

THE WILD ONES

KS2 Lesson Plans



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NOTE: **There are some sensitive themes in this book. Please use sensitivity and care when discussing these.**



Lesson Plan 1

LEARNING OBJECTIVES

- To explore characterisation
- To use inference about events and actions
- To explore how an author uses words/phrases to build up tension

LEARNING OUTCOMES

The children will:

- Explore the characters' traits and infer how the characters might respond to given situations.
- Use their inference and prediction skills to design something to help the characters to get away from danger.

RESOURCES

- ***The Wild Ones*** by Steve Cole
- Sticky notes
- A4 paper
- *Resource Sheet 1A and 1B: Pet Shop Characters*
- *Resource Sheet 2: Humans Vanish Overnight*

LEAD-IN (WHOLE CLASS)

Read the prologue (pages 1 and 2). Then read these two sentences again:

*'But that was before the world changed.
Before Something made Outside dangerous.'*

Discuss as a whole class what this might mean. Why was Outside written with a capital letter? Ask the children to write their thoughts on sticky notes and put these on a whiteboard or display to refer to as the children read more of the book.

TASK

As a whole class, read chapters 1–3 (pages 3–26). Write the name of the characters on the board and explore these:

- Pam
- Scamp
- Chandelier
- Punzel
- Patticake
- Falstaff
- Nudge
- Wink

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Discuss who these characters are and ask the children to choose one or two of the characters and complete *Resource Sheet 1A: Pet Shop Characters*. Ask the children to write the character traits of their chosen human outline or pawprint on the inside (e.g. personality, emotions, secrets, motivations, fears, and thoughts), and physical description on the outside as a role on the wall.

Explore what the children think ‘The Night of the Great Growl’ was from chapter 1, and what might have happened.

Ask the children to think about their chosen characters and write a short paragraph using inference to consider how their character might have responded. The children can use *Resource Sheet 1B: Pet Shop Characters* to help them with this.

EXTENSION

The children could use chapters 4 and 5 to add more detail to their role on the wall activity before doing the extension.

PART 1

Read chapter 4 and 5 (pages 27–40) with the children. Discuss why the children think Pam might have left and where she went.

Then explore how the animals might have felt being chased by the Things. What do the children think the Things look like?

Provide each child with an A4 piece of paper. Ask the children to draw the head of the Thing (what they think it looks like) then fold it over and pass it to the next child. The next child to draw the neck and shoulders and fold it over. The next child to draw the top of the body and arms and fold it over. The next child to draw the lower body and lower arms and hands. The next child to draw the top of the legs. The next person to draw the bottom of the legs and feet. The next child opens the drawings up to show everyone what the Things could look like. These could be displayed.

AND/OR

PART 2

Post the statement:

“Humans Vanish Overnight!”

Ask the children to produce a newspaper report using this as a heading.

Remind them to use:

- Headings
- Subheadings
- An opening paragraph
- Witness statements and reports
- Direct quotes
- Facts and opinion
- A closing paragraph
- Pictures and captions (maybe using the Things from part 1)

