

Introduction

Introduction

Welcome to Stage 3 of Cambridge Primary Global Perspectives.
I hope you will find the projects in this book interesting.



You are going to work on four projects. The projects in this book help you to understand new things.

The projects are about:

- the way we travel
- the food we eat
- how people learn things
- the world's oceans.



You will have learning goals.

The learning goals help you know what to do.

There are four children in the book.

They try out all of the projects.



Here is Zara.



Here is Marcus.



Here is Arun.



Here is Sofia.

Introduction



You do not need to learn facts.

You will need to help people.

You will learn how to:

- find out new facts
- find out what people think
- talk to lots of people
- think about what you do.

You will need to work in different ways.

- sometimes you will work on your own
- sometimes you will work with a partner or in a group
- sometimes you will learn in the classroom
- sometimes you will learn in different places.

There are lots of ways to do well:

- think about your own ideas
- think about other people's ideas
- try out new ways to learn
- help other people to learn new things.

I hope you will enjoy the projects in this book!

Gillian Ravenscroft



How to use this book

How to use this book



In this book you will find lots of different things to help your learning.

Activities at the start of a project to help you understand what you will be doing.



Getting started

1 Answer the questions with a partner:
a What can you see in the picture?
b What kind of food and drinks do you think are best?
c Do all members of your family like the same kinds of food and drinks?
d How do people choose what food to buy in a supermarket?

What you will learn in the lesson. There is space for you to show what you think at the end of the lesson. There is also space for your teacher to say what you have learnt.



Learning goals		
Our learning goals	I think	My teacher thinks
I can think about what happens when people do things and how their actions affect others.	★ 😊 😐	★ 😊 😐

This tells you what the key words are. Key words are in the glossary. The glossary is at the back of the book. You can find out what the key words mean there.



relevant



How to use this book

Activities to help you learn. —>



How did we help each other in our group?

Arun and Sofia are thinking about how their group helped each other during the project.



It was really helpful looking at the map together – some of those learning places were not easy to find.



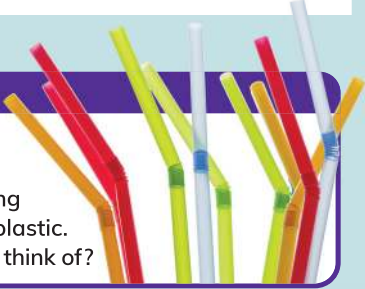
The rest of the group helped me make my information panel easier to understand.

1 Work with your group. Think about all the activities you have completed together. Talk about the things you did to help each other, then answer the questions.

Interesting facts and information. —>

Did you know?

A lot of plastic is used only once before it is thrown away. We call it 'single-use plastic'. A plastic drinking straw is an example of single-use plastic. How many more examples can you think of?



Useful words. —>
You can use these words.

drawing a picture

attaching the labels

writing titles

helping someone

Top tips. Advice to help you do the lesson. —>

Top tip

Count the **tally** marks to find the answers to the questions. The tally marks are arranged in groups of 5 like this: . You can count in 5s to make the counting easier.

 Audio is available on Cambridge GO and in the Teacher's Resource.

 Video is available on Cambridge GO and in the Teacher's Resource.

