelter building / climbing / team activities / Kelly kettles / fire pit / pizza oven 	-Orienteering on school site and at Wydale Hall				East Barnby and Peat Rigg Residential	
Diversity		<ul style="list-style-type: none"> Suggest how activities might be adapted to allow everybody to take part Recognise the different backgrounds of some well know athletes 				Inspired by Nature		We take every opportunity to be inspired by nature, whatever the subject
Global awareness		<ul style="list-style-type: none"> Recognise that some sports are more popular then others in different countries Compare popular sports in the UK and places such as America or India 						
Rural Aspirations		<ul style="list-style-type: none"> Compare the skills needed in two different sports. Identify where these might be transferrable between two activities/sports Identify the personal attributes/qualities displayed by elite athletes 						

Physical Education

		A1	A2	Sp1	Sp2	Su1	Su2
Class 3	Focus	Games: Invasion Tag rugby – New Zealand/S. Africa/Tonga, Mako Vunipola, Sarah Hunter	Gymnastics Max Whitlock Beth Tweddle	Dance HQ (Philippines-Hip Hop) Kyoka / Ramu Kawai Japan (Hip Hop)	Games: Invasion football / revision / (start Su1)	Swimming & Water Safety Adam Peaty Zheng Tao- Chinese Paralympian /	
Yr 4, 5 and 6	Skills / knowledge taught	<ul style="list-style-type: none"> Choose and combine techniques in game situations: running, throwing, catching, passing, jumping, kicking Work alone, or with team mates to gain points/ possession defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including: travelling/balances swinging / springing flight/vaults /inversions / rotations / bending/ stretching/twisting gestures / linking skills. Hold shapes that are strong, fluent, expressive. Include in a sequence set pieces, choosing the most appropriate linking elements Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (above) Demonstrate good kinesthetic awareness (place ment and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault + swing, remaining upright 	<ul style="list-style-type: none"> Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastic activities (such as cartwheels or handstands). 	<ul style="list-style-type: none"> Choose and combine techniques in game situations: running, throwing, catching, passing, jumping, kicking Work alone, or with team mates in order to gain points or possession. defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within teams 	<ul style="list-style-type: none"> Swim over 100 metres unaided. Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Swim fluently with controlled strokes. Turn efficiently at the end of a length. 	Athletics Mary Moraa- Kenya David Weir- paralympian
Yr A, B & C	Vocabulary	Possession Anticipate Direction of play Spirit of fair play travel Competitive Role model	Travelling Balance Flight Vault Rotation Gesture Link Hold Vary Level Cartwheel / handstand sequence	Compose Creative/ imaginative Perform Energy/grace Strength choreographer Posture expressive Precise complex stamina	Possession Anticipate Direction of play Spirit of fair play travel Competitive Role model	Tuck, Buoyancy Backstroke, front crawl, butterfly, breaststroke Roll Scull Tread Handstand Rotate Surface dive Rhythmical breaths Rescue sequence technique Strike /bowl / volley Forehand /backhand Field Anticipate	Sprinting/hurdling slipstream Distance Refine Analyse aerobic
	Outdoor / adventurous activities	<ul style="list-style-type: none"> See details regarding Residential below All children are involved in regular 'Wild School' activities, including termly camping and expeditions School grounds activities: shelter building / climbing / team activities / Kelly kettles / fire pit / pizza oven 				Peat Rigg and East Barnby Residential	
Diversity		<ul style="list-style-type: none"> Discuss barriers affecting participation in sports and how these might be overcome 					
Global awareness		<ul style="list-style-type: none"> Discuss how/why sporting opportunities in different countries differ and how this might impact on the game/sport at grassroots or elite level 					
Rural Aspirations		<ul style="list-style-type: none"> Explore and discuss other potential careers in sport, apart from playing the game. eg. photography/physio/tv production/analyst/fitness/Dr Discuss how technology/new inventions might change sports. Recognise that success comes from hard work and dedication 					
Inspired by Nature		<ul style="list-style-type: none"> We take every opportunity to be inspired by nature, whatever the subject 					

Outdoor Adventurous Activity

- 'Wild' Schools entwines across the school's curriculum in a range of subjects (e.g. science/geography), as well as in ongoing Wild School sessions (see long term plan) where children are taught to manage risk, use appropriate equipment and use teamwork/leadership in a range of outdoor recreation activities.
- Children are given extensive opportunities to develop the skills/knowledge taught in this area of the PE curriculum, using the local area as the environment for this
- Please refer to Wild School progression document for further details
- Year 5/6 pupils are given the opportunity to attend 2 residential (Peat Rigg and East Barnby) taking part in a range of adventurous activities (e.g. canoeing, ziplining, abseiling, climbing, orienteering).
- Year 3/4 pupils are given the opportunity to attend 2 residential visits at the same sites
- Other class visits allow for further outdoor recreation activity (e.g. Danby Moors Centre, Woodland visit, Dalby Forest Visit)
- School grounds activities: shelter building / climbing / team activities / Kelly kettles / fire pit / pizza oven

