



INTRODUCTION 4

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About the series

Pick up a Play – Quick and Easy Plays for Primary Schools is a brilliant set of differentiated plays for each year of primary school. Each resource is housed in a handy ring binder so the teacher can add her own notes and ideas.

There is one ring binder each for:

Ages 5-6

Ages 6-7

Ages 7-8

Ages 8-9

Ages 9-10

Ages 10-11

Each ring binder contains 27 plays plus comprehensive teachers' notes. Each play is photocopiable so the teacher can make as many copies as required. The plays are differentiated at three ability levels so all children in the class can take part and are linked by a common theme such as family life, school and friends.

Each resource aims to:

- support teachers by providing a wealth of ideas and suggestions for performing the plays;
- reduce teachers' preparation time through the provision of differentiated and photocopiable resources;
- stimulate children's enjoyment and interest in plays and performing;
- develop children's speaking, listening and drama skills through stimulating and purposeful activities that are fun to do.

About each resource

- Each resource contains three chapters. Each chapter addresses a different literacy genre, such as stories with stories with familiar settings, traditional tales and fantasy worlds.
- Each chapter is divided into three sections with topics such as family life, school and friends, and each topic has a common linking theme, such as bullying, school journeys and sibling rivalry.
- Each section contains three different photocopiable plays on its theme (giving a total of nine plays in each chapter). Each of the plays is written at a different ability level, providing text for below average readers for that age range, average readers and above average readers.
- There are detailed teachers' notes that contain curriculum links, background information where necessary and suggestions for costumes, props and performance for each play.

How to use the resource

The resource is very versatile – it can be used in conjunction with any related topic the teacher may already be doing in class or it can be 'dipped into' as and when required.

The plays can be used for shared or guided reading, they can be read purely for enjoyment or they can be performed in the classroom or on stage. There is enough information in the teacher's notes for a full production of each play with suggestions for props, costumes and performance ideas for each character.

Playscript conventions used:

- Some of the plays are divided into acts and scenes;
- The characters' names are written in capital letters in the stage directions and on the left-



hand side of the page to indicate when a character is speaking and/or acting. The words to be spoken are set out in lines that are underneath each other;

- The scene setting is in italics without brackets. These are messages that tell us where the characters are and what the set should look like;
- The stage directions are in italics within brackets. These tell the actors how to perform their lines. The children will need to be made aware that they do not read out the words in brackets;
- Some words in the dialogue are written using typography (such as capital letters) or punctuation to indicate how they are to be spoken.

layout of these plays is very different from the other ones. The first page is intended for the teacher only and contains the narrator's lines and all the stage directions. The second page contains the characters' parts with an illustration for each character and can be cut out to hand to the children playing the parts. The actors' lines are very simple and are easy to learn.

The third play in each set of three is the most challenging play with more complex language and more detailed stage directions. The font size is smaller in these plays.

About this resource

This resource is for teachers of children aged 7-8. The chapter topics are:

- 1 Stories with familiar settings – families, school, the optician;
- 2 Myths and legends – good over evil, wise over foolish, weak over strong;
- 3 Adventure stories – exploring new worlds, evacuation, the sea.

Each chapter contains:

Curriculum links – with references to the Original Literacy Framework and the Renewed Framework plus any other cross-curricular links;

Notes on each play – character list, props required, background information where appropriate, suggestions and illustrations for making the props and performance ideas for each character;

Differentiated plays – the first play in each set of three is the easiest and is suitable for younger or less able children within this age range. The

Linking theme

Moving house

Curriculum links

Renewed Framework – Year 3

Drama

To present events and characters through dialogue to engage the interest of an audience

Original Framework – NLS Year 3, Term 1

T3 To be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used

T4 To read, prepare and present playscripts

Links with other subjects

Geography – Unit 6: Investigating your local area

Talk about the differences between living in a flat and a house, living in a country and a city.

Citizenship – Unit 02: Choices

Discuss with the children the choices we have to make and how our likes and dislikes influence these choices. Point out that sometimes their parents have to make choices the children might not like. How do they feel about this? Do they think that their likes and dislikes should be taken into account?

Plays 1, 2 and 3

The first three plays in this chapter deal with moving house, an experience many children will be familiar with.

Play 1 – **A Nice Cup of Tea** (page 9)

Play 2 – **What about Scooby?** (page 12)

Play 3 – **A New Home** (page 15)

All of the plays deal with coping with new environments and the mixed feelings of moving house. These topics could be used as a basis for discussing with the children subjects such as where they live and how they would feel if they moved house. You could ask if any of them have moved house and discuss their feelings about it. Were they happy? Excited? Scared? Sad? What was different about their new environment?

