



PE

PE Curriculum

At Benson C of E Primary School, all children are given the opportunity to explore a range of sports, skills and challenges throughout their years. Through different sports the children are encouraged to develop communication skills, gross motor skills and team-building capabilities. These abilities will give them life-long confidence when facing challenges and the ability to work as both an individual and as part of a team. The increasing focus on children's levels of health and fitness are also addressed through the PE curriculum, equipping children with the understanding essential to living a balanced and active lifestyle.

Scheme Used

We use PE Hub. PE Hub meets the purpose and aims of the PE National Curriculum. We have selected our teaching units from the broad menu of activities to ensure children are exposed to a range of skills and knowledge while building on previous learning. Teaching units including EYFS objectives, ensuring children in Reception and developing their skills and knowledge appropriately.

Teaching of PE

PE is taught throughout the year, providing children with a range of diverse opportunities to keep fit, develop skills and gain knowledge.

Swimming: Ensuring water confidence, stroke development, and water safety skills.

Sports Clubs: Offering extracurricular opportunities for children to engage in their favourite sports or try new ones.

Sports Tournaments: Encouraging competitive spirit and teamwork through inter-school and intra-school events.

Half Marathon Challenge: Promoting endurance and perseverance through long-distance running events.

Active Play: Integrating physical activities during break times to encourage movement and play.

Support and Adaptions for Children with SEND

Fine motor difficulties: Use larger or lighter balls to aid control and coordination.

Gross motor challenges: Break movements into smaller steps and provide additional demonstrations or visual cues.

Sensory needs: Use sensory-friendly equipment, such as textured balls, and adjust noise levels or activity pace as required.

Physical impairments: Offer alternative activities that focus on upper or lower body movements, as appropriate, and use assistive equipment if needed.

Cognitive or communication difficulties: Provide clear, simple instructions, repeat key points, and use visual aids or peer support to enhance understanding.

Social and emotional needs: Encourage teamwork through paired or small group activities, and provide positive reinforcement to build confidence and engagement.

Recording of Work and Assessment

In EYFS, learning in PE is recorded through photographs and observations, capturing key moments of physical development and skill acquisition.

In other year groups, assessment is primarily observational, with teachers evaluating pupils' progress during lessons against learning objectives.

Teachers use verbal feedback and end-of-unit reflections to gauge skill development and teamwork abilities.

Structure of the PE Curriculum

Due to our class structures, topics in PE are being taught on a two-year cycle for 2024-2025 and 2025-2026. This will be reviewed during 2026 to ensure the most appropriate curriculum is in place once the school is at full capacity with 45 children in every year group. The creation of the two-year cycle for 2024-2025 and 2025-2026 has been created after reviewing and reflecting the knowledge and skills children in each year group have learnt previously. We ensure learning in EYFS meets the needs of the EYFS curriculum and provides a strong foundation for learning as children transition into Year 1 by focusing on developing fundamental movement skills, such as balance, coordination, and spatial awareness, alongside promoting teamwork and an enjoyment of physical activity. This foundation prepares children to build on their skills progressively as they advance through the PE curriculum.

Knowledge & Skills Progression 2024-2025

R&Y1	Term 1	Term 2	Term 3
Units	R Unit 1 Gymnastics	R Unit 1 Dance	R Unit 1 Speed Agility Travel
Skills	- To move safely - To take off and land on two feet - To balance and move balls and beanbags - To travel on mats and benches - To copy and repeat actions - To perform simple shapes and balances.	- To use our imagination to move like a car - How to move our bodies like a ship moves in the wind. - To use our bodies in different ways to be trains and tunnels - How to communicate using makaton sign language	- To move in different directions - To keep our bodies safe in running games - To jump in different directions - To stop safely - To move at slow and fast speeds - To stop safely in different ways.