Outdoor and adventurous activities (also see Wild School Planning document)	Class 1	Class 2	Class 3
	Basic (remembering)	Advancing (Knowing)	Deep (Reasoning)
	<ul style="list-style-type: none"> • Take part in WILD SCHOOL activities 	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. <p><i>-Orienteering on school site and at Wydale Hall</i></p>	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first. <p><i>-Orienteering on school site and at Wydale Hall</i></p>

Whole school enrichment

Learning in PE is enriched through the following methods:

- Clubs: visiting coaches / weekly Class 2 and Class 3 sports club / half termly active clubs
- Lunch/Break time: children have access to a range of equipment and activities to encourage regular, daily exercise. For example, there is a trim-trail which children can develop strength, flexibility and safety awareness by swinging/jumping/moving. Additionally, children can take part in a 10-minute collective exercise activity at the end of lunch (e.g. Daily Mile; Wake up, Shake up; Games).
- EYFS children have a range of equipment and activities to develop physically during time in their provision areas. They also have a new sheltered area to be able to do this in all weathers.
- visiting coaches / sporting professionals talk to the children / deliver workshops
- Swimming sessions have been extended to all classes (beyond National Curriculum requirements) as we believe that water safety/confidence is a crucial skill, especially given the school's proximity to beaches and Wykeham Lakes.
- Specialist coaches for lessons and clubs
- Intra and Inter-school competition and events
- Use of facilities/coaching at Scarborough Rugby Club and Scarborough Tennis Centre

Diversity and Rural Aspirations through sport

Mary Moraa



Moraa's world, and that of her three siblings, fell apart when their last surviving parent died at their home in Kisii in western Kenya. At the time, Moraa was still a toddler. Her father had passed away just weeks earlier, leaving the four children - the youngest barely six months - to fend for themselves. They had to move in with their ageing grandparents. As a young girl, Moraa ran to school, like most of the children growing up in the village. The six-kilometre, bare-foot commute was tough and long, but it turned out to be the perfect grooming ground for her track career, which would peak in high school. While her running talent earned Moraa an education bursary, the teen still had to do menial jobs like working on farms to earn her upkeep.

Max Whitlock



In 2016, Whitlock became Britain's first ever gold medalist in gymnastics when he won the men's floor and pommel horse exercise at the Rio Summer Olympics. As a five-time Olympic medalist (two golds and three bronzes) as well as a number of medals and titles in world championships, Whitlock is currently the most successful gymnast in Britain's history. "Straight after my second Olympics in Rio, I decided to focus on two pieces to increase my difficulty level, increase my skills, and upgrade. I wanted a big challenge ahead. Sitting here today, I know that was the right decision." For most of his athletic career, Whitlock has always trained for 35 hours a week. Even after scaling back his training hours to 20 hours a week, the Olympic champion is still in the gym six days a week, Monday to Saturday, working on different aspects of the sports.

Faith Kipyegon



The eighth of nine children, Kipyegon grew up on a farm in Ndabibit, a village in the Rift Valley province of Kenya. Like many kids educated in rural areas, she walked and jogged many miles to and from school. Little did she know that this would instill the fundamental locomotion and physical skills that would form the foundation of her athletics career. This walking is enhanced by the physical education and sports activities that children engage in while in school. At 14, Kipyegon took part in her first 1km race in PE. She finished far ahead of everyone else in class. In the words of Kipyegon, winning that race created an awareness that she could "run fast and be a good athlete". Just two years later, she came fourth in the World Cross Country Championships under-19 event. At 16 she was the youngest finisher in the cross country top 21. Running barefoot, she started her winning trend at a cross country event the following year and achieved 1,500m Olympic gold in 2016.

Simone Biles



"Growing up, you don't see a lot of African American gymnasts," Biles said. "I remember when Gabby Douglas won I was like, 'Oh my gosh, if she can do it, then I can do it.'"

"Then I wanted to work harder," she added.

Work hard she did. And despite enduring adversity and occasional bouts of racism along the way, it paid off in spades.

Biles rapidly ascended to the pinnacle of the gymnastics world, winning the all-around gold medal in every World Championship she's competed in since 2013. But it was her dominant performance at the 2016 Summer Olympics in Rio de Janeiro three years after the start of her World Championship reign that catapulted the then-19-year-old into an international celebrity

Kyoka



A hip-hop dancer from Japan, Kyoka pairs an outstanding flow with moves inspired by her martial arts background.