You could ask the children who have moved house how they moved. Did friends help them? Did the removal men come in and pack for them? Mention that in Play 1 the first things Lauren's mum unpacked were the kettle, teapot and cups. What was the first thing the children who have moved unpacked?

Encourage the children to think about the characters' feelings and to pay particular attention to the expressions and voices of the characters as they act the plays.

Play 1 – A Nice Cup of Tea

Characters: Narrator, Mum, Lauren, Sue, Ryan, Geena, Ankita, Dave, neighbours

The play is set inside a house. It pays particular attention to the moving process, packing things in boxes, moving them to a new house and so on. The settings for all three plays are very simple with few costumes or props needed.

Props: everyday clothes, large cardboard boxes, kettle, cups and saucers, jug of milk, books, toys, ornaments, chairs, xylophone (for doorbell)

clothes – Geena and Ankita are Asian. The children playing them could either be dressed in Asian-style clothes, or wear trousers underneath a dress.



Performance ideas

If your play is to be a mime, discuss ways the children can mime wrapping things and putting them in boxes. If you decide to get them to wrap real items do make sure they are plastic and light.

Lauren and Mum – tell the children acting these parts that sometimes they will be excited – such as when their friends are helping them pack – but at other times – such as when they wave goodbye to their friends – they will be sad. How will they show this? What facial expressions will they use?

All parts – remind the children that the boxes would probably be heavy. They could mime this by bending their knees and making a big effort to pick them up. Two or three children could lift one box together, huffing and puffing as if it is very heavy. When they have picked up the box they would need to move very slowly across the stage with it. What would their facial expressions be like as they lift and carry the boxes?

After the performance, discuss with the children the tradition of offering visitors a cup of tea when they arrive. Do their parents always put the kettle on when they have visitors? Do they know of any similar traditions? Perhaps children from different cultures can discuss their traditions.

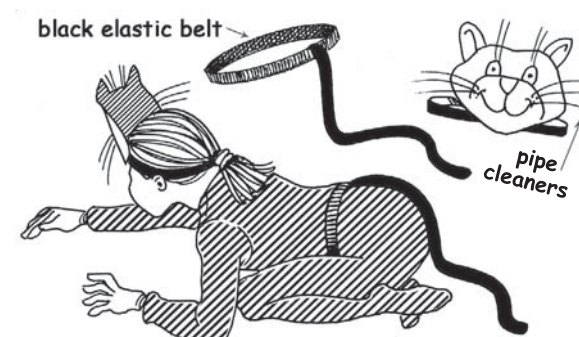
Play 2 – What about Scooby?

Characters: Narrator, Andrew, Mum, Scooby (a cat), other cats, two neighbours, boy, removal men

The play is set first inside a house, then inside a flat.

Props: everyday clothes, toy cats or cat costumes

cat costume – if a child plays Scooby he or she can wear black trousers and top, or leotard and tights. A simple tail can be made from some black cord or thin piece of black material sewn up double and safety-pinned or stitched to the trousers or leotard or attached to a belt. A black cat's mask can be made by drawing the head of a cat onto card, sticking on fishing line whiskers and attaching it onto the front of a headband.



Performance ideas

Scooby – if a child plays the part of Scooby (and the other cats) encourage them to miaow and scamper about on all fours like a cat. When the play indicates that Andrew picks the cat up, the child acting Scooby could just stand by Andrew. The cat box part could just be mimed. Alternatively, use a toy cat.

Discuss with the children how they think a cat would react to being put in a box. Would it miaow? Would it fight? If you are using a toy cat perhaps someone backstage could miaow.

Andrew – he is reluctant to move at first. The child playing this part could look sad as he strokes Scooby and puts him in the box. When Scooby goes missing Andrew looks worried – his shoulders should slump with dejection. Then when Scooby is found he stands up straight and looks cheerful.

Ask the children if they know what 'I'll give you a knock,' means. Explain that it is a colloquialism for knocking on the door. This could lead to a discussion about local sayings. Have any of the children moved from another area/country or do they have relatives in another area/country who have different sayings?

This play deals with moving to a different sort of home, from a house with a garden to a flat, and Andrew's worry about his cat adapting, which mirrors his own secret worry about adapting. Discuss this with the children. Have any of them moved from a house to a flat? Or a flat to a house? Discuss with them the problems of moving with pets. How did the pets adjust? Did any of the pets get lost in their new home? Did they and their pets take long to settle in?

the play she starts to look happier. She smiles, holds her head up and waves to the other children after going ice skating.