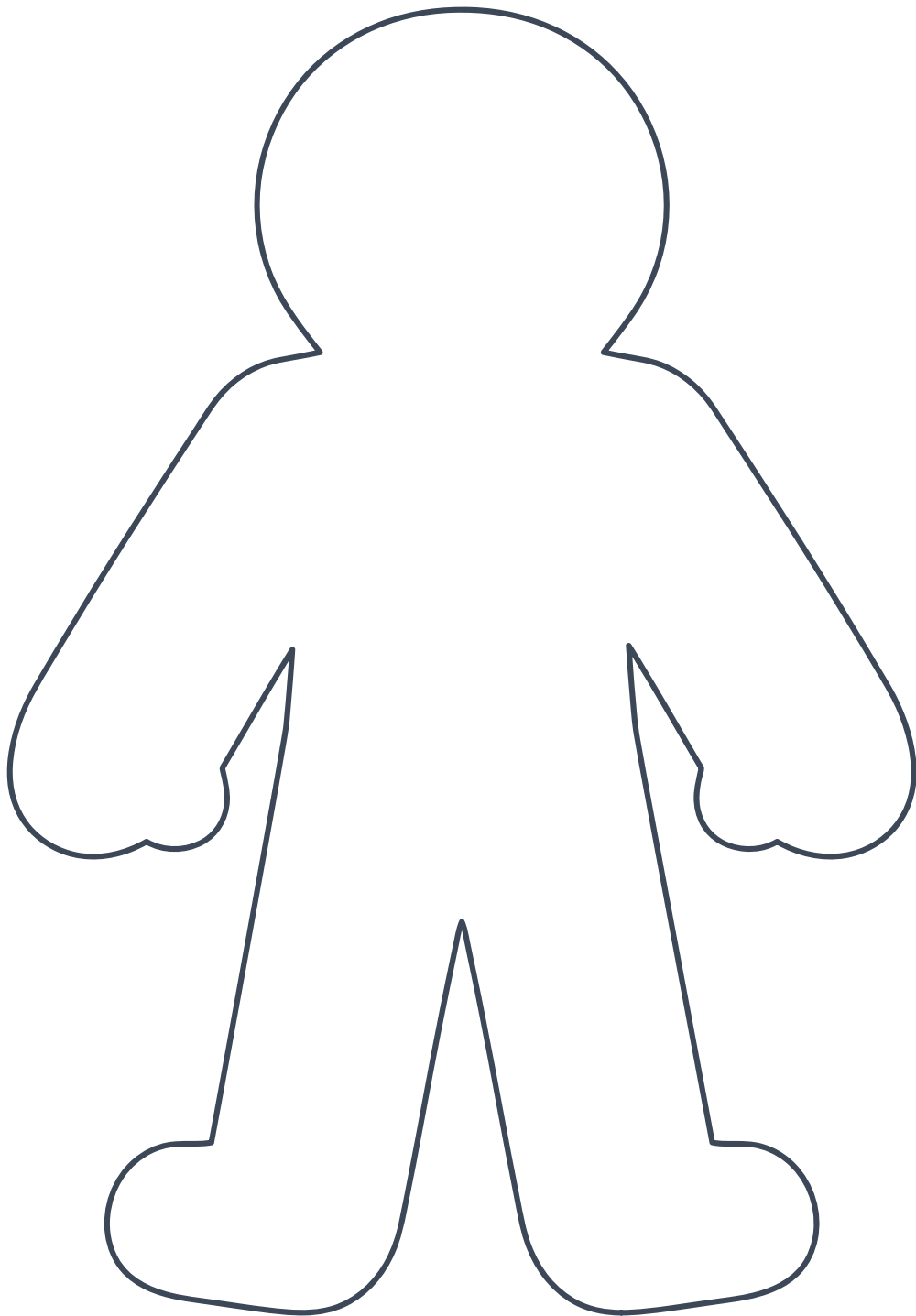
Resource Sheet 2: Humans Vanish Overnight! could be used to plan and write the newspaper article.



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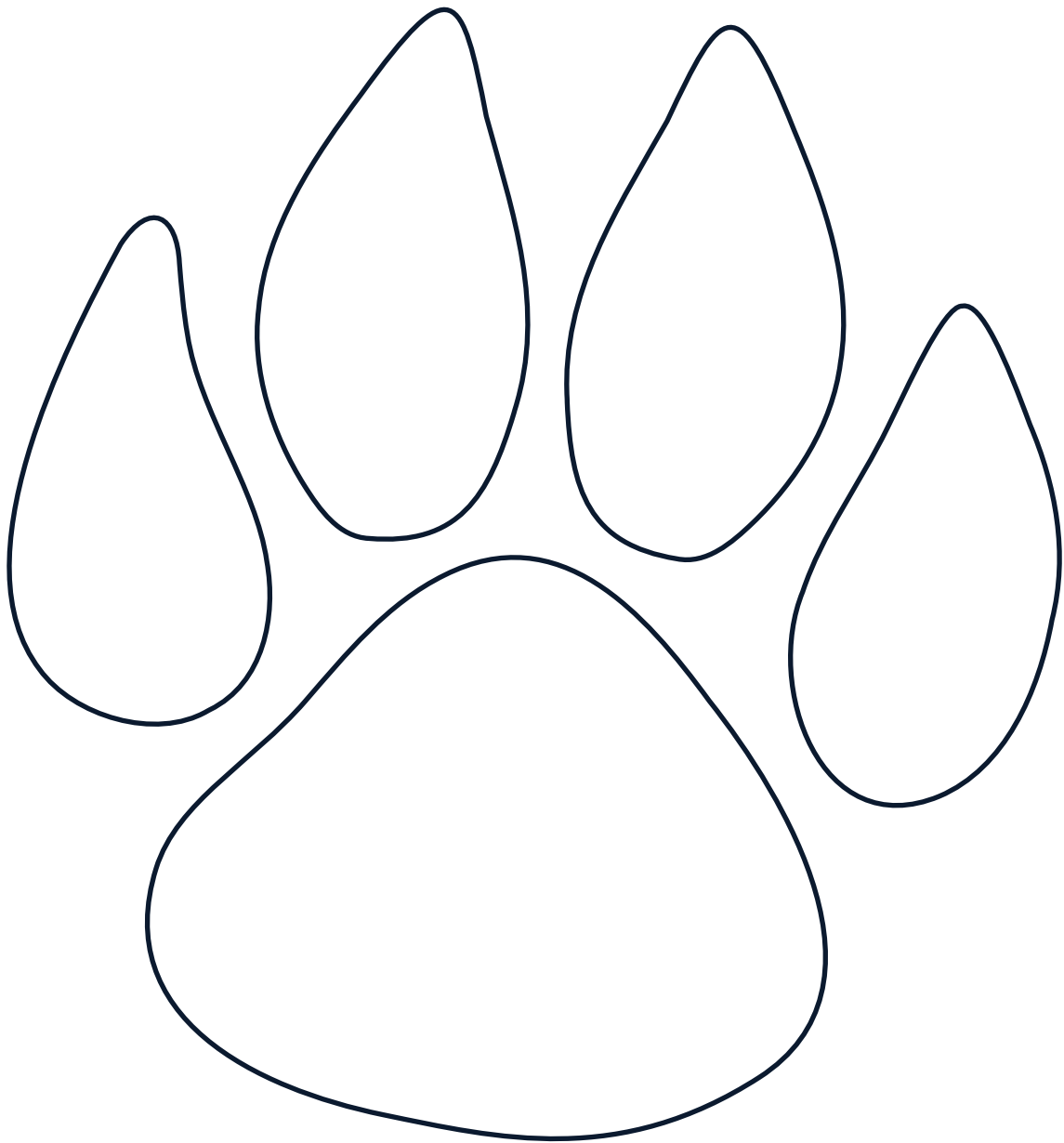
Pet Shop Characters

