

Red &  
Orange  
Isolation  
Learning



2 week pack

### Physical development

- Learning how to explore the outdoor area safely such as climbing and riding the bikes.
- Explore different ways of moving and how this makes their body feel.
- Tell adults when they need to go to the toilet or are hungry.
- To make use of snack independently using new snack area



### Personal, social and emotional development

- Learning Nursery routines and how to distract themselves if upset
- Join in with a group, initiate play in provision and take part in role play with others.
- Talk about themselves positively what they like.
- Talk about what they and others can do in their families.
- Taking turns
- Understand how they feel in different situations and how sometimes their actions can hurt others.



### Communication and language

- Talking about our families and the different changes in the seasons wearing warmer clothes.
- Talking about the changes in Autumn leaves falling from the trees.
- Understanding instructions and routines.
- Introduce story sacks and listen to others and talk about what has been said.
- Use simple sentences to talk about family and themselves.
- Talk about the similarities and differences of family members.



### English

Nursery Rhymes  
Goat goes to play group  
Pete the Cat  
Owl Babies  
Bear Hunt  
The Gruffalo  
Each peach pear thumb  
Room on the broom  
Large and small movements through drawing, painting and dough.

Introduce dough disco



Click to add text  
**Red and Orange Class**

### Maths

Counting songs and recognising numbers and shapes.  
Language associated with "more" "lots" who has the most bears.

Timings of the day morning, afternoon and night.  
What do we do at different times of the day and why?



### Expressive arts and design

- Autumn collage linked to Literacy
- Creating self-portraits using, paint, dough and construction materials.
- Self-portraits using pastels and mirrors for support.
- Engage in role-play and create props to support play.
- Build stories using small world.



### Phonics












- Exploring environmental sounds.



### Understanding the World

Able to understand who their immediate family is.  
Discuss our families and the different roles of family members.  
Autumn and weather changes.  
Describe the differences in the seasons.  
Demonstrate how to use the class computer.  
Use of the interactive board.  
Continue to use the class computers  
Theme: My family  
Key question: Who lives in my house?



Time guide	Lesson/Activity
10 minutes	<b>English - Reading</b>  Read something from your house. It can be a book, a magazine, something on your tablet.
5 minutes	<b>Communication and language</b>  Tell somebody about what you have read and what you enjoyed about the book. You could tell a family member or facetime a friend. Or you can choose a communication and language activity.
10 minutes	<b>Maths Activity</b>  Pick an activity to complete.
30 minutes	<b>Choosing time – Play with your toys.</b>
10 minutes	<b>Phonics Games</b>  Have a go at some phase 1 phonics games.
30 minutes	<b>Break</b> Have a break and move around. Go outside do some exercise. Have some snack and a rest.
10 minutes	<b>English – Writing Mark Making Activity</b>  Do some mark making, maybe you could squiggle whilst you wiggle to music.
15 minutes	<b>Movement break.</b> Put on go noodle and have a dance. Run around your garden or do some exercises.
5 minutes	<b>Handwriting Activity</b>  Practise some of the letters from your name. Make sure you remember how to form your letters correctly. Take your time.
30 minutes	<b>Lunch</b>  Have your lunch. Go outside and get some fresh air or watch some TV and relax.
30 minutes	<b>Choosing time – Play with your toys.</b>
10 minutes	<b>Personal, social and emotional development</b>  Choose a link to develop personal social and emotional areas. Or take time to share with people in your family.
15 minutes	<b>Physical development</b>  Dough disco time. Have a go at some of the PE links. Go in your garden and do some exercise. Play football or make an obstacle course.
10 minutes	<b>Understanding the World</b>  Discuss people in your family or choose a link to explore seasons and the world around us.
10 minutes	<b>Expressive arts and design</b>  Draw a picture in your isolation diary. Think about what you have done today and get an adult to write about it.
30 minutes	<b>Choosing time – Play with your toys.</b>

