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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 teacher's 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 home, 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 Childhood experiences, Traditional stories and Stories from other cultures.
- Each chapter is divided into three sections with topics, such as Friendship, The school journey and Victorian childhood, and each topic has a common linking theme, such as bullying, school journeys and making friends.
- 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 teacher's 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.

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. It may be necessary for a teacher, other adult or more able reader to take the role of Narrator. The language level and stage directions are much simpler in the first play than in the next two. The font size is also larger in the first plays.

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 9–10. The chapter topics are:

- 1 Childhood experiences – friendship, the school journey, Victorian childhood;
- 2 Traditional tales – fairy tales, myths and legends, fables;
- 3 Stories from other cultures – creation stories, celebrations, Christmas around the world

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,

**Linking theme**

**Making new friends**

### Curriculum links

#### Renewed Framework – Year 5

##### Drama

- To perform a scripted scene, making use of dramatic conventions
- To use and recognise the impact of theatrical effects in drama

#### Original Framework – Year 5 Term 1, T5

- To understand dramatic conventions including:
  - the conventions of scripting (eg. stage directions, asides);
  - how character can be communicated in words and gesture;
  - how tension can be built up through pace, silences, delivery.

### Links with other subjects

#### PSHE & Citizenship – Unit 12: Moving On

The plays can be used for a discussion on facing new challenges positively by collecting information, looking for help, making responsible choices and taking action.

### Plays 1, 2 and 3

The first three plays on childhood experiences are all about friendship with an emphasis on making new friends at school.

Play 1 – **First Day at School** (page 9)

Play 2 – **The Music Lesson** (page 12)

Play 3 – **Going to a New School** (page 15)

Discuss with the children why it is that there are times in our lives when we have to move on. Make sure the discussion includes particular reference to moving schools. Ask the children to think of situations when they might have to move schools, such as their parents starting new jobs in another area, just moving into a new area or the transition from primary to secondary school.

When you have read through the plays, discuss how they think the children in the plays felt about having to move to a new school in the middle of a term. They would have been totally alone with no friends. What sorts of things could they do to help others who are new to their school.?

Look at the three plays and identify how the new children express that they are missing their old school and their old friends. Take the opportunity to prompt a discussion on 'best friends' and what makes a 'best friend'.

### Play 1 – First Day at School

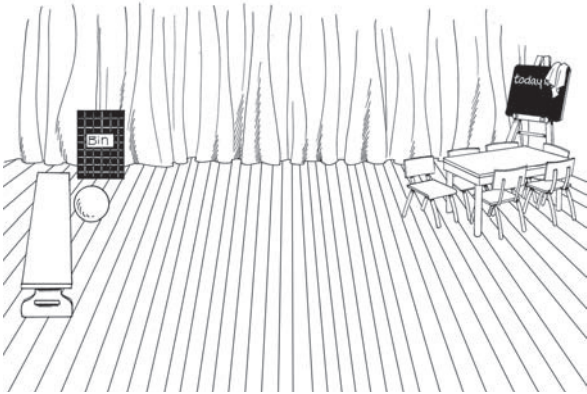
**Characters:** Narrator, Teacher, Sam (new child), Colby, Jody, Kim, Max

This play contains simple stage directions and simple sentences. It is set in the classroom and the school playground.

**Props:** table and chairs, coat, mug, sponge football (optional), whistle, goals (such as small plastic cones), school exercise books, pens

## Performance ideas

The stage for this play could be divided into two – with the classroom scene on one side and the playground scene on the other. This will eliminate the need to move props during the play.



**Sam** – remind the child taking the part of Sam to show by his manner that he is very shy and nervous. How might he walk as he first enters the classroom? What facial expressions might he use? How might the rest of the children react when they see him arrive? Allow time for the children to practise these expressions.

**Jody** – Jody hasn't got time to show the new child around. He is feeling impatient and irritable. Maybe he could look at his watch or frown and shake his head.

**Kim** – Kim is an enthusiastic character. She would put her hand up quickly as she is eager to help. She is also a very extrovert, perhaps bossy, character and when she says Sam can play everyone listens to her and does what she says.