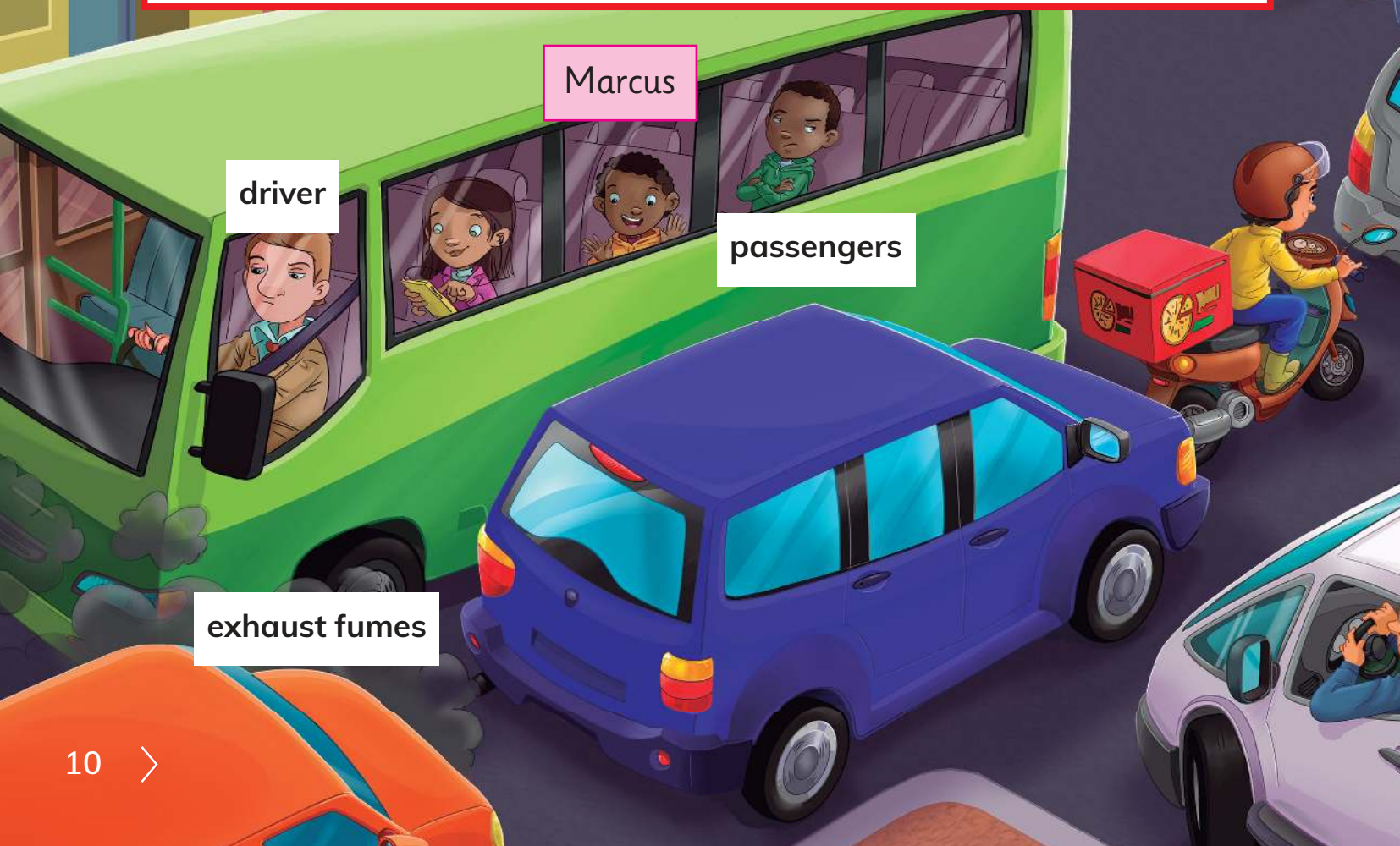
 Your teacher will have access to free supporting resources through Cambridge GO – the home for all your Cambridge digital content.

1 How do we travel to school?

Getting started

Answer the questions with a partner:

- a What can you see in the picture?
- b How do you think Zara, Marcus, Sofia and Arun are feeling?
- c When cars and vans cannot move, we call it a *traffic jam*. Why do you think there is a traffic jam here?
- d Talk about your journey to school or another journey you take regularly. Is it like the one in this picture?





1 How do we travel to school?

> 1.1 How do we travel from place to place?

Learning goals		
Our learning goals	I think	My teacher thinks
I can talk about why I do something and how it affects other people.	★ 😊 😐	★ 😊 😐
I can describe what different people think about a topic.	★ 😊 😐	★ 😊 😐

What happens in traffic?

- 1
- You are going to watch a video about five different people who travel through the city every day. They are explaining how the traffic **affects** their journey.

affect
get stuck in
traffic
courier



1 How do we travel to school?

Match each person to what they are thinking.



Pedro the
van driver



Marta
the office
worker



Kesi the
bus driver



Eryk the
courier



Alisa the
school child

a
It's so boring
when our car **gets
stuck in traffic!**

b
If I go too slowly,
the food will
get cold.

c
I am worried that
I'll be late for work.

d
Customers will
complain if their
parcels arrive late.

e
I don't want the
children to be late
for their lessons.

- 2 What other problems does the traffic cause for these five people?
- 3 Do the five people dislike the traffic for the same reason or for different reasons?

1 How do we travel to school?

How does our journey to school affect others?

Read what Marcus has written about his journey to school.

I travel by bus. It's fun when I can talk to my friends,
but sometimes it's a bit boring if we get stuck in traffic.
It is good for my parents because they don't have to drive me.
Also, one bus takes less space than a lot of cars.



Think about your journey to school. Write the answers to the questions.

- a How do you travel to school?
.....
- b How do you feel about your journey?
.....
.....
- c How does the way you come to school affect other people?
.....
.....
- d How does the way other people travel affect you?
.....
.....

Explain your answers to your partner.

1 How do we travel to school?

Did you know?

Some children travel to school on a bicycle bus. One town in France calls this type of transport a 'S'cool bus'. That's a funny name!



What do we think about travelling to school?

- 1 Talk with your classmates. Do you all travel to school the same way? Which is the most popular way to travel to school?
- 2 Do all your classmates have the same opinion about travelling to school? Why do you think this is?

> 1.2 How do children in our class think about travelling to school?

Learning goals

Our learning goals	I think	My teacher thinks
I can make up my own questions to help me find out what people think.	★ 😊 😐	★ 😊 😐
I can carry out a survey using my own questions.	★ 😊 😐	★ 😊 😐