Write the character traits of your chosen human or animal on the inside (e.g. personality, emotions, secrets, motivations, fears, and thoughts), and physical descriptions on the outside.



Pet Shop Characters

Write the character traits of your chosen human or animal on the inside (e.g. personality, emotions, secrets, motivations, fears, and thoughts), and physical descriptions on the outside.



Pet Shop Characters

Write a short paragraph using inference to consider how your character might have responded when 'The Night of the Great Growl' happened.

Sentence starters to help:

My animals might respond to the Night of the Great Growl by...

He/she might try to...

They could...

Words to help:

scared

happy

whimper

anxious

sad

meow

frightened

sleep

dig

terrified

awake

jump

oblivious

hide

calm

stare

- Headings
- Subheadings
- An opening paragraph
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Lesson Plan 2

LEARNING OBJECTIVES

- To explore how an author develops characters
- To use inference and prediction skills for designing
- To explore text using description using similes etc.

LEARNING OUTCOMES

The children will:

- Use their inference and prediction skills to design something to help the characters get away from danger.
- Explore what paradise might look like and explore what paradise means to the characters and themselves.

RESOURCES

- ***The Wild Ones*** by Steve Cole
- Sticky notes
- *Resource Sheet 1: Trapped*
- *Resource Sheet 2: Commands*
- *Resource Sheet 3A and 3B: Paradise*

LEAD-IN (WHOLE CLASS)

Discuss as a whole class how the children might trap the Things. Using A4 paper, ask the children to design a trap for the Things to stop them chasing the animals so they can get away.

Once they have designed their trap, ask the children to write a set of instructions to trap the Things. They could write these on *Resource Sheet 1: Trapped* to help them if needed.

TASK

As a whole class read chapters 6–8 (pages 41–65) pausing at this sentence:

‘Scamp sighed. “I wish I could fetch Pam to take us home.”’

What types of commands was Scamp given? As a whole class discuss whether the animals would have survived if they had followed Pam’s instructions and commands. Why/why not?

Ask the children to come up with some more commands for Scamp and think about how the meaning of these differs after ‘The Night of the Great Growl’.

For example:

TURN! - This now means they need to run in the opposite direction away from the Things.

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The children can use *Resource Sheet 2: Commands* to help them with this.

EXTENSION

Pose the question “Why does the group deserve a safe place to live?” Ask the children to write their thoughts on sticky notes and group them into themes. Use these to lead into a class discussion about whether the animals deserve a safe place or not.

Read to the end of chapter 8 (page 65) and explore what paradise might mean to the animals. Consider how they have been feeling up to now, from being in the pet shop to leaving, to sleeping in a car to now seeing what paradise could be. Why would the rectangle of green be paradise for the animals? How would the animals feel about paradise and getting there?

Explore with the children what paradise might look like for them. For example, would it be a holiday on a beach with sand and sea, would it be hanging out with their friends, or would it be on a football/rugby/sports pitch? etc. Ask the children to draw a picture of paradise from either the animals’ perspective or their own, and then to write a paragraph to describe what this looks like and how it makes them feel. Encourage them to use descriptions such as similes, etc. to help them. *Resource Sheet 3A and 3B: Paradise* could be used to help them write their description and draw paradise.

