

# Division

MNU 3-03a I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my process and solutions.

Pupils are taught to understand division as sharing and grouping.

Partial Quotients	Multiplying Up	Repeated subtraction
$550 \div 15$  $36 \text{ r } 10$ $\begin{array}{r} 15 \overline{) 550} \\ \underline{-150} \quad (10 \times 15) \\ 400 \\ \underline{-300} \quad (20 \times 15) \\ 100 \\ \underline{-90} \quad (6 \times 15) \\ 10 \end{array}$	$72 \div 8$  $8 \times 5 = 40$ $8 \times 4 = 32$ $\quad \quad \quad +$ $\quad \quad \quad \quad \quad 72$ $5 + 4 = 9$  $72 \div 8 = 9$	$24 \div 6$  $24 - 6 = 18 \quad (1)$ $18 - 6 = 12 \quad (2)$ $12 - 6 = 6 \quad (3)$ $6 - 6 = 0 \quad (4)$  $24 \div 6 = 4$
$10 + 20 + 6 = 36$		