Prime Areas of Learning

EYFS Area of Learning		Autumn - Myself & My Family	
Communication and language	Listening & attention	Talking about our families and the different changes in the seasons wearing warmer clothes.	Explore different types of families - <a href="https://www.youtube.com/watch?v=MlmH01Z6Ss">https://www.youtube.com/watch?v=MlmH01Z6Ss</a>
	Listening & attention	Talking about the changes in Autumn leaves falling from the trees.	Learn about Autumn changes - <a href="https://www.youtube.com/watch?v=aZk3SpyJKeA">https://www.youtube.com/watch?v=aZk3SpyJKeA</a>
	Understanding	Understanding instructions and routines.	This is me song <a href="https://www.youtube.com/watch?v=QkHQ0CYwjal">https://www.youtube.com/watch?v=QkHQ0CYwjal</a>
	Understanding	Introduce story sacks and listen to others and talk about what has been said.	
	Speaking	Use simple sentences to talk about family and themselves.	
	Speaking	Talk about the similarities and differences of family members.	
Personal, social and emotional development	Making Relationships	Learning Nursery routines and how to distract themselves if upset	Starting school game- <a href="https://www.bbc.co.uk/games/embed/starting-school?exitGameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fznc9vk7">https://www.bbc.co.uk/games/embed/starting-school?exitGameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fznc9vk7</a>
	Making Relationships	Join in with a group, initiate play in provision and take part in role play with others.	Children to learn to discuss themselves and their likes and dislikes - <a href="https://teachers.thenational.academy/unit/s/me-dfc6">https://teachers.thenational.academy/unit/s/me-dfc6</a>
	Self-confidence & self-awareness	Talk about themselves positively what they like.	
	Self-confidence & self-awareness	Talk about what they and others can do in their families.	Children to learn to describe and discuss feelings - <a href="https://teachers.thenational.academy/unit/s/feelings-e925">https://teachers.thenational.academy/unit/s/feelings-e925</a>
	Managing feelings and behaviour	Taking turns	
	Managing feelings and behaviour	Understand how they feel in different situations and how sometimes their actions can hurt others.	
Physical development	Moving & Handling	Learning how to explore the outdoor area safely such as climbing and riding the bikes.	
	Moving & Handling	Explore different ways of moving and how this makes their body feel.	Movement breaks - <a href="https://www.youtube.com/watch?v=388Q44ReOWE">https://www.youtube.com/watch?v=388Q44ReOWE</a>  Songs, stories and movement activities - <a href="https://www.bbc.co.uk/teach/school-radio/eyfs-playtime-index/zknrf4j">https://www.bbc.co.uk/teach/school-radio/eyfs-playtime-index/zknrf4j</a>
	Health & self-care	Tell adults when they need to go to the toilet or are hungry.	
	Health & self-care	To make use of snack independently using new snack area	