NOTE: *When discussing paradise and a safe place to live, be aware that some children may find this task difficult due to their circumstance. This will need sensitive and careful discussion.*



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Trapped

Write a set of instructions to trap the Things.

Instructions for trapping the Things

1.

2.

3.

4.

5.

6.

7.

8.

Key words and phrases:

Firstly

Secondly

Thirdly

Finally

To start with

To end with

The Thing

Lure

Trap

Tunnel

Dig

Run

Silence

Quiet

Loud

Cracks

Firstly, make some loud noise to...

Next, have somebody lure...

When the Thing is nearby...

Commands

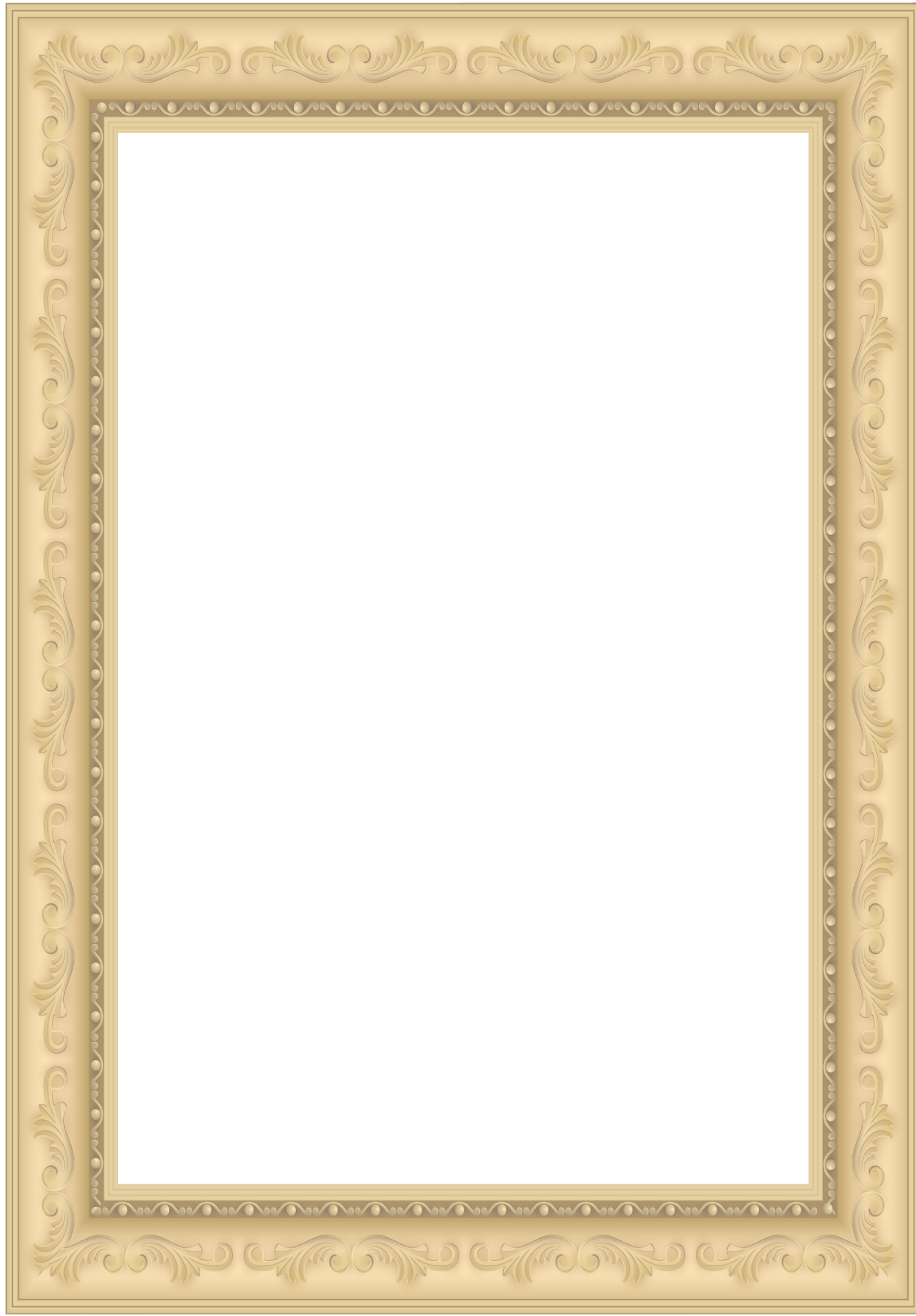
What commands do pets get given? Write some of those commands down and then try to think of a reason why it wouldn't work in the new world. Also think of a reason why it had to change.