		5. How to tell a story about building a house with our bodies 6. To dance like fire and put a fire out.	
Knowledge	Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills.	Recognise actions can be performed to music. Copy, create, repeat and perform some basic actions to music.	Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.
Key Vocabulary	Balance, control, fast, high, jump, link, low, stretch, pattern	Dance, twist, turn, travel, step, music, respond, stretch, feet, curl, high, low, fast, slow, car, train, sailing ship, firefighter, builder, farmer	pause, prepare, freeze, high, low, switch, agility, music, beat
	Term 4	Term 5	Term 6
Units	Y1 Unit 1 Attack Defend Shoot	Y1 Unit 1 Hit Catch Run	Y1 Unit 1 Run Jump Throw
Skills	1. To hit a target 2. To defend a target 3. To roll and slide balls and beanbags 4. To shoot in a game to get points 5. To work with a partner to score points 6. To use our attacking and defending skills in a game.	1. To select a space to throw or roll a ball into 2. To track and collect a rolling ball 3. To catch a ball to stop an opponent from scoring 4. To use our hands to hit a ball 5. To run between bases to score points 6. To work as a team to score points	1. To start and stop moving at speed 2. To use our arms when running at different speeds. 3. To take off on two feet to jump at distance 4. To use the correct technique to throw different objects for distance 5. To show improvement in our throwing 6. to take part in a competition using running, jumping and throwing skills
Knowledge	To understand basic movements, including running, jumping etc and begin to engage in competitive activities.	To understand how to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.	To understand how to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.
Key Vocabulary	Attach, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm	Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw	Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest

Y2&3	Term 1	Term 2	Term 3
Units	Y2 Unit 1 Send & Return	Y3 Unit 1 Dance	Y2 Unit 1 Gymnastics
Skills	1. To stay on our toes to move quickly to the ball 2. To identify which hand is dominant in a game 3. The basic rules of serving to our partner 4. To develop agility and use it in a game 5. To use the correct grip to hit a self-fed ball 6. To use the ready position in a rally	1. To perform a jazz square and use it in our dance 2. To perform a dance showing two contrasting characters 3. To develop movements using improvisation 4. To use props in our dance sequence 5. To use facial expressions to bring life and emotion to our dance 6. To take on the role of director to help others improve their dance.	1. To combine 4 elements into a floor sequence 2. To create power in a variety of different jumps 3. To take weight on our hands and move in different ways 4. To use our flexibility in a bridge and japaana gymnastic shape 5. To perform the point balance arabesque 6. to perform a teddy roll Bunny hop.
Knowledge	To understand that you can either hit with a racket or their hands.	To understand that props are objects that dancers use to enhance their dance. Choreography is the act of designing a dance.	To understand that performers are able to transition and link elements together. Gymnastics involve moving in a range of shapes and balancing.

Key Vocabulary	Save, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet	Facial expression, improvisation, rehearse, director	Balance, shape, bridge. jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, arabesque, japana
	Term 4	Term 5	Term 6
Units	Y2 Attack defend shoot	Y3 Cricket	Y3 Athletics
Skills	- To kick a ball over long and short distances - To stop a ball with control using the foot - To work as a team to keep the ball - To bounce a ball with a partner - To bounce the ball while we are moving - To pass the ball forward in a game.	- To hit stationary balls into space using the straight drive - To bowl underarm to a batter - To use the correct footwork to strike a bowled ball - To stop a moving ball using the long barrier technique - To throw longer distances overarm - To perform as a wicketkeeper.	- Jumping and hopping sequences - Run at different speeds - Approach and jump hurdles - To throw a javelin using the pull-throw technique - Skipping techniques - To keep score accurately over a range of events.
Knowledge	Understand how to stop and restart play effectively and how to compete fairly within game rules. Develop teamwork by cooperating to keep possession and moving into space to support teammates.	Understand the basic rules of cricket.	To understand how to control movement in response to instructions.
Key Vocabulary	Aim, attack, compete, control. cooperate, receive, restart, sideline	Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine

Y4&5 All swim for 10 weeks	Term 1	Term 2	Term 3
Units	Maple & Ash: Y4 Unit 2 Gymnastics Sycamore: swimming	Maple & Ash: Y4 Unit 1 Dance Sycamore: swimming	Sycamore: Y4 Unit 2 Gymnastics (see Term 1) Ash: Y5 Football Maple: swimming
Skills	- To perform a weighted bunny hop showing control and balance - An arabesque balance and over the shoulder roll - To identify and engage core muscles for stability - To smoothly transition from a front support to side support - To perform a shoulder stand with control - To combine all elements of this unit showing smooth transitions	- To use freeze frame in the dances - To perform a slide and roll confidently - To use a variety of formations when performing - To extend our mission dance phrases using canon - To sequence our dance actions to show good flow - To create a 5 action dance routine showing good stage entry	Football: - To turn with the ball - To travel quickly and effectively when running with the ball - To combine running with the ball and sending it into space - To maintain position when attacking to create space - To perform a stepover to beat a defender To control a bouncing ball, keeping it close to the body
Knowledge	To understand how to take weight on hands.	To understand that freeze frame is like pressing the pause button on a remote control, taking a photo or making a statue.	To understand the rules of football and understand a variety of position and formations.
Key Vocabulary	Tension, travelling steps, muscles, engage, core, stabilise	Improvisation, rehearse, director, choreographer, slide, formation ,freeze frames	Distance, perform, consistent, speed, fairplay, regain, possession, goal side, interchange, position, maintain
	Term 4	Term 5	Term 6
Units	Sycamore: Y4 Unit 1 Dance (see Term 2) Ash: Y4 Athletics Maple: swimming	Sycamore: Y4 Athletics (see Term 4) Maple: Y5 Football (see Term 3) Ash: swimming	Sycamore: Y5 Football (see Term 3) Maple: Y4 Athletics (see Term 4) Ash: swimming
Skills	Athletics:		

	1. To challenge ourselves in running, jumping and throwing tasks 2. To accelerate over short distance 3. To run and jump using one-footed take off 4. To use a sling action to throw a discus 5. To run on a curve and exchange a baton		
Knowledge	To understand where to receive the baton and how to measure from the throwing line.		
Key Vocabulary	Track, force, distance, curve, accelerate, hurdles, foam, javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy		

Y6	Term 1	Term 2	Term 3
Units	Netball	Tag Rugby	Unit 1 Gymnastics
Skills	1. Ways to improve coordination 2. To mark the pass or the shot 3. Organisation in and around the semi-circle 4. To compete to win the rebounding ball 5. To stay active to intercept a pass 6. To stay onside on games depending on the position being played	1. To create attacking continuity by supporting the player with the ball 2. To use set plays in attack to create space for the ball carrier 3. To develop the 3 step rule 4. To attack the space as a ball carrier to create scoring opportunities 5. To change from an attacking to a defensive formation when your team loses possession 6. To observe and analyse classmate's performance	1. To use controlled flight onto high apparatus 2. What a base and a flyer are in partner balances and learning to perform both roles 3. To perform more advanced partner balances and evaluate others' work 4. To incorporate equipment such as hoops and balls into a sequence 5. To incorporate musicality and timing into a group sequence 6. To combine our skills in partner balances and rhythmic gymnastics in a team performance
Knowledge	To understand the rules of netball and implement a range of strategies to attack and defend.	To understand basic tag rugby skills such as catching and quickly passing in one movement.	To understand that musicality refers to the gymnast's ability to interpret and express the music through their movements.
Key Vocabulary	Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside, intercepting	Transition, principle, STEP, agility, turnover, support, observe, analyse	Flight, consistent, value, valuing sequences, combinations, direction, dismount, formations, rhythmic, musicality, timing, equipment
	Term 4	Term 5	Term 6
Units	Handball	Tennis	Cricket