Specific Areas of Learning

EYFS Area of Learning

Autumn - Myself & My Family

Literacy	Reading	Nursery Rhymes Goat goes to play group Pete the Cat Owl Babies Bear Hunt The Gruffalo Each peach pear thumb Room on the broom	Listen to stories - <a href="https://www.bbc.co.uk/cbeebies/stories">https://www.bbc.co.uk/cbeebies/stories</a>  Daniel Tiger stories - <a href="https://pbskids.org/daniel/stories/daniels-tigertastic-car?language=en">https://pbskids.org/daniel/stories/daniels-tigertastic-car?language=en</a>  Rhyme time - <a href="https://www.bbc.co.uk/games/embed/cbeebies-tier1-mr-tumble-minigames?exitGameUrl=https%3A%2F%2Fwww.bbc.co.uk%2Fcbeebies%2Fgames%2Fmr-tumbles-rhyme-time%3Fcollection%3Dgames-you-may-have-missed">https://www.bbc.co.uk/games/embed/cbeebies-tier1-mr-tumble-minigames?exitGameUrl=https%3A%2F%2Fwww.bbc.co.uk%2Fcbeebies%2Fgames%2Fmr-tumbles-rhyme-time%3Fcollection%3Dgames-you-may-have-missed</a>
	Writing	Large and small movements through drawing, painting and dough.	Letter formation (mobile only) <a href="https://www.bbc.co.uk/games/embed/gt5p4jj5vf?exitGameUrl=https%3A%2F%2Fwww.bbc.co.uk%2Fcbeebies%2Fgames%2Fget-squiggling-letters-mobile">https://www.bbc.co.uk/games/embed/gt5p4jj5vf?exitGameUrl=https%3A%2F%2Fwww.bbc.co.uk%2Fcbeebies%2Fgames%2Fget-squiggling-letters-mobile</a>  Squiggle whilst you wiggle <a href="https://www.youtube.com/watch?v=ptFAL-eSvxU">https://www.youtube.com/watch?v=ptFAL-eSvxU</a>
		Introduce dough disco	Dough Disco <a href="https://www.youtube.com/watch?v=o9D5lfqZF3o">https://www.youtube.com/watch?v=o9D5lfqZF3o</a>  <a href="https://www.youtube.com/watch?v=DrBsNhwxyzgc">https://www.youtube.com/watch?v=DrBsNhwxyzgc</a>  <a href="https://www.youtube.com/watch?v=BOLR3pQt8zg">https://www.youtube.com/watch?v=BOLR3pQt8zg</a>
	Phonics	Phase 1 phonics	Phase 1 phonics games - <a href="https://www.phonicsplay.co.uk/resources/phase/1">https://www.phonicsplay.co.uk/resources/phase/1</a>
Maths	Number	Counting songs and recognising numbers and shapes.	Learn some counting songs - <a href="https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-songs/zn67kmn">https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-songs/zn67kmn</a>  Counting - <a href="https://www.bbc.co.uk/cbeebies/puzzles/peter-rabbit-counting">https://www.bbc.co.uk/cbeebies/puzzles/peter-rabbit-counting</a>  Shape monsters sorting - <a href="https://www.topmarks.co.uk/early-years/shape-monsters">https://www.topmarks.co.uk/early-years/shape-monsters</a>
	Number	Language associated with “more” “lots” who has the most bears.	Sorting objects - <a href="https://teachers.thenational.academy/lessons/sorting-a-collection-of-objects-in-different-ways-cguk0r">https://teachers.thenational.academy/lessons/sorting-a-collection-of-objects-in-different-ways-cguk0r</a>  Matching objects into equal sets- <a href="https://teachers.thenational.academy/lessons/matching-objects-in-to-equal-sets-68rp2t">https://teachers.thenational.academy/lessons/matching-objects-in-to-equal-sets-68rp2t</a>  Matching objects into unequal sets- <a href="https://teachers.thenational.academy/lessons/matching-objects-in-to-unequal-sets-6muk6d">https://teachers.thenational.academy/lessons/matching-objects-in-to-unequal-sets-6muk6d</a>
	Space Shape and Measure	Timings of the day morning, afternoon and night. What do we do at different times of the day and why?	Day monkey and night monkey story - <a href="https://www.youtube.com/watch?v=hQkMZMvfGy4">https://www.youtube.com/watch?v=hQkMZMvfGy4</a>
World	People and communities	Able to understand who their immediate family is.	Exploring the home - <a href="https://www.bbc.co.uk/games/embed/g4yt1kk4l3?exitGameUrl=https%3A%2F%2Fwww.bbc.co.uk%2Fcbeebies%2Fgames%2Fsarah-and-duck-game">https://www.bbc.co.uk/games/embed/g4yt1kk4l3?exitGameUrl=https%3A%2F%2Fwww.bbc.co.uk%2Fcbeebies%2Fgames%2Fsarah-and-duck-game</a>
	People and communities	Discuss our families and the different roles of family members.	
	The world	Autumn and weather changes.	Watch the storybots episode about seasons -

Click to add text



## Phase 1 phonics

# Listening and Attention.

- Go for a walk around your house what different sounds can you hear? Stand in your garden and listen carefully to the different sounds. What sounds can you hear the most of?
- Watch the deep dark wood <https://www.youtube.com/watch?reload=9&v=iuYnkMLJ-O4> and listen carefully to the different sounds. What sounds are different in the woods?
- **Socks and shakers**
- Partially fill either opaque plastic bottles or the toes of socks with noisy materials (e.g. rice, peas, pebbles, marbles, shells, coins).
- Ask your child to shake the bottles or socks and identify what is inside from the sound the items make. From the feel and the sound of the noisy materials encourage them to talk about them. Ask questions such as: *Where might we find shells and pebbles?*



## Phase 1 phonics

# Listening and Attention.

### Enlivening stories

Involve your child in songs and stories, enlivened by role-play, props and repeated sounds, for example acting out:

*Humpty Dumpty sat on a wall,*

*Humpty Dumpty had a great fall (bump, crash, bang!)*

*All the King's horses and all the King's men (gallop, gallop, gallop)*

*Couldn't put Humpty together again (boo, hoo, boo, hoo, boo, hoo).*

### Roly poly

Rehearse the rhyme with the actions (rotating hand over hand as in the song 'Wind the bobbin up').

*Ro ... ly ... po ... ly ... ever ... so ... slowly*

*Ro ... ly ... poly faster.*

(Increase the speed of the action as you increase the speed of the rhyme.)