Command	What it means after 'The Night of the Great Growl'	Reason it changed
Wait!	<i>For what? For a Thing to eat you?</i>	
Stay!	<i>You have no choice now.</i>	
Sit!	<i>On rubble? Ouch. No, you have to keep moving.</i>	
Fetch!		

Paradise

Draw a picture of paradise from either your perspective or the animals, and then write a paragraph on the next page to describe what this looks like and how it makes you or the animals feel.

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Paradise

Write a paragraph below to describe what this looks like and how it makes you or the animals feel.

Sentence starters to help:

Paradise is a wonderful place where...

I feel happy and content in my paradise because...

Paradise is fun because...

Paradise is as... as a...

Paradise is like a...

Lesson Plan 3

LEARNING OBJECTIVES

- To compare and contrast animals using different/similar traits
- To explore qualities in self and others
- To plan, design and explain how to survive

LEARNING OUTCOMES

The children will:

- Use a Venn Diagram to compare and contrast traits in animals.
- Explore strengths and uniqueness by exploring what traits each person has.
- Plan and design a community using traits of self and others.

RESOURCES

- ***The Wild Ones*** by Steve Cole
- A4 lined paper/English books
- A4/A3 plain paper
- *Resource Sheet 1: Domesticated or Wild*

LEAD-IN

Read chapter 13 (pages 102–114) pausing at this:

“Showed me how to look after myself. How to become ... wilder.”

“Wilder?” Wink looked up at the rat. “What do you mean?”

“I mean, you do whatever it takes, just to survive.”

Discuss with the children what this means and then ask them to compare domesticated and wild animals. Use the following questions to prompt a discussion:

- What makes an animal domesticated?
- What makes an animal wild?
- Which adaptations help survival?
- What would happen if pets suddenly became wild?

Ask the children to complete the Venn Diagram using *Resource Sheet 1: Domesticated or Wild* to compare and contrast the features of wild and domesticated animals.

TASK

Read the rest of chapter 13. Ask the children how the animals would learn to survive by themselves without Pam or any other human looking after them. What would the animals need to do? Also ask what would make a successful community if the humans all disappeared and the animals had to create a new community.

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Ask the children to create 'The Wild Ones Survival Guide' on A4 or A3 paper. Ask them to work independently, in pairs or in small groups to create this and ask them to add in the following:

- Maps
- Shelter plans
- Rules for a new community
- Survival tips
- Character profiles and the roles of each
- Anything else that would help the group survive

EXTENSION

Explore the following that everyone has strengths and unique gifts. What would each animal contribute to the survival of the group? Use the following questions to help the children discuss strengths and uniqueness of the animals and themselves:

- What am I good at?
- What are the animals good at?
- Why do communities need different people?
- How do differences make a team stronger?