**Teacher** – the teacher is worried about Sam and wants him to settle quickly into his new school. The child taking the part of the teacher needs to think how they could portray this. Maybe she could smile sympathetically to show her concern. Explain that the teacher lets Sam sort the problem out, but steers him in the right direction.

**Other children** – they should mime playing football or they could use a sponge ball and just gently pass it to each other. They may need reminding to keep quiet while the parts of the teacher and Sam are being acted out!

## Play 2 – The Music Lesson

**Characters:** Narrator, Teacher, Nicky, Cameron (new child), Ashley, Robin, Taylor

This play contains simple directions and is set in a classroom. You may feel it appropriate to have the narrator's part spoken by an adult or more able reader.

**Props:** percussion instruments (optional), tables

### Performance ideas

In this play the characters play percussion instruments. You can either have the actors mime playing the instruments or you can create a simple tune that they can play. The latter will require more rehearsal time. If using musical instruments they should be set up on tables on the stage ready for when the performance begins. This play is best performed with everyone standing up.

**Cameron** – remind the actor playing Cameron that he is a confident but pleasant child. He should portray this by standing tall and proud and speaking with a clear confident voice. For some of his lines he is required to say them kindly and would use a soft voice, but he would still speak with confidence. He knows what he is talking about because he has done it before.

**Ashley and Nicky** – they are nudging and pointing at Robin and Taylor. Ashley could whisper behind his hand, or pull a face when he says the other group's composition is rubbish. Explain that Ashley and Nicky do not like Taylor and Robin because they were from a different class. They resent them being there and this is why they are so mean to them.

**Taylor and Robin** – are finding the lesson difficult and are frustrated that they cannot do it. They would speak with angry voices, clench their fists and snap at Cameron when they hear Ashley's rude comments because they feel they are not deserved. They are doing their best. They are very pleased when Cameron shows them how to improve their composition and their happiness would be expressed by no longer sounding angry and talking with softer voices.

## Play 3 – Going to a New School

**Characters:** Narrator, Morgan (new child), Dad, Kit, Stacy, Lee, Sanjit, Teacher

This play is split into three acts, each with two scenes, and contains stage directions that are more complex. It is set in a classroom and a playground.

**Props:** table and chairs, school exercise books, pens, reading book, bench, board, chalk

### Performance ideas

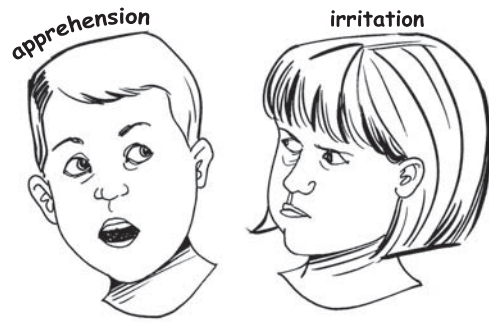
As in Play 1, the stage for this play could be divided into two – the classroom on one side and the playground on the other.

The actors could mime certain aspects of the play without the need for elaborate scenery or props. For instance, when they are outside the school gate they could mime opening it to go in or when they go into the classroom, they could mime taking off their coats. This play contains a wider range of moods and expressions than the first two plays so the actors will need plenty of time to practise these. These feelings include: apprehension (when Morgan is leaving home), curiosity (when Stacy meets Morgan for the first time), irritation (when Stacy wants Morgan to play with him) and stubbornness (when Kit wants Morgan to use his pen).

**Dad** – Dad might feel sorry that Morgan is unhappy about moving schools. The child playing this character might put his hand on his son's shoulder or maybe he thinks Morgan is being silly and laughs it off.

**Morgan** – feels embarrassed when Kit and Stacy are arguing over him and prefers to sit quietly with Lee and read a book. Encourage the child playing Morgan to think about the expression he would have on his face when Kit and Stacy are pulling him about. He doesn't like the attention Kit and Stacy are giving him.

**Kit and Stacy** – these two are constantly fighting over Morgan, and pulling him to join in their games. This could be best done by each holding an arm and tugging in opposite directions as they say their lines to produce a comic effect. Remind the actors they still need to face the audience while they are doing this. Although Kit and Stacy's lines are simpler than those of the other characters in this play, their part is more complicated to perform as, to produce a good comic effect, they must get the timing right. They will need time to practise this.