Skills	1. To play in a game abiding by the double dribble rule 2. The concept of screening and attempting it in a game 3. Patience around the D to find the best position to shoot 4. To show control of the ball when dribbling under pressure 5. To counterattack into space with speed 6. To develop decision-making skills in game situations	1. To communicate clearly with a partner to score double points in doubles play 2. To attempt a two handed backhand shot with control 3. To perform a lob shot to hit the ball over our opponents head 4. To apply the correct rules and scoring systems in games 5. To play in different doubles formation and work with our partner to improve 6. To discuss and apply a range of tactics in doubles play to achieve success	1. To create pressure on a batter by using a ring field 2. To track and catch a high ball consistency 3. To perform a short-pitched bowl to get a batter to hit the ball in the air 4. To work in a pair to restrict runs scored when fielding 5. To play an on-drive 6. To set an attacking field
Knowledge	To understand the basic rules and that when restarting a game, defending players must be 3m away. You cannot bounce the ball; catch it and bounce it again. You cannot pull or hit out the ball out of a player's hand.	To understand the play rules where if the ball is hit out of the playing area, the point is awarded to the other player.	To understand that the cricket field is split into two imaginary halves, the on side and the off side.
Key Vocabulary	Control, use space, screen, skill selection, conditioned games, appropriate, organisation, consistency, counter attack	Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement	Urgency, acquire, high ball, tracking, short delivery, long ball, on drive, off-side, slip, short leg, silly point, innings, retires, attack

Knowledge & Skills Progression 2025-2026

R	Term 1	Term 2	Term 3
Units	R Unit 1 Gymnastics	R Unit 1 Dance	R Unit 1 Body Management
Skills	1. To move safely 2. To take off and land on two feet 3. To balance and move balls and beanbags 4. To travel on maths and benches 5. To copy and repeat actions 6. To perform simple shapes and balances	1. To use our imagination to move like a car 2. How to move our bodies link a ship moves in the wind 3. To use our bodies in different ways to be trains and tunnels 4. How to communicate using makaton sign language 5. How to tell a story about building a house using our bodies 6. To dance like fire and put a fire out	1. To balance beanbags 2. To move through hoops in different ways 3. To reach and stretch to get equipment 4. To make bridges with our bodies 5. To travel over and under apparatus 6. To make shapes with our bodies
Knowledge	To understanding the different ways you can move from one area to another such as jumping, rolling, crawling, leaping, turning	Recognise actions can be performed to music. Copy, create, repeat and perform some basic actions to music.	To understand we can make bridges with our bodies in a variety of different ways.
Key Vocabulary	Balance, control, fast, high, jump, link, low, stretch, pattern	Dance, twist, turn, travel, step, music, respond, stretch, feet, curl, high, low, fast, slow	Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry
	Term 4	Term 5	Term 6
Units	R Unit 1 Speed agility travel	R unit 1 manipulation and coordination	R unit 1 cooperate and solve problems
Skills	1. To move in different directions 2. To keep our bodies safe in running games	1. To handle a balloon 2. To handle a ball 3. To kick a ball 4. Top hop, jump and step	1. To match colours and symbols 2. To work as a team to complete a task

	3. To jump in different directions 4. To stop safely 5. To move at slow and fast speeds 6. To stop safely in different ways.	5. To send a ball or beanbag 6. To send and stop in a game	3. To use our bodies to make number shapes 4. To follow a trail 5. To work with others to make patterns 6. To work with a partner to complete challenges
Knowledge	Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.	Bilateral coordination refers to the ability to coordinate both sides of the body at the same time.	To understand how to organise and match items, images, colours and symbols.
Key Vocabulary	pause, prepare, freeze, high, low, switch, agility, music, beat	Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes	Cooperate, team, individual, partner, pair, work, choose, collect, suits, deck, cards, trail

