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

| $16 \times 20=320$ | $42 \times 5=210$ |
| :---: | :---: |
| $16 \times 200=$ | $420 \times 5=$ |
| $20 \times 160=$ | $50 \times 42=$ |
| $160 \times 200=$ | $4200 \times 50=$ |


| $450 \div 25=18$ | $8600 \div 200=43$ |
| :---: | :---: |
| $4500 \div 25=$ | $860 \div 20=$ |
| $4500 \div 250=$ | $8600 \div 2=$ |
| $2250 \div 25=$ | $860 \div 43=$ |

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?

1) Cleo has been given this fact:
$\mathbf{7 8 0 0} \div \mathbf{3 0} \mathbf{= 2 6 0}$

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.

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 $40 \times 320=320 \times 40$.
$\square$ $0=$ $0 \times \square 0$
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