# First Day at School

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Characters: NARRATOR, TEACHER, SAM (NEW CHILD), COLBY, JODY, KIM, MAX

## SCENE ONE

*In a classroom.*

*(Enter NARRATOR)*

NARRATOR: *(pointing at someone in the audience)* Do you remember your first day at school? Maybe you were lucky enough to start the same day as all your friends. Or maybe you moved to the area and had to start a new school, mid-term all on your own. This is what happened to Sam.

*(Enter TEACHER and CHILDREN)*

TEACHER: Quickly, class. Settle down.

*(CHILDREN sit down. SAM stands with TEACHER to side of stage)*

TEACHER: Today we have a new member of the class joining us. His name is Sam. Is there anybody in the class who would like to look after Sam and show him around?

COLBY: *(nudging JODY)* Put your hand up.

JODY: No. I don't want to. You do it. I'm playing football at break. I haven't got time to show a new kid around.

KIM: *(putting hand up)* I'll do it.

TEACHER: Thank you, Kim. *(turning to SAM)* You can sit with Kim for today and if there is anything you don't understand just ask.

SAM: *(shyly)* Thank you.

MAX: *(nudging KIM)* I thought we were playing football at break.

KIM: Well we still can, can't we?

TEACHER: OK, everyone. Get out your books for the literacy lesson.

SAM: *(shyly to KIM)* I haven't got a literacy book.

KIM: *(smiling)* I'll find you one. *(to the teacher, hand up)* Please, Miss. Sam hasn't got a book. Shall I go and get him one?

TEACHER: Yes, please, Kim.



*(KIM goes to fetch SAM a new literacy book and shows him what to do. CHILDREN work quietly in their books, heads down. TEACHER sits at her desk working)*

NARRATOR: *(stepping forward to the front of the stage)* Now, as you all know, when you join a class when friendships have already been made, it can be difficult to join in, especially if you are shy.

At breaktime, the children were so keen to go out and play their normal games they forgot all about Sam.

TEACHER: *(looks at watch)* OK, everyone. It's break time.

*(Exit ALL)*

## SCENE TWO

*In the playground.*

*(Enter CHILDREN)*

MAX: It's my turn to be in goal.

COLBY: I'll get the ball.

*(Exit COLBY who gets a ball off-stage and enters again. CHILDREN play football. SAM sits at the side and watches)*

JODY: *(waving arms in the air)* Pass the ball to me!

KIM: *(jumping up and down)* To me, to me.

*(Enter TEACHER wearing a coat and holding mug of coffee. TEACHER stands next to SAM. CHILDREN continue to play football)*

TEACHER: Hello, Sam. How are you settling in?

SAM: *(shyly)* OK.

TEACHER: You don't sound too sure.

SAM: *(sadly)* I miss my old school and my friends.

TEACHER: I'm sure you'll make new friends. Why don't you ask them if you can join in with the football?

SAM: I can't. I'm too shy.

TEACHER: Go on. They can only say no.

SAM: That's what I'm afraid of. *(He looks at the floor and scuffs his feet)*

TEACHER: You won't know until you ask.

*(TEACHER walks to other side of playground. The ball rolls toward SAM)*

COLBY: Hey – what's your name? – pass the ball back.

*(SAM picks up the ball, kicks it back, takes a deep breath and walks up to KIM)*

SAM: Can I play as well?

KIM: If you want. *(shouting)* Hey everyone, Sam's playing!

JODY: OK. You can be on my team.

*(CHILDREN play happily together. They pass the ball to SAM, who scores a goal)*

COLBY: Great goal! *(He pats SAM on the back)*

MAX: Well done.

*(TEACHER blows whistle)*

TEACHER: OK, everyone. It's the end of break. Line up, please.

*(CHILDREN line up)*

JODY: *(patting SAM on the back)* Hey – you were brilliant!

COLBY: Yeah! You can be on my side at lunchtime.

KIM: We've got maths next. Come on, Sam, I'll show you where we keep the maths books.

JODY: Hey, Sam! You can sit with me to eat lunch if you want.

SAM: *(smiling)* Thanks.

NARRATOR : Sam did make new friends at the new school. All it took was the courage to make the first move.