Y1&2	Term 1	Term 2	Term 3
Units	Y1 Unit 1 Send and return	Y1 Unit 1 Gymnastics	Y2 Unit 2 Dance
Skills	1. To slide a beanbag to a target 2. To hit a ball in different ways with our hands 3. To move towards a ball to return it 4. To work with a partner to stop and return a beanbag 5. What a rally is and rallying with a partner 6. To send a ball into space to make it harder for our opponent	1. To perform 'like' actions in a sequence 2. To carry and set up apparatus safely 3. To perform shapes on large and small body parts 4. To take off and land and use shapes in our jumps 5. To travel on our feet, showing good body tension 6. How we can create different levels in our performance.	1. To develop a dance that shows different emotions 2. To dance with rhythm following a clockwork pattern 3. To work on our own to create a short movement phrase 4. To watch copy and repeat actions to create a motif 5. To perform our motif in different formations 6. To use different movement pathways in our dance
Knowledge	To understand the rules of the game.	To understand how to use simple gymnastics actions and shapes.	To understand formations in gymnastics
Key Vocabulary	Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, forehand, backhand	Balance, body tension, tensed, relaxed, extension, control	Dynamic, independent, pair, clock face, time, motif, freestyle
	Term 4	Term 5	Term 6
Units	Y1 Unit 2 Attack Defend Shoot	Y2 Unit 1 Hit Catch Run	Y2 Unit 1 Run Jump Throw
Skills	1. To throw different types of equipment 2. To move to space after passing the ball 3. To pass and move forward to a target with a partner 4. To position ourselves as a goalkeeper 5. To intercept a ball from a person on the other team 6. To use the skills we have developed in a competition	1. To hit a ball and score points running to cones 2. To defend a target by ticking 3. To bowl underarm with control 4. To hit a ball using different bats and techniques 5. To throw accurately to a base 6. To hit a ball into space, away from fielders	1. To move quickly whilst being aware of others around 2. To create power with our legs to turn at speed 3. To move through an obstacle course, with speed and control 4. To choose the best throw for different situations 5. To use quick feet while sprinting 6. To perform static and dynamic balances
Knowledge	To understand how to keep score and learn the rules.	To develop hitting skills with a variety of bats.	To understand how to throw and handle a variety of objects.
Key Vocabulary	Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics	Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps	Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect

Y3&4	Term 1	Term 2	Term 3
Units	Y3 Unit 1 Gymnastics	Y4 Unit 1 Dance	Class A: Y3 Unit 1 Gymnastics

			Class B: Y3 Handball
Skills	1. To show full extension during a balance 2. To move in and out of contrasting shapes with fluency 3. To perform a sequence using different types of rolls 4. To perform powerful jumps from low apparatus 5. To perform in unison with a partner 6. To create a group performance using contrasting actions	1. To use freeze frame in our dances 2. To perform a slide and roll confidently 3. To use a variety of formations when performing 4. To extend our mission dance phrases using cannon 5. To sequence our dance actions to show good flow 6. To create a 5 action dance routing showing good stage entry	1. To show full extension during a balance 2. To move in and out of contrasting shapes with fluency 3. To perform a sequence using different types of rolls 4. To perform powerful jumps from low apparatus 5. To perform in unison with a partner 6. To create a group performance using contrasting actions
Knowledge	To understand how to modify actions independently.	To understand the concept of freeze frames.	To understand how to modify actions independently.
Key Vocabulary	Fluency, contrasting, unison, low, combinations, full turn, half turn, flexibility, compositional ideas	Improvisation, rehearse, director, choreographer, slide, formation, freeze frames	Fluency, contrasting, unison, low, combinations, full turn, half turn, flexibility, compositional ideas
	Term 4	Term 5	Term 6
Units	Class A: Y3 Handball Class B: Y4 Athletics	Class A Y4 Unit 1 Dance Class B Y3 Handball	Y4 Athletics
Skills	1. To use the ready position to catch effectively 2. To perform accurate passes in different situations 3. To move the ball using the three step rule 4. To prevent the ball from being passed by blocking and intercepting 5. To use quick effective passes to attack as a team 6. To develop accurate passing and move into space in a game	1. To use freeze frame in our dances 2. To perform a slide and roll confidently 3. To use a variety of formations when performing 4. To extend our mission dance phrases using cannon 5. To sequence our dance actions to show good flow 6. To create a 5 action dance routing showing good stage entry	1. To challenge ourselves in running, jumping and throwing tasks 2. To accelerate over short distances 3. To run and jump using one-footed take off 4. To use a sling action to throw a discuss 5. To run on a curve and exchange a baton in our team 6. To apply the skills we have developed in a competitive way
Knowledge	To be able to understand basic passing and catching skills.	To understand the concept of freeze frames.	To understand the correct use of a stopwatch and where to receive the baton
Key Vocabulary	Shoot, defend, attack, block, run, control, catch, pass, teamwork, score, intercept	Improvisation, rehearse, director, choreographer, slide, formation, freeze frames	Track, force, distance, curve, accelerate, hurdles, foam javelins, target, take off, sling, accuracy

