



CFE level 1 (Ages 4 to 7)

## **Korky Paul – *Winnie the Witch***

**Cross curricular activities  
based on *Winnie the Witch* and  
*Winnie's Big Bad Robot***

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## About this resource

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These resources give cross-curricular activity suggestions to help you find out more about Korky Paul and explore his books *Winnie the Witch* and *Winnie's Big Bad Robot* with your class or book group. Adapt and use these activities as you see fit! Whether you own a class set or just one copy, we hope there's something in here which inspires you to set up some fun, creative learning around the book.

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## About Korky Paul and Winnie the Witch

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Korky Paul (real name Hamish Vigne Christie Paul) is a celebrated children's illustrator who has lent his signature 'anarchic' style to over 60 picture books, most famously the award-winning *Winnie the Witch* series.

He was born in Rhodesia in 1951 into a family of seven children. After attending Durban School of Art and working in an advertising agency for four years, he moved to Greece, where he received his first commission for artwork. In 1986 he was commissioned to illustrate *Winnie the Witch*, working alongside writer Valerie Thomas. The book won the Children's Book Award in 1987, and has been translated into over 10 languages. Korky has also won awards for *The Rascally Cake* (with Jeanne Willis) and *The Fish Who Could Wish* (with John Bush).

His illustrative style is richly detailed and is famed for its 'wild characterisation'. This is strongly evident in the *Winnie the Witch* series, where each page provides lots to spot and talk about with children.

[www.korkypaul.com/](http://www.korkypaul.com/)

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# Activities

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## **Introducing Korky Paul and illustration**

Lit 1-11a, Exa 1-03a, Exa 1-05a

*Winnie the Witch* was written by Valerie Thomas and illustrated by Korky Paul. You can introduce pupils to the concept of writers and illustrators working together by providing them with just the text of the book, or simply reading the book aloud without showing them the illustrations. After this, show them the book with the illustrations. Did they learn anything about the characters through the illustrations which they didn't learn from the text? Did the characters look different than they expected? Which illustrations did they like and why?

Tell your pupils that different illustrators will draw things in different ways. Show them another illustrator to compare. For instance, you could look at how cats are drawn differently by comparing Wilbur with Alfonso in *Cats Ahoy!* by Peter Bently or the kitten in *Princess Penelope and the Runaway Kitten* by Alison Murray. Ask them to draw their own cats or witches and compare each other's, discussing similarities and differences.

After this, you can give them the opportunity to illustrate a book themselves. Give them just the text of another picture book and ask them to come up with illustrations themselves. Show them the illustrations afterwards and discuss the differences between these and the ones they have drawn.

## ***Winnie the Witch***

### **Design a bedroom for Winnie**

Exa 1-03a

This activity will introduce pupils to colour mixing.

Give pupils palettes with red, yellow and blue paint in them. Tell them that Winnie has asked them to design a bedroom for her new colourful house. Ask the pupils to draw a basic room featuring a bed, chest of drawers and a door. Now, they'll need to paint the room: but Winnie has a few tricky demands.

To start, it's easy enough – she wants the door to be yellow. Ask your pupils to paint the door in the room yellow, just to get them started with painting.

Next, she wants the bed to be orange – but they don't have that colour! At this point, explain the difference between primary and secondary colours, and explain that they will need to mix red and yellow together. Get them to do this and then paint the bed.

Now, tell them that Winnie wants the chest of drawers to be purple. The pupils will need to mix blue and red together for this.

Finally, Winnie wants the wall to be light blue. At this point, explain to your pupils that they can mix white with any colour to make that colour lighter. Get them to mix some blue with white, and then they can paint the wall to Winnie's satisfaction.

If you want to take things further and explore tertiary colours, shading and toning, this website will be a handy reference: <http://bit.ly/ColourMixing>

### **Make a blanket for Wilbur**

Exa 1-02a, Exa 1-03a

Wilbur loves to sit near Winnie: wouldn't it be great if he had something colourful and soft to sit on? Making a patchwork quilt for Wilbur will provide you with a great opportunity to develop pupils' design and sewing skills, and will give you a great wall display or comfy reading area to boot!

To make a patchwork quilt for Wilbur to sit on, pupils will each make one square for the quilt. Ask your pupils to come up with ideas about what kind of designs Wilbur might like. For instance, he's a witch's cat, so he might like magic wands, broomsticks or pointy hats. He might even like a picture of himself! The design has to be quite simple so pupils can cut and sew the shapes in the time available. Ask the pupils to share their ideas with the class, and then vote on two ideas which they'd like to move forward with.