Now add in new verses, such as:

*Stamp ... your ... feet ... ever ... so ... slowly*

*Stamp ... your feet faster.*

Ask your child to suggest sounds and movements to be incorporated into the song.

*Say hello ever so quietly*

*Say HELLO LOUDER!*





# Time to talk – Picture News




## Picture News In the Early Years

### Speaking and Listening

**EYFS Framework:** Children are confident to speak in a familiar group. Children talk about past and present events in their own lives. They know about similarities and differences between themselves and others, and among families and communities.

**Look at the Picture News poster:** What can you see? What do you think these people are doing? Why do you think they are standing in the road?

Tell the children these people live together in the Amazon rainforest in Brazil and are known as the Kayapo tribe (You could show the children on a globe where Brazil is).

**Think about:** What is a rainforest? What do you think you would see in a rainforest? What animals do you think might live there? What do you think it would be like to live there?

The Kayapo people are in the news because they have decided to block a main road to stop anyone getting through. They are doing this because they are cross that their government, the people in charge of their country, have not yet given them any help with the coronavirus.

**Think about:** Do you think everyone should get the help and medicine they need for coronavirus? Why?

#### Question: What is it like where you live?

The Kayapo people live together in the Amazon rainforest. What is it like where you live? Are there places you regularly visit near where you live? Look at the **EY Resource**, which shows some different places that you might visit near where you live?

**Think about:** What shops do you have near where you live? Is there anywhere nearby you go to for a party or a club? What places do you have nearby if you want to go out for a walk or get some exercise? Do you think where you live is different from where the Kayapo people live? How?

### Small World: Can you imagine living in a rainforest?

**EYFS Framework:** Uses language to recreate roles and experiences in play situations.

**Think about:** What jobs do you think you would need to do if you lived in the rainforest? I wonder if there are any houses there! How do you think people make their own homes? Can you build a home? What could you build a home from? What shape do you think your home will be?

**Resources:** Tuft tray, green and blue material, little logs and sticks, pebbles, leaves, small world rainforest animals

### Writing: Can you draw and label some of the places you like to go to near where you live?

**EYFS Framework:** Gives meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

**Think about:** What places do you go to near where you live? What shops do you have nearby? Do you have any parks you can visit? What does your park have? Do you go to any clubs or lessons like swimming, football, gymnastics etc? Is there anywhere you and your family like to go for a walk? Where is your favourite place to visit that's near your house? Can you write down the name of all the places you have drawn?

**Resources:** Drawing and writing proforma (See EY Additional Resource 1), pencils, pencil crayons

### Maths: Can you play the game 'What am I?'

**EYFS Framework:** Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

Show the children all the rainforest animal picture cards (see EY Additional Resource 2). Talk through what all the different animals are. Model to the children how to play the 'What am I?' game. Hold one of the cards, make sure the children cannot see the animal you have chosen, describe the animal on the card to see if the children can correctly guess the animal. Model all the cards to give the children ideas of how to describe each animal.

**Think about:** How do you play the game 'What am I? Can you describe your animal? I wonder what colour your eyes are! I wonder if you have a long or a short body! I wonder how many legs you have!

**Resources:** Rainforest animal picture cards (see EY Additional Resource 2), scissors

### Exploring Mixed Media and Materials: Can you design and make your own headdress?

**EYFS Framework:** Selects tools and techniques needed to shape, assemble and join materials they are using.

Discuss that tribes often like to wear lots of jewellery in the same bright colours to help show which tribe they belong to. They can wear necklaces, bands around their arms and headdresses.

**Think about:** What bright colours would you like to show in your headdress? What patterns could you draw or make on your headdress. How will we make sure it fits? How could we attach some feathers to your headdress?

**Resources:** long strips of card, coloured art feathers or coloured paper and feather template, beads, scissors, glue sticks, coloured felt tip pens



# Ideas to support the development of Communication and Language at home.

Read the story of the Gruffalo and talk about the sounds that the different animals make. Discuss what the Gruffalo looks like repeating the language from the text 'purple prickles all over his back' etc

Play a game in your house where you describe an item and your child has to find the item i.e. what do we use to sit on? What do we watch? What do we eat our dinner with? What can help us to see when it is dark? Take it in turns and allow your child to describe an item which you then have to find. Use different rooms in the house for language variation.