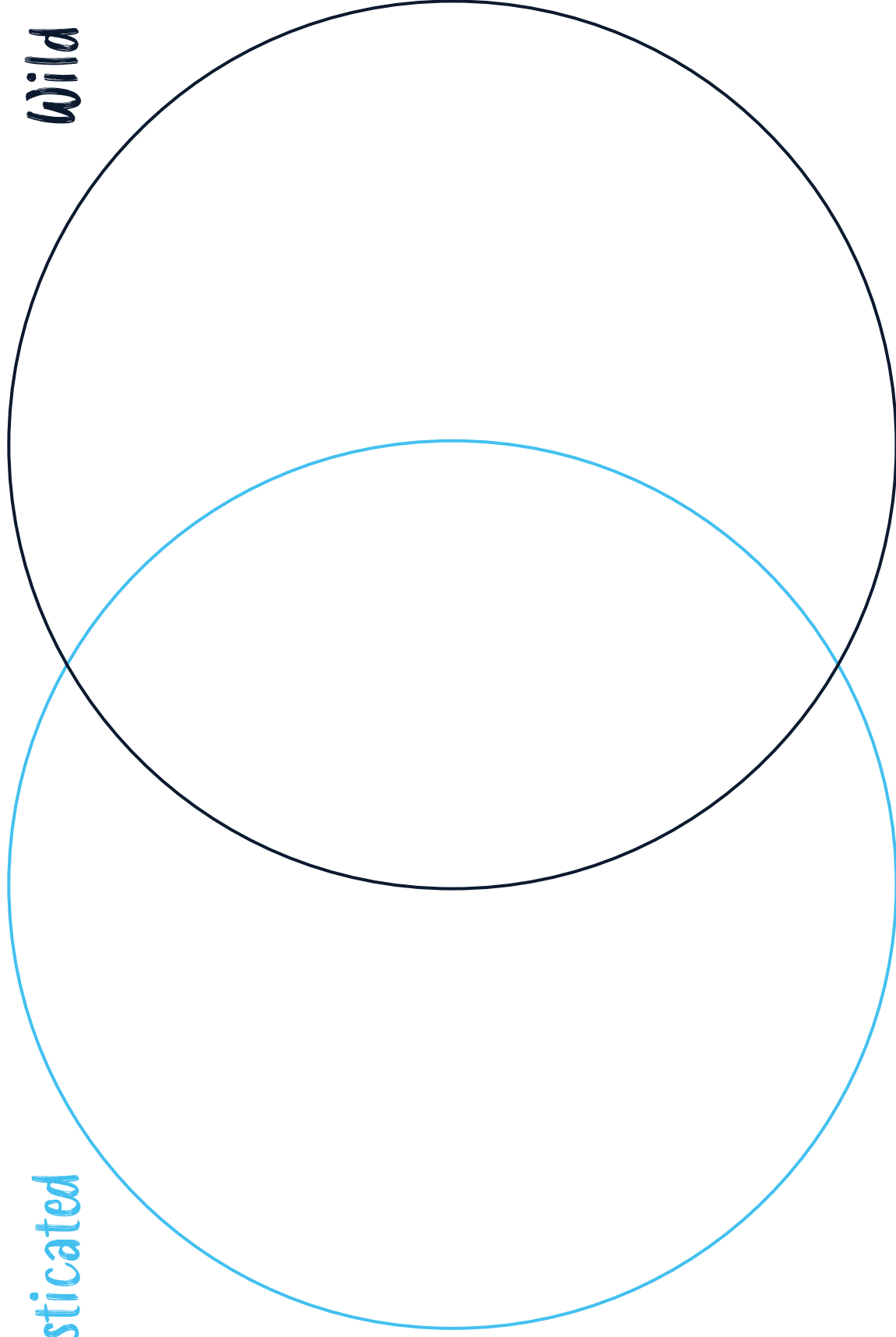


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Domesticated or Wild

Domesticated

Wild



Lesson Plan 4

LEARNING OBJECTIVES

- To explore relationships between characters and how these change
- To explore emotions when deception occurs
- To explore the idea of conscience and morality
- To understand that others can hold opposing views to the ones held personally

LEARNING OUTCOMES

The children will:

- Explore how emotions change when the realisation of deception occurs.
- Explore the relationships between the characters and look at their character traits and whether they would normally be friends.
- Create a diagram to show these interrelationships and how they changed over time.
- Write a piece of descriptive writing to explore changing relationships.
- Explain a point of view/opinion both verbally and in written form.
- Come to reasoned conclusions as an individual and within a group.

RESOURCES

- ***The Wild Ones*** by Steve Cole
- Sticky notes
- *Resource Sheet 1: Deception or Not*
- *Resource Sheet 2: Animal Relationships*

LEAD-IN

Read chapters 9–15 (pages 66–131) as a whole class. How do the characters feel when they find out that Chandelier has deceived them?

Then read chapters 16–18 (pages 132–157). How do the characters feel when Ratato deceived them?

Use *Resource Sheet 1: Deception or Not* to explore whether the scenarios involve deception or not. The children can also come up with their own scenarios based on the book.

Then ask the children this question: “Should the animals trust a stranger?”

Set the room up as a conscience alley with one side arguing that everyone deserves a chance to be trusted, and the other side arguing that to survive the animals have to be careful about who they trust.

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Conscience Alley is a strategy that encourages the presentation of two points of view. This strategy is successfully implemented after the reading of a text or after undertaking a topic that has several viewpoints (in this case, the dilemma about trusting a stranger or not). The children need to form two lines facing each other. They take a few steps back from the opposite line so an 'alley' can be formed. Each student line is given a point of view they must justify and give examples for. So, in this case, on one side there should be those who are whispering why they should trust all animals and strangers, and on the other, why they shouldn't trust and should be careful about who they trust. One child is then selected to walk down the middle of the alley. As they walk past each person, they must stop and listen to each point of view, which is whispered (as if it is the person's conscience speaking to them). The children in the lines must state their point of view and give an example or reason for their thinking. It is important that each child is heard so the child walking down the alley can hear what each person says. The child walking through the 'alley' then needs to decide as to what they think they should do at the end of it.

From this, collate the responses on the whiteboard or place them on a 'working wall' using sticky notes so the children can complete the written part of the task.

This video is a useful additional guide to the teacher as to what a conscience alley is and how to get the most out of it. Scan the QR code to watch the video.



Using the ideas developed as a class, the children should write a short paragraph imagining they are Scamp and the other animals, and identify the pros and cons they have heard. At the end of the paragraph the children need to answer the question: "Should the animals trust a stranger?"