Beth Tweddle



Elizabeth Kimberly Tweddle MBE is a retired British artistic gymnast. Renowned for her uneven bar and floor routines, she was the first female gymnast from Great Britain to win a medal at the European Championships, World Championships, and Olympic Games.

After trying several different sports, Tweddle began competing in gymnastics at the age of seven at Crewe and Nantwich Gymnastics Club.[9] In 1997, she moved to the City of Liverpool Gymnastics Club to train with coach Amanda Reddin.

Tweddle graduated from Liverpool John Moores University with a degree in sports science. She was accepted to the University of Liverpool's physiotherapy programme and began to attend after the 2012 Summer Olympics.

Ramu Kawai



Ramu Kawai, also known as Ram, is a Japanese olympic breakdancer. She participated at the 2018 Summer Youth Olympics in the dancesport competition, being awarded the gold medal in the B-Girls' event.[]

Louis Smith



Smith was born in Peterborough to his English mother, Elaine, who separated from his Jamaican-born father, Claude, when he was three. He was diagnosed with ADHD in 1995 and was on Ritalin from age six until he was eleven. Smith attended Arthur Mellows Village College in Glinton, Cambridgeshire. He has since described his childhood, saying that "My mum took me to a variety of sports but from a young age it was gymnastics that captured my attention and which I really wanted to progress in. I had to sacrifice a lot of things in my social life, and I also didn't do A-Levels as I wanted to focus on the sport".

Jessica Gadirova



Jessica Gadirova (born 3 October 2004) is an English artistic gymnast of Irish birth and Azerbaijani descent, representing Great Britain internationally. She represented Great Britain at the 2020 Summer Olympics and won a bronze medal in the team event and was part of the silver medal-winning team at the 2022 World Championships and gold medal-winning team at the 2023 European Artistic Gymnastics Championships.

Leah Dobson



Leah Dobson currently plays for Yorkshire, Northern Diamonds and Northern Superchargers. She plays as a right-handed batter. Dobson was born on 6 October 2001 in Scarborough, North Yorkshire. At youth level for Yorkshire, she was the Under-17 Batter of the Season in 2018, and hit 161 from 81 balls in an Under-17 T20 match.

Zheng Tao



The Paralympics has never been short of incredible athletes - but the legacy of Chinese para-swimmer Zheng Tao is going to take some beating. Despite having no arms the 30-year-old now has nine Paralympics medals to his name, six of them gold, and produced a phenomenal swim to smash his own 50m backstroke S5 world record in Tokyo. These Games also yielded gold in 50m butterfly, 50m freestyle, and mixed 4x50m freestyle relay for Zheng, but it's his backstroke exploits that have gone viral...Zheng can be seen hanging off a piece of material by his teeth in order to get his quick start. Still holding on with his jaw, he flung himself back when the claxon sounded and dived backwards into the pool.

David Weir



David Weir is one of the most successful and celebrated Para athletes in the history of the sport having made his Paralympic debut at Atlanta 1996. He has since gone on to win ten Paralympic medals - including six golds - although he missed out on the podium at Rio 2016. The Arsenal fan's crowning moment came on home soil at London 2012, where he conquered a gruelling schedule of seven races in 10 days totalling 35.3 miles to win four gold medals - the T54 800m, 1500m, 5000m and marathon. The British capital is a happy hunting ground for the 'Weirwolf', who has won a record-breaking eight London Marathon titles from 21 races.

Ellie Simmonds



Ellie's training regime isn't limited to the pool, and she does plenty of land training to complement her swimming. Here's a taster of what she gets up to out of the pool on an average week:

Gym – weights are really important for swimmers, and Ellie is in the gym three times a week doing strength-based training. **Yoga** – weekly yoga is great for strength and flexibility, but it's also a place to relax the mind and body. **Pre and Post Pool** – pre-pool Ellie uses a foam roller, peanut and thera band to warm up, and post-pool she stretches.

Ellie's regime shows that a lot goes into being an athlete, and even Elite swimmers like Ellie face mental and physical challenges when training. Like everyone, there are days when they wish they could stay in bed a little bit longer. Below are Ellie's top 5 pieces of advice for aspiring athletes:

1. Have fun! Have fun doing the sport you enjoy but also have fun with your teammates around you
2. Don't beat yourself up when training sessions don't go as well as you want them to. We are human, and some days we wake up and we're not on it.
3. It's not all about metres, skills are just as important. Training sessions when you work on a specific stroke and skill really important. In a race, skills can be the difference between winning and losing.
4. Work hard. To do well in competitions you need to work hard in training. Personal bests and medals don't come easy.
5. There will be times when you have to sacrifice things outside the pool, often social or family occasions. If you want to do well, you have to. Your friends and family will understand!

Mako Vunipola



Mako Vunipola (born 14 January 1991) is a professional rugby union player who plays as a loosehead prop for English club Saracens and the England national team. Born in New Zealand to Tongan parents, he qualified for England through residency having lived and been educated in Wales and then England since the age of 7

Johnny Peacock



Do you have a motivational mantra that keeps you going?

"If you fail to prepare, you prepare to fail". Simple, but effective.

I was training six times a week and each session was around five hours long."

Marlie Packer



Marlie Packer began her career as a five-year-old with Ivel Barbarians, where she spent 13 years. The openside played in every Six Nations game in 2017 and her outstanding defence in the final game against Ireland which resulted in a 34-7 win and Grand Slam. Marlie joined Saracens at the start of the 2017/18 season and played in four of the five games as England won the 2019 Six Nations Grand Slam. She enjoyed an outstanding 2021/22 season for club and country winning the Six Nations and Allianz Premier 15s titles as well as the RPA's England Women player of the year award. She was part of the squad that made the final of the delayed 2021 Rugby World Cup final and captained Simon Middleton's squad in the 2023 TikTok Women's Six Nations. Later that year, Marlie was named as captain of the Red Roses for the inaugural WXV tournament in New Zealand.

Sisa Kolisa



"Siya running out in front of the team in Johannesburg is an unbelievably pivotal moment in South African rugby history" - Bryan Habana
 Since emerging from the depths of apartheid in 1994, well in excess of 50 black or mixed-race players have played rugby for South Africa. However, in 127 years of history, no black man had been entrusted with the ultimate honour in South African sport; to lead the Springboks into battle in a Test match.

"It's a monumental moment for South African rugby, and a moment in South African history,".

Sarah Hunter



Sarah started playing rugby at an early age, falling in love with the sport. From the age of 9, she played for the Longbenton and Gateshead Panthers while studying at Goathland Primary School. This experience sparked her love for the fast-paced, hard-hitting game, which shaped her into the player she is today.

Senior Career

The Lichfield Ladies (2004 to 2015) Bristol Ladies (2015 to 2017) Loughborough Lightning (2017 onwards)

National Career

England Rugby Team (2007 onwards)

Harry Brook



Brook came to Sedbergh from Ilkley grammar on both a sports scholarship and a bursary in year 10. Speight (PE teacher) remembers a shy, quiet, very introverted boy – quite different from the man who now talks with some confidence in front of the cameras – though he’s retained his straightforwardness. He has also physically metamorphosised. “He was one of the worst athletes I’ve ever seen,” remembers Speight. “Richard Damms [then of the Yorkshire academy] spoke to me about him. His one comment was: ‘Do not let him field in the slips, he needs to learn to run.’” And so Brook did, dedicating two hours a week to training with the school athletics coach, until he was transformed. On top of that were hours spent in the nets. He grabbed the opportunity the school offered him, and never looked back.

Arshdeep Singh



Arshdeep was raised in a place called ‘Kharar’, 13 km away from Chandigarh, Punjab. He used to bicycle every single day to Chandigarh to get his practice. His timings were bad too . After bicycling 13 km, he had to wait to get his seat.

He paddled 26 km everyday with a hope that he would be good enough one day to get his chance. Every cricket fan in India knows very well that how hard it is, for someone born in a place like Kharar, to become a successful cricketer in this country.

Michael Phelps



According to Bowman, Michael Phelps swam 13 kilometres a day, six or seven days a week – at least 80,000 meters every week. Even on Sundays and birthdays. Phelps usually split his training into two sessions, spending 5-6 hours in the pool a day. His intensity and volume in training were astonishing.

Awesome Junior Megacrew (Thailand)



2023 JV MEGACREW WORLD CHAMPIONS: AWESOME JUNIOR MEGACREW - THAILAND

HQ (Philippines)



2023 ADULT WORLD CHAMPIONS: HQ - PHILIPPINES

Adam Peaty



As a young boy, Olympic gold medallist Adam Peaty was deathly afraid of the water. The fear stemmed from his older brothers telling him that sharks may come up through the plughole during bath time. “He didn’t like the water when he was younger,” his grandmother told The BBC in 2016. “He screamed every time he got in the bath and when his mum used to take him to the pool he used to scream there.” It wasn’t until Peaty went with a friend to their first swimming lesson together at the age of four that he lost his fear of water. Once he discovered his love (and talent) for swimming, Peaty’s life began to revolve around the sport. In between school, homework and usual teenage life, the swimmer managed to fit in round the clock training sessions. “My mum was waking up at 4am to take me training half an hour away in Derby and then back again for school. Then I used to get the bus back from school to Uttoxeter, which was another 25 minutes – enough time for some food or sleep – be at home for 20 minutes, get a meal down me, and then back to training for another three or four hours including travel. I’d be going from 4am until 10.30pm at night.”