Read their favourite story each night at bedtime so they become really familiar with the language used. Ask them to then retell it to you helping them to use some of the story language.



# Ideas to support the development of Communication and Language at home.

Place a teddy in different places around the house and ask your child to describe where teddy is i.e. under the table, on top of the fridge, next to the tv, behind the sofa, in the washing machine, beside the bed etc. Next give the teddy to your child and ask them to put teddy under the chair, next to the cushion etc repeating all the different positional vocabulary.

Read the story of Goldilocks and the three bears and discuss what happened In the story i.e.

Why did Goldilocks go into the woods?

What was up with the bear's porridge?

How did Goldilocks get into the bear's house?

How did the bear's feel when they found out that someone had been into their house?

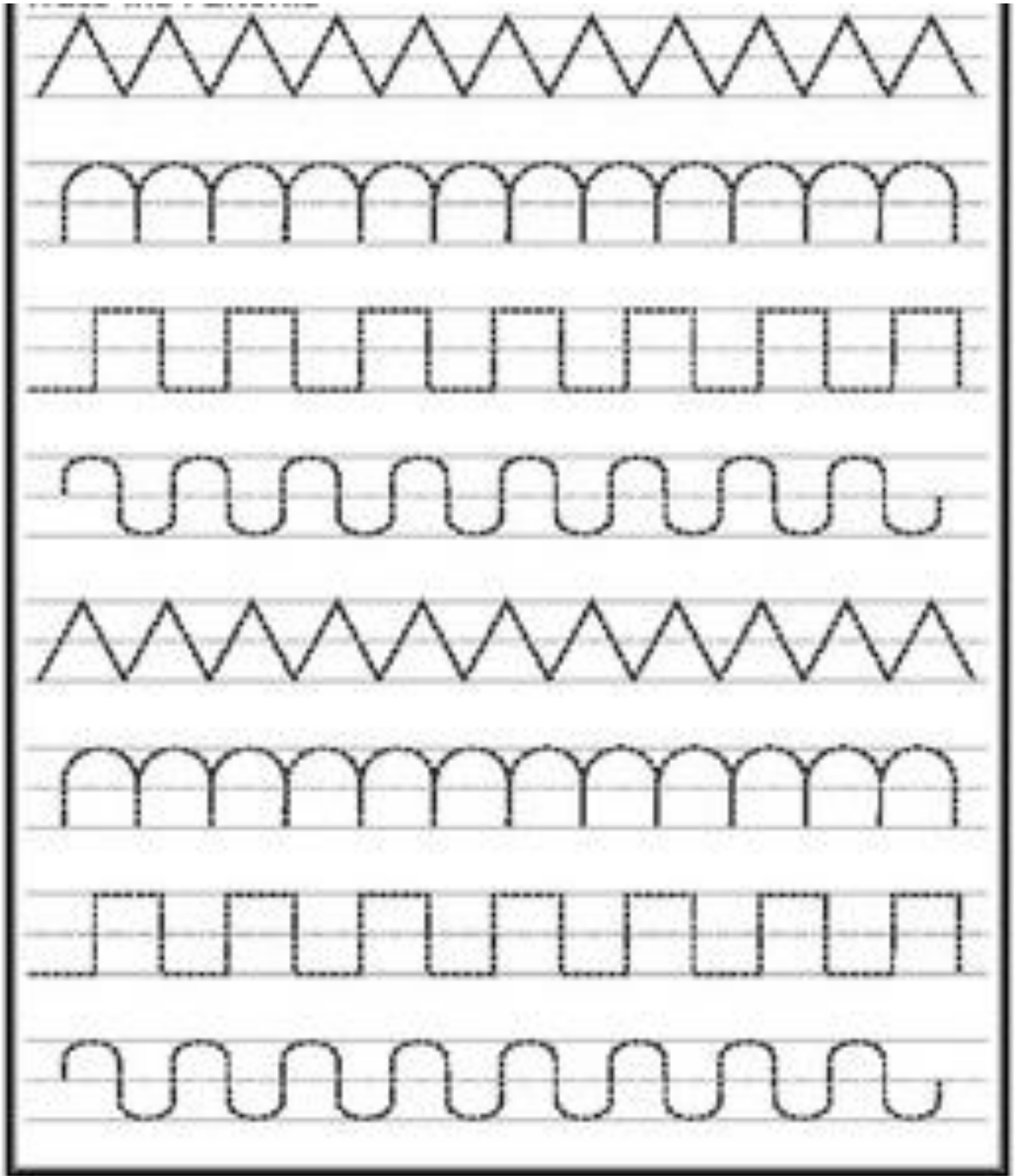
Should Goldilocks have gone into the bear's house?