TASK

Discuss with the children about friendships and what things they look for in a friend, e.g. somebody who is kind, somebody who is funny, somebody who likes the same things as them, somebody who has the same hobbies and interests, somebody who likes the same music, etc.

Read chapters 1–7 and (pages 3–56) and explore what the relationships were like between Pam and the animals and between the animals themselves. Ask if these animals would normally 'hang out' with each other. What has made them be together? Ask the children about the relationship each animal had with Pam. Why might some have a more positive outlook on Pam than others?

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Ask the children to create a diagram to show the relationships between the animals. *Resource Sheet 2: Animal Relationships* could be used to help the children with this or you can provide them with some A4/A3 paper and ask them to create their own diagram. The children could work independently, in pairs or in small groups to do this task.

Then read chapters 20–27 (pages 172–244). (Other chapters can also be read to help with this activity.) Discuss how the relationships changed from the start of the book to the end. The children could complete another one of *Resource Sheet 2: Animal Relationships* to show how the relationships changed, add to the original resource sheet, or complete/add to their own diagrams.

Encourage the children to also write a piece of descriptive writing to describe the different relationships that have been explored, e.g. Chandelier the cat thought she could eat the hamsters because that's what cats do; however, she then protected them, Scamp was loyal to Pam because he thought she would take him home; however, he realised that Pam wasn't coming back, etc.

EXTENSION

Ask the children to create a 'Welcome to our Community' campaign for any new animals that might be rescued and join the community. The children could do this using posters, information leaflets, etc.

AND/OR

Read the epilogue on pages 245 and 246. Discuss what Scamp might have glimpsed on the sea. Ask the children to write their own 'what happens next' story. What would happen if humans came back? Would the animals return to being pets or have they become too independent and wild? Did the Things find their new home? What happened to Daisy, Tolstoy, Ratato, Luna? Were any other pets found? Did things continue to improve?



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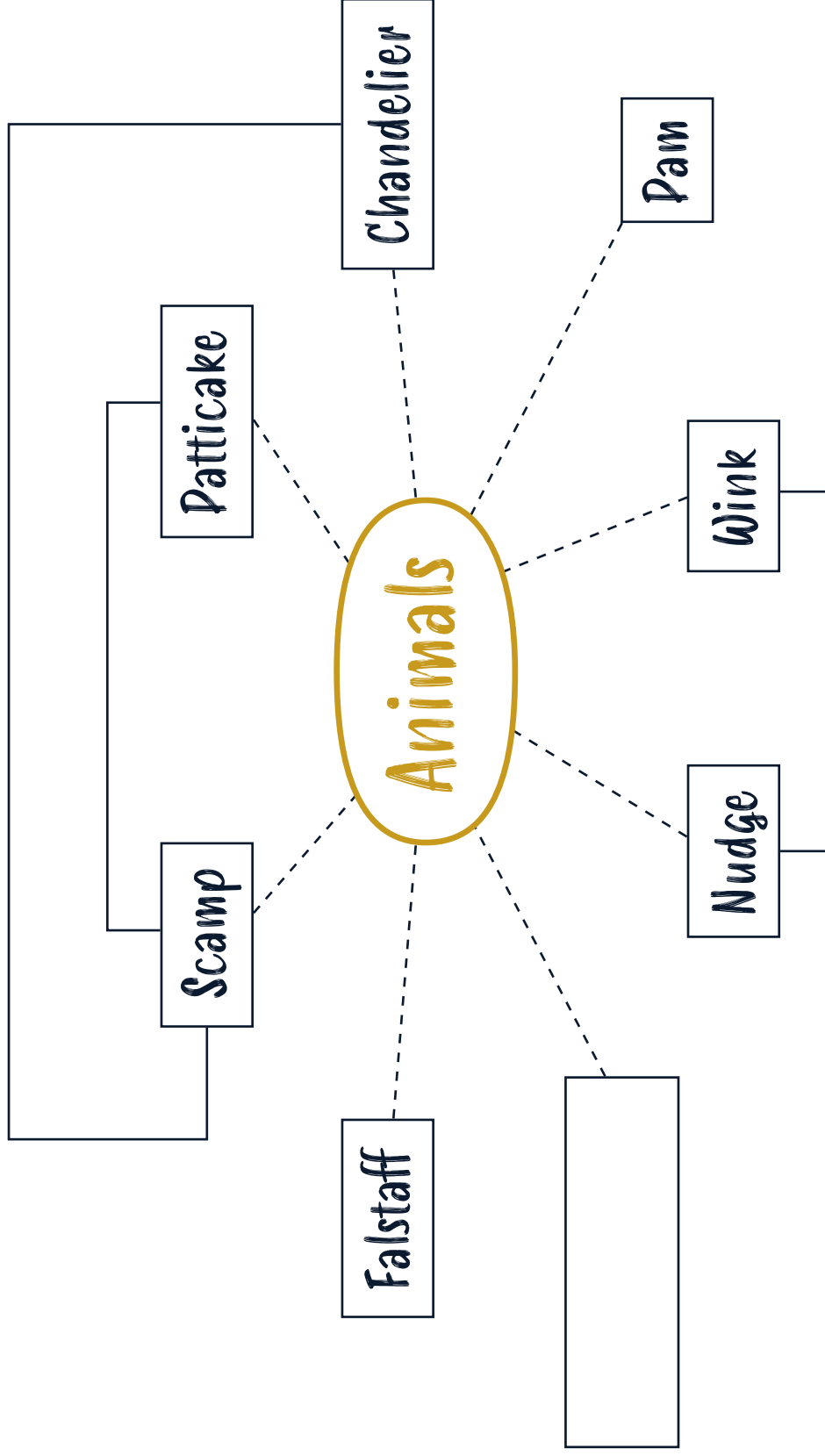
Deception or Not

