

- 1) Use the facts at the top of the table to help you complete the other calculations:



$16 \times 20 = 320$	$42 \times 5 = 210$
$16 \times 200 = \underline{\hspace{2cm}}$	$420 \times 5 = \underline{\hspace{2cm}}$
$20 \times 160 = \underline{\hspace{2cm}}$	$50 \times 42 = \underline{\hspace{2cm}}$
$160 \times 200 = \underline{\hspace{2cm}}$	$4200 \times 50 = \underline{\hspace{2cm}}$
$450 \div 25 = 18$	$8600 \div 200 = 43$
$4500 \div 25 = \underline{\hspace{2cm}}$	$860 \div 20 = \underline{\hspace{2cm}}$
$4500 \div 250 = \underline{\hspace{2cm}}$	$8600 \div 2 = \underline{\hspace{2cm}}$
$2250 \div 25 = \underline{\hspace{2cm}}$	$860 \div 43 = \underline{\hspace{2cm}}$

- 2) Zara says that she needs to use a formal long multiplication method to complete the calculation  $72 \times 50$ .



Can you find 3 different methods that she could use other than a formal method, using your knowledge of mental strategies?

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- 1) Cleo has been given this fact:  
 $7800 \div 30 = 260$



She has been asked to solve the calculation  $7800 \div 3$ .

She says that, because 3 is 10 times smaller than 30, the answer must be 10 times smaller too, so  $7800 \div 3$  must be 26.



Cleo is incorrect. Explain why.

- 2 a)  $150 \times 25 = 15 \times 250$   
Prove it!

- b) Write down 3 of your own equivalent calculations similar to the one above.

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- 1) In the calculation below, each square represents a missing digit. Find 5 possible solutions to make the statement correct.



You cannot use commutativity (just swapping the order of the numbers), such as  $40 \times 320 = 320 \times 40$ .

$$\square 0 \times \square \square 0 = \square \square 0 \times \square 0$$

- 2) In the calculation below, each square represents a missing digit. Find 5 possible solutions to make the statement correct.

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