Why not?



# Physical Development

Can you copy some of the patterns?

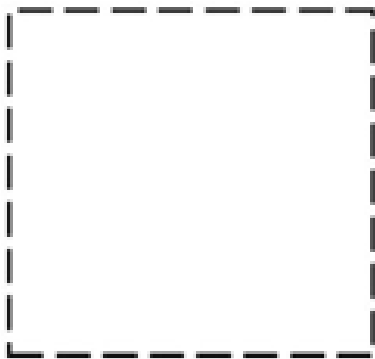
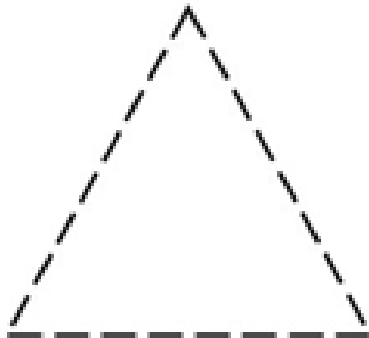
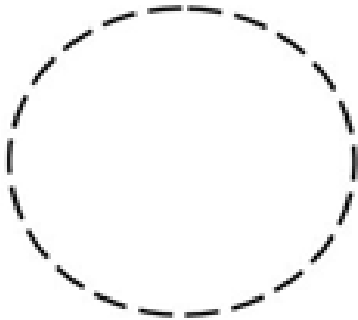




# Physical Development



Can you copy some of the shapes?







## Ideas to support Physical Development at home.

- Make an obstacle course in your garden and get your family to complete it with you. Time each other and see who is the fastest.
- Complete a set of exercise in your living room that include 10 hops swapping each leg, star jumps, runs on the spot, walking forwards and backwards, touching your toes and finally 10 stretches to the sky.
- Have a competition with your family to see who can walk up and down the stairs the most times before your legs become super tired.



## Ideas to support Physical Development at home.

- Practise your ball skills of throwing, catching, bouncing with two hands, bouncing with one hand, kicking the ball, throwing it over arm, under arm and from your chest. Which skill did you enjoy the most?
- Play running through the jungle what do you see? I see a lion stalking through the trees. Practise for different animals i.e.

Monkeys swinging through the trees

Crocodiles snapping

Snake slithering on the ground

Parrots flying through the sky

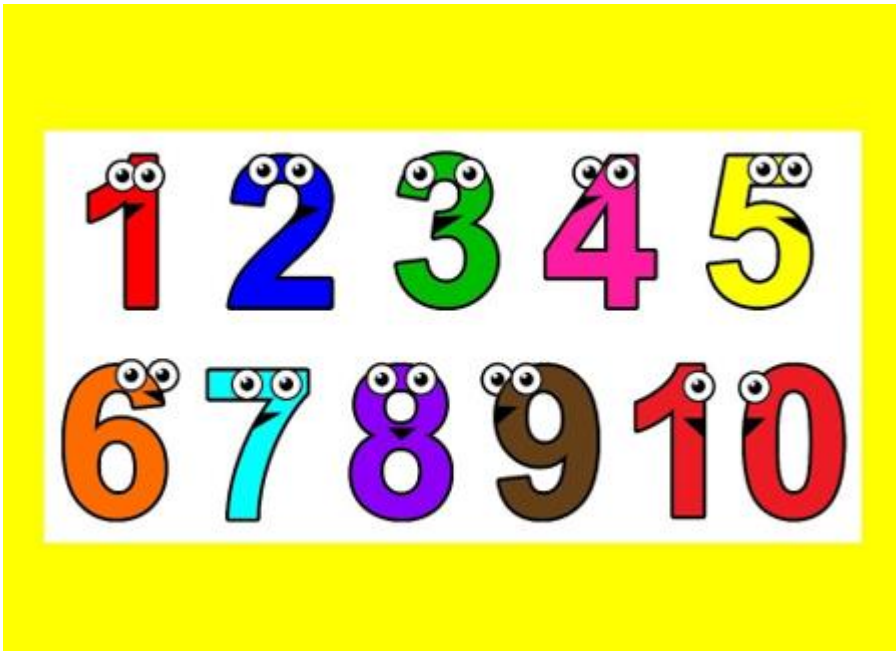
Rhinos thundering along the river

Bugs buzzing in the flowers



Activity 1

Count out 10 of their favourite toys and match the numbers to 10 underneath. Ask them to give you 2 cars etc and then find the number 2 card, repeat for different amounts of number and match the number card to the amount.