Are these scenarios a deception or not? Think of your reasons. Then try to come up with some of your own scenarios for somebody else to work out.

Scenario	Deception	Not Deception	Reason
Pam tells Scamp that he is the supervisor and then leaves.			
Tolstoy took Chandelier captive.			
Daisy and Tolstoy told the pets they had to do what they told them.			
Ratato told them the Shadow Hound was hunting day and night.			
Ratato went back to Tolstoy and Daisy with the pets.			
Ratato gave them wrong directions.			

Animal Relationships

How does each animal relate to each other? Would they get on? Would they be enemies? Draw lines between the characters to show their relationships. Also, add in your thoughts on whether they would/should get on or not.



THE WILD ONES

Scamp

Nudge + Wink

Falstaff

Chandelier

Patticake

Punzel

 SCHOLASTIC

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CURRICULUM LINKS

KS2 ENGLISH – THE CHILDREN SHOULD BE TAUGHT TO:

Reading comprehension

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language
- Draw inferences such as inferring characters' feelings, thoughts and motives from actions
- Provide reasoned justifications for views
- Participate in discussions building on their own and others' ideas

Writing – composition

- Plan writing
- Draft and write for different purposes
- Evaluate and edit writing
- Use discussion to develop understanding

Spoken language

- Articulate and justify answers and opinions
- Maintain attention and participate actively in collaborative conversations
- Consider and evaluate different viewpoints

KS2 SCIENCE - THE CHILDREN SHOULD BE TAUGHT TO:

Working Scientifically

- Ask relevant scientific questions.
- Make predictions based on observations and evidence.
- Gather, record, classify and present data.
- Use observations and evidence to answer questions.
- Identify similarities, differences, patterns and relationships.
- Report findings using oral and written explanations, diagrams and presentations.

Animals Including Humans

- Identify that animals, including humans, need the right types and amounts of nutrition.
- Recognise that living things need food, water, shelter and safety to survive.
- Understand factors affecting health and wellbeing.
- Explain how animals obtain what they need for survival.

Living Things and Their Habitats

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys.
- Describe differences between groups of living things.
- Identify how habitats provide for the basic needs of animals.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Understand how living things depend on and interact with one another.

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Evolution and Inheritance

- Recognise that living things have adapted to suit their environment.
- Identify how adaptations may lead to survival.

KS2 PSHE – THE CHILDREN SHOULD BE TAUGHT TO:

- H17.** To recognise that feelings can change over time and range in intensity.
- H18.** About everyday things that affect feelings.
- H19.** A varied vocabulary to use when talking about feelings and emotions.
- H20.** Strategies to respond to feelings appropriately.
- H27.** To recognise personal strengths and achievements.
- H50.** How to manage setbacks and reframe unhelpful thinking.
- R19.** About the importance of friendships.
- R20.** Strategies for developing and maintaining positive relationships.
- R21.** About discrimination and how to challenge it.
- R31.** The importance of self-respect.
- R32.** To recognise what constitutes a positive, healthy friendship.
- R33.** To listen and respond respectfully to a wide range of people.
- R34.** How to discuss and debate issues respectfully.
- R35.** How to manage disagreements and resolve conflicts positively.
- L6.** About the different groups that make up communities.
- L7.** To value the contribution different people make to communities.
- L8.** About diversity and valuing differences.
- L9.** About stereotypes and challenging assumptions.
- L10.** About prejudice and ways of responding to it.
- L12.** To recognise the importance of inclusion and belonging.



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