Mum and Dad – they are worried because Emma is upset about moving. They should try to reassure her and act extra jolly.

Discuss the different movements they might do in the ice skating scene. The children might find this easier to do wearing socks and no shoes.

Play 3 – A New Home

Characters: Narrator, Harry, Emma, Mum, Dad, couple who buy the house, estate agent, children at ice rink

Props: everyday clothes, 'For Sale' signboard, car *signboard* – a simple board can be made by painting the words on a square of cardboard. A child could hold up the sign.



car – when the family get into their car this could be represented by four chairs. These should be set up on stage at the beginning.

Performance ideas

For the first half of the play the characters could be sitting in the garden. This would avoid having to change scenes when the people come to see the house. The rest of the play can be set outside, except for the ice skating scene at the end.

Encourage the children to think about the characters' feelings as they perform.

Harry – Harry is clearly happy about the move. He should smile a lot and clap his hands when the house is sold.

Emma – Emma isn't happy about the move. She should scowl and have her head down. She looks upset when the house is sold. Towards the end of

A Nice Cup of Tea

Characters: NARRATOR, MUM, LAUREN, SUE, RYAN, GEENA, ANKITA, TWO NEIGHBOURS,
DAVE

The NARRATOR is at the front of the stage. Behind are MUM and LAUREN, wrapping things up. There are a few chairs scattered about.

NARRATOR: Mum and Lauren were happy. They were moving to a new house today. Their friend Dave was going to move their things in his van. Mum had lots of boxes to put their things in. They were busy packing when the doorbell rang.

(The doorbell is heard. LAUREN goes and opens the door)

LAUREN: *(smiling, calling out to her MUM)* It's Ryan and his mum!

(Enter SUE and RYAN)

SUE and RYAN: We've come to help you pack.

MUM: Oh, thank you. Let's all have a nice cup of tea first.

(Exit MUM. Enter MUM with a tray with a teapot, cups and saucers, sugar bowl and teaspoons, bringing it over to the others, who are all sitting on chairs. She pours tea into cups and passes them to everyone)

NARRATOR: So they all had a cup of tea and then they started packing. The bell rang again. This time it was Geena and her mum, Ankita. So they all had another cup of tea.

(GEENA and ANKITA enter then sit down. MUM pours a cup of tea and passes it to ANKITA)

NARRATOR: Just as they started packing another neighbour came to help. Then another.

(Enter NEIGHBOURS)

MUM: *(handing cups of tea to everyone)* I think I'd better pack the tea things last!

NARRATOR: Then Dave arrived with his van to help them move.

(Enter DAVE)

DAVE: Are you ready to move now?

MUM: We're just having a cup of tea before we leave.

DAVE: Good idea! I could do with one, too.

(MUM passes DAVE a cup of tea)

NARRATOR: After a last cup of tea, everyone helped to finish packing the boxes, ready to take them out to Dave's van.

(MUM packs the tea things into a box)

NARRATOR: Everyone was very sad that Mum and Lauren were moving. Lauren was sad too. She was going to miss her friends.

LAUREN: *(waving sadly)* Come and visit us in our new home! It's not very far away.

GEENA: *(waving)* We will.

(Exit GEENA, ANKITA and NEIGHBOURS)

MUM: Bye! See you soon.

(Exit MUM, LAUREN and DAVE, carrying boxes)

NARRATOR: Dave drove Mum and Lauren to their new house and helped them carry all the boxes into the house.

(Enter MUM, DAVE and LAUREN, carrying boxes)

MUM: What we need is a nice cup of tea before we start unpacking.
(searching through the boxes) Oh dear. Where did I put the tea things?

NARRATOR: Just then there was a knock on the door. It was all their friends and neighbours.

(Enter FRIENDS and NEIGHBOURS, all smiling. SUE is holding the box of tea things)

ANKITA: We decided to come and help you unpack.

SUE: And look what you left behind! Your tea things!

MUM: I've been looking for those! Let's all have a nice cup of tea!

(MUM puts the tea things on the table. ALL THE OTHERS smile sit down to wait for their tea)

NARRATOR: So they all had a nice cup of tea and then everyone helped unpack the boxes. Later that night when Lauren waved goodbye to her friends she didn't feel sad at all. She knew that she would see them again very soon.