Activity 2

Go on a shape hunt around your house and find items that are circles, squares, rectangles, triangles, diamonds, ovals and stars. How many circle items did you find? Which shape do you see most of in your house?

Draw your own shape picture and talk to your grown up about the different shapes you have drawn.



Circle



Triangle



Rectangle



Square



Star



Hexagon



Heart

## Activity 3

Draw around your hands, colour and cut them out. Get your grown up to help you write the numbers from 1 to 10 and then stick them down in order from 1 to 10. Practise pointing to each number and counting forwards and backwards.



## Activity 4

Using your construction toys i.e. lego, duplo, stickle bricks, or any stacking toys practice making towers of different numbers and then put them in the right order from 1 to 10.



Activity 5

Make a shop using play dough cakes or any kitchen items and sell each item for 1 p. Count how much it costs when one of your family members or toys buys three items or 7 play dough cakes etc.

Activity 6

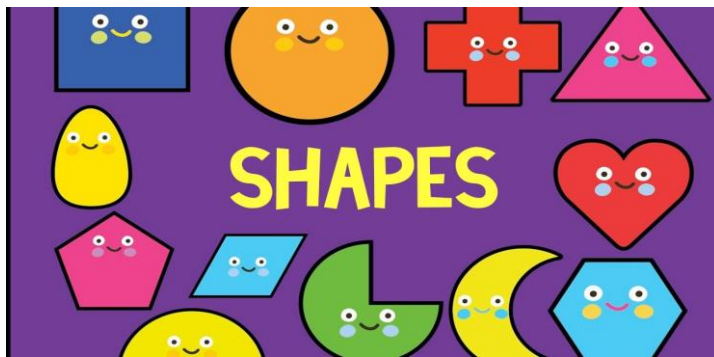
Look out your window and count how many different things you can see i.e. 3 birds, 2 cars, 5 people





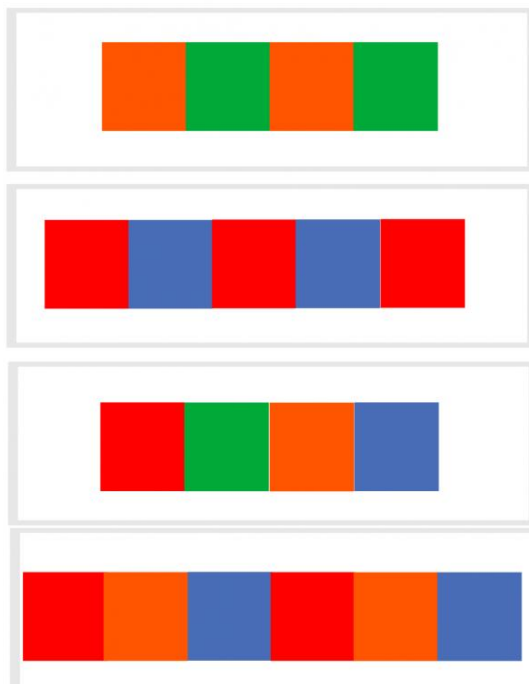
Activity 7

Make some shapes and hide them around your house. Take it in turns to describe which shape is hiding i.e. it has 4 sides, it is the same shape as a house, it is the shape as a car wheel or a pizza.



Activity 8

Make some coloured patterns or repeated patterns with objects i.e. spoon, fork, spoon, fork or cup, plate, cup, plate etc. Encourage the children to talk about their pattern and what should come next.



## Activity 9

Prepare some sticky notes with various numbers and place them in front of the children armed with fly swatters or a spatula. The goal of this simple yet fun game is for the little ones to identify the number on the dice and match it with the ones written on sticky notes before smacking the correct answer with a fly swatter! If you don't have a dice make a second card stack of numbers place them face down and children choose a number card instead of using a dice.



## Activity 10

Practise singing the following number rhymes with your child. See online links for learning if using a computer.