Now, work with the class at your whiteboard to bring the design ideas to life. Give pupils a chance to pitch in with further ideas for each of the two designs.

Coming up with two suggested designs at the board will give less confident pupils something to work from, but if you want to encourage more creativity, you can give much looser guidelines for pupils. For instance, you could just ask one half of the class to make sure their design is related to witches, and the other half to make sure their design is related to cats.

Now, split your class in two as evenly as possible. Ask each half to produce one of your two chosen designs. Make sure that each group is assigned a different colour for their felt base so that the final design can alternate. Pupils will then need to cut out felt pieces in the shape of their chosen design and sew them onto their background square.

Drawing and cutting shapes in felt can sometimes be tricky, but this video shows you a handy tip to make it much easier: <http://bit.ly/CutFeltTip>. Your pupils can cut their shapes in card first, and then draw round them on to the tape. They can use multiple pieces of tape if their shapes are too large for one piece.

After they've cut their shapes, pupils can sew them into their squares.

When your pupils have finished, it's time to stitch the quilt together. It's up to you how many squares should go in a row: we'd recommend five! You need to alternate between the different coloured backgrounds to make sure you have a repeating pattern.

When you're all done, you can use the quilt as a wall display, or use it in your class or library as part of a comfortable reading area.

### **Examine the Moon with Winnie**

SCN 1-06a

On page 1 we can see that Winnie is looking through a huge telescope. What will she see when she is looking up at the night sky?

Use pages 5 and 6 of this BBC resource to familiarise your pupils with the different features and phases of the moon: <http://bit.ly/BBCspace>.

After this, have a look at James Carter's poem 'The Moon Speaks' with your pupils: <http://bit.ly/MoonSpeaksPoem>. Ask them to imagine that the moon can talk. What would it say? They should draw on the things they have found out about the moon from the BBC resource.

You could make a display by asking pupils to paint a picture of the moon and putting a quote from the moon underneath their painting, eg "I am the moon, and sometimes you can only see half of me."

### ***Winnie's Big Bad Robot***

#### **Keep the robot under control**

Lit 1-09a, Lit 1-28a

Winnie's robot is covered in switches and dials. Maybe these can help to keep the robot under control? What do your pupils think all the switches and dials might be for? Ask them to create a labelled diagram or an instruction manual for the robot.

#### **Be a robot for a day**

Lit 1-31a

Ask your pupils to imagine that they have the chance to be a robot for one day. Get them to write a short story entitled 'My Day as a Robot'. Ask them to think about all the things they might be able to help out with:

- What special functions they would give themselves to help out around the home;
- What functions they would give themselves to entertain their friends at playtimes;
- How they could help out with problems that they couldn't normally help out with, eg pets stuck up trees, family car has broken down, cooker isn't working, your dad is stuck on his crossword puzzle.

## Further robot-related tasks

Check out some other ideas, including building your own robot, check out page 3 of this resource on *Robot Rumpus* by Ross Collins, another tale of technology gone haywire! <http://bit.ly/SCBA3-7res>

## Story stepping

Eng 1-17a, Exa 1-12a

Since this story has lots of actions being performed by the characters, it's ideal for Story Stepping, where pupils make up actions to go with key plot points. This is a great aid to retelling a story.

To begin the process, you can work towards story stepping by asking pupils to draw a Story Map. This simply involves them picking out six key moments from the plot and drawing a picture to represent these moments. This helps them to relive the story visually and is the first step towards helping them to retell the story from memory.

After this, ask pairs of pupils to come up with actions to represent these key moments in the story. For example, Winnie goes to art classes at the beginning of the story, so pupils could mime painting or drawing.

In front of the class, ask each pair of pupils to perform their actions, taking a step forward as they move on to each new action. They can accompany their actions with short phrases as an additional memory aid.

The final step is to have them retell the story to each other in pairs.

To find out more about story stepping, check out page 6 of our Reading Activities resource: [www.scottishbooktrust.com/reading-activities](http://www.scottishbooktrust.com/reading-activities) 1

## Study the weather

Planet Earth: Processes of the Planet

On page 1 you can see that Winnie has a weather vane on top of her house. Ask pupils if they know what it is and what it is used for. After this, you can ask them to construct their own weather station, featuring a vane and any other instruments of your choice, using the guidance at this blog: <http://bit.ly/WeatherSt>

## If you liked Winnie the Witch and Winnie's Big Bad Robot

You and your pupils might enjoy our list of 8 books about robots: [www.scottishbooktrust.com/reading/book-lists/8-books-about-robots-3-7](http://www.scottishbooktrust.com/reading/book-lists/8-books-about-robots-3-7)