Y5&6	Term 1	Term 2	Term 3
Units	Y6 Netball	Y6 Unit 1 Gymnastics	Y5 Unit 2 Dance
Skills	1. Ways to improve coordination 2. To mark the pass or the shot 3. Organisation in and around the semi-circle 4. To compete to win the rebounding ball 5. To stay active to intercept a pass 6. To stay onside on games depending on the position being played	1. To use controlled flight onto high apparatus 2. What a base and a flyer are in partner balances and learning to perform both roles 3. To perform more advanced partner balances and evaluate others' work 4. To incorporate equipment such as hoops and balls into a sequence 5. To incorporate musicality and timing into a group sequence 6. To combine our skills in partner balances and rhythmic gymnastics in a team performance	1. To communicate the theme of heroes through our dance 2. To manipulate and develop actions using a range of devices 3. To create interesting and varied dance actions as a group using levels 4. To use jumps to bring power and energy to our dance phrase 5. To show the theme of an attack, performing at a low level 6. To work effectively with others to improve movement quality and performance

Knowledge	To understand the rules of netball and implement a range of strategies to attack and defend.	To understand that musicality refers to the gymnast's ability to interpret and express the music through their movements.	To understand that instrumentation is a choreographic device where a movement performed by a body part is transferred to another body part.
Key Vocabulary	Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside, intercepting	Flight, consistent, valut, vaulting sequences, combinations, direction, dismount, formations, rhythmic, musicality, timing, equipment	Assemble, sissone, saute, inversion, instrumentation, fragmentation
	Term 4	Term 5	Term 6
Units	Y5 Athletics	Y6 Tennis	Y6 Cricket
Skills	1. To run for speed and distance on our own and as part of a team 2. Packing our run over longer distances 3. Different jumping styles and exploring which ones we can jump further with 4. To use the push-throw technique 5. To exchange a baton within a restricted area 6. To design a running, jumping or throwing activity for others using the STEP principle.	1. To communicate clearly with a partner to score double points in doubles play 2. To attempt a two handed backhand shot with control 3. To perform a lob shot to hit the ball over our opponents head 4. To apply the correct rules and scoring systems in games 5. To play in different doubles formation and work with our partner to improve 6. To discuss and apply a range of tactics in doubles play to achieve success	1. To create pressure on a batter by using a ring field 2. To track and catch a high ball consistency 3. To perform a short-pitched bowl to get a batter to hit the ball in the air 4. To work in a pair to restrict runs scored when fielding 5. To play an on-drive 6. To set an attacking field
Knowledge	To understand the rules involved in athletics.	To understand the play rules where if the ball is hit out of the playing area, the point is awarded to the other player.	To understand that the cricket field is split into two imaginary halves, the on side and the off side.
Key Vocabulary	Bounce, relay, baton, safely, rules, target, record, set, take over, pass, push, receive	Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement	Urgency, acquire, high ball, tracking, short delivery, long ball, on drive, off-side, slip, short leg, silly point, innings, retires, attack