5 Little Ducks

10 Fat sausages sitting in a pan

5 Little speckle frogs

10 in the bed

5 currant buns





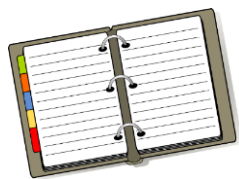
# Daily Diary



Draw a picture of something that you have done each day – ask your grown up to write about what you have drawn.

Day 1

Day 2



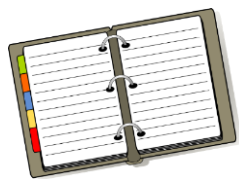
# Daily Diary



Draw a picture of something that you have done each day – ask your grown up to write about what you have drawn.

Day 3

Day 4



# Daily Diary



Draw a picture of something that you have done each day – ask your grown up to write about what you have drawn.

Day 5

Day 6





# Daily Diary



Draw a picture of something that you have done each day – ask your grown up to write about what you have drawn.

Day 7

Day 8



# Daily Diary



Draw a picture of something that you have done each day – ask your grown up to write about what you have drawn.

Day 9

Day 10



# Story time



Read a story with your child – use the prompts below to discuss what they have read. Encourage them to read the story to a teddy bear!

What happened in the story?

Who was your favourite character? Why?



# Online links to learning



Phonics	Physical Development
<p><a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a></p> <p><a href="https://www.phonicsbloom.com/">https://www.phonicsbloom.com/</a></p> <p><a href="http://www.ictgames.com/phonicsPop/index.html">http://www.ictgames.com/phonicsPop/index.html</a></p> <p><a href="https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds">https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds</a></p>	<p><a href="https://www.youtube.com/watch?v=oc4QS2USKmk">https://www.youtube.com/watch?v=oc4QS2USKmk</a></p> <p><a href="https://www.youtube.com/watch?v=BQ9q4U2P3ig">https://www.youtube.com/watch?v=BQ9q4U2P3ig</a></p> <p><a href="https://www.youtube.com/watch?v=5if4cjO5nxo">https://www.youtube.com/watch?v=5if4cjO5nxo</a></p>
Mathematics	Songs and Rhymes
<p><a href="https://www.youtube.com/watch?v=-mi79hRcSXI">https://www.youtube.com/watch?v=-mi79hRcSXI</a></p> <p><a href="https://www.youtube.com/watch?v=pZw9veQ76fo">https://www.youtube.com/watch?v=pZw9veQ76fo</a></p> <p><a href="https://www.youtube.com/watch?v=TdDypyS_5zE">https://www.youtube.com/watch?v=TdDypyS_5zE</a></p> <p><a href="https://www.youtube.com/watch?v=VQTVrxj4l6o">https://www.youtube.com/watch?v=VQTVrxj4l6o</a></p> <p><a href="https://www.youtube.com/watch?v=YNNBHQTfb8k">https://www.youtube.com/watch?v=YNNBHQTfb8k</a></p>	<p><a href="https://www.youtube.com/watch?v=Fe9bnYRzFvk">https://www.youtube.com/watch?v=Fe9bnYRzFvk</a></p> <p><a href="https://www.youtube.com/watch?v=mXMofxtDPUQ">https://www.youtube.com/watch?v=mXMofxtDPUQ</a></p> <p><a href="https://www.youtube.com/watch?v=NwT5oX_mqS0">https://www.youtube.com/watch?v=NwT5oX_mqS0</a></p> <p><a href="https://www.youtube.com/watch?v=gavT_q9CLME">https://www.youtube.com/watch?v=gavT_q9CLME</a></p>
Understanding the world	Stories
<p><a href="https://www.youtube.com/watch?v=mQrlgH97v94">https://www.youtube.com/watch?v=mQrlgH97v94</a></p> <p><a href="https://www.youtube.com/watch?v=8Zjpl6fgYSY">https://www.youtube.com/watch?v=8Zjpl6fgYSY</a></p> <p><a href="https://www.youtube.com/watch?v=5YBRu5JFHmw">https://www.youtube.com/watch?v=5YBRu5JFHmw</a></p>	<p><a href="https://www.youtube.com/watch?v=Ra_b3lw0qT1U">https://www.youtube.com/watch?v=Ra_b3lw0qT1U</a></p> <p><a href="https://www.youtube.com/watch?v=9U9y35kWBvM">https://www.youtube.com/watch?v=9U9y35kWBvM</a></p> <p><a href="https://www.youtube.com/watch?v=3QzT1sq6kCY">https://www.youtube.com/watch?v=3QzT1sq